



**STUDENT HANDBOOK**

**2024-2025**

# OUR SHARED VISION

## IN KLEIN ISD, **EVERY** STUDENT ENTERS WITH A **PROMISE** & EXITS WITH A **PURPOSE**

Our shared vision is accomplished through our strategic priorities of Cultivate Talent, Build Community, and Reimagine Learning. Our Guiding Documents of Profile of a Learner, Profile of a Leader, and our Definition of High-Quality Teaching align and drive our work for our students.

### Cultivate Talent



**Klein ISD will listen, learn & continuously improve to ensure our employees are fully supported & engaged.**

- Recruit and retain high-quality employees to benefit student outcomes
- Develop and value our employees in every position through personalized, professional learning and meaningful leadership development opportunities
- Foster opportunities for two-way communication and collaboration that empower our employees to be heard and have a voice that positively impacts and supports Klein ISD's tradition of excellence

### Build Community



**Klein ISD will build trust with our students, parents, families & community to know & serve every student by name, strength & need.**

- Maintain safe and disciplined schools to ensure learning environments that develop students of integrity
- Equip our parents and families with resources and support to be successfully engaged in their children's learning journey
- Encourage positive and productive partnerships between the Klein Family and Klein community so that every person is treated with dignity and respect

### Reimagine Learning



**Klein ISD will provide the best learning experience to empower our learners to excel in academics, the arts & athletics.**

- Provide an engaging curriculum rooted in a strong academic foundation that supports real-life, meaningful learning opportunities to inspire every learner
- Ensure a learning environment that supports strong mental health and overall wellness for every member of our Klein Family
- Partner with parents and families to guide our students in pursuing and achieving their learning goals for college, career, and military aspirations through innovative pathways of choice



## Request for Community Support

The Klein Independent School District plays an active role in the community. In this role, the District interacts with a number of charitable and service organizations that seek to provide assistance to various members of our community. From time to time, these groups contact Klein schools, asking for our help in identifying students and families who may be in need. They often offer social services, counseling, clothing, food, and other forms of assistance.

If you would like the Klein ISD to share your name with these groups, so that they may contact you and possibly provide these benefits to your family, please provide the information below and return it to your campus principal.

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Parent(s) Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Campus(es) where your child(ren) is(are) enrolled \_\_\_\_\_

\_\_\_\_\_

# KLEIN ISD DISTRICT MAP



MAP KEY	
	ELEMENTARY
	INTERMEDIATE
	HIGH SCHOOL
	AG BARN
	ADMINISTRATION

## ELEMENTARY

- Benfer (107)
- Bernhaus (129)
- Blackshear (127)
- Brill (109)
- Ehrhardt (110)
- Eiland (118)
- Epps Island (105)
- Fox (133)
- Frank (125)
- French (131)
- Grace England EC/PK (130)
- Greenwood Forest (104)
- Hassler (120)
- Haude (103)
- Kaiser (108)
- Klenk (117)
- Kohrville (101)
- Krahn (113)
- Kreinhop (121)
- Kuehnle (115)
- Lemm (111)
- Mahaffey (132)
- McDougle (122)
- Metzler (123)
- Mittelstädt (116)
- Mueller (126)
- Nitsch (121)
- Northampton (102)
- Roth (114)
- Schultz (119)
- Theiss (106)
- Vistas (36)
- Zwink (128)

## INTERMEDIATE

- Doerre (46)
- Hildebrandt (42)
- Hofius (50)
- Kleb (45)
- Klein Intermediate (41)
- Krimmel (48)
- Schindewolf (47)
- Strack (44)
- Ulrich (49)
- Wunderlich (43)

## HIGH SCHOOL

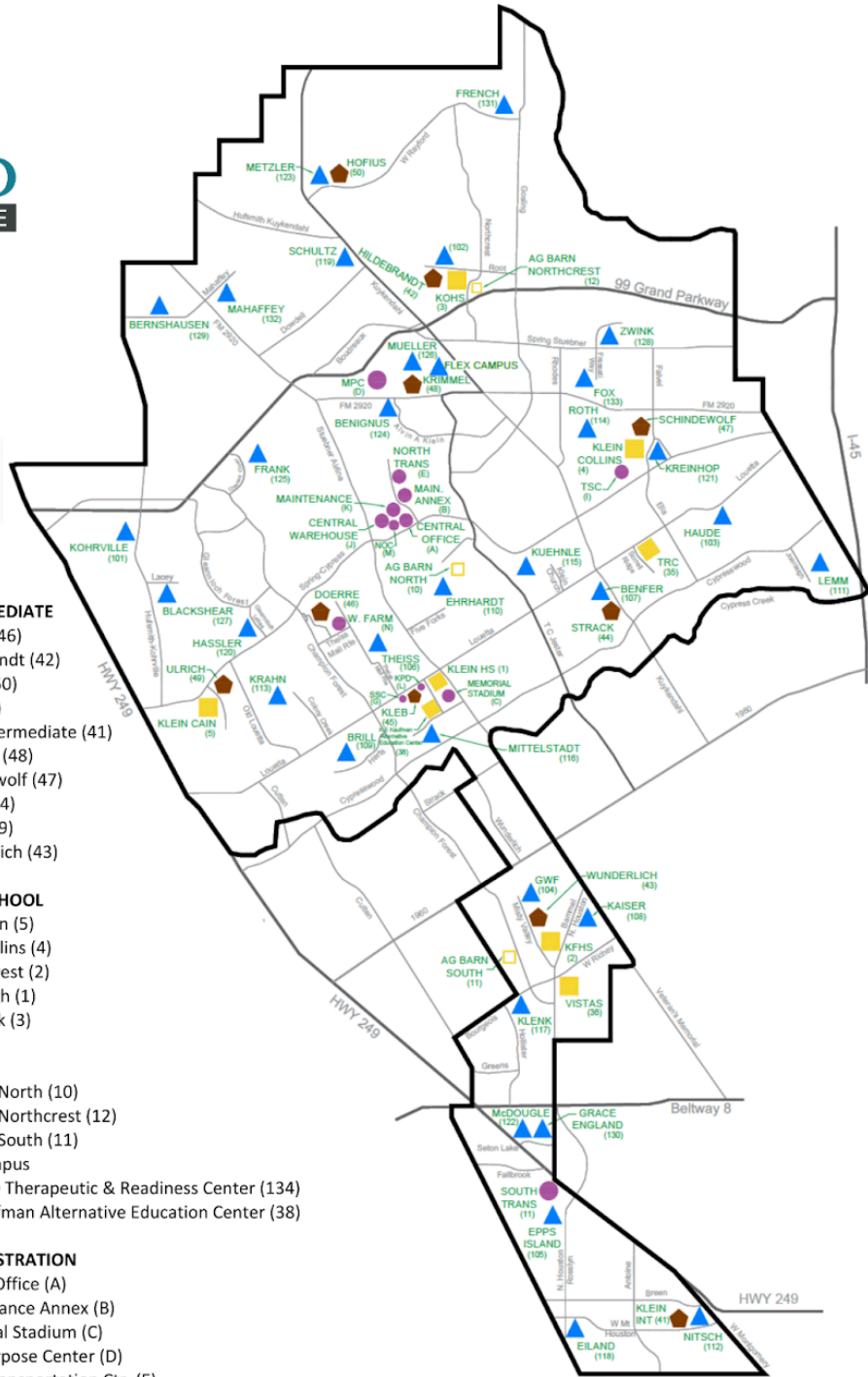
- Klein Cain (5)
- Klein Collins (4)
- Klein Forest (2)
- Klein High (1)
- Klein Oak (3)

## OTHER

- Ag Barn North (10)
- Ag Barn Northcrest (12)
- Ag Barn South (11)
- Flex Campus
- Klein ISD Therapeutic & Readiness Center (134)
- K.E. Kaufman Alternative Education Center (38)

## ADMINISTRATION

- Central Office (A)
- Maintenance Annex (B)
- Memorial Stadium (C)
- Multipurpose Center (D)
- North Transportation Ctr. (E)
- South Transportation Ctr. (F)
- Student Support Ctr. (G)



**ADMINISTRATION**

Frank A. Lemmon Administration Building 7200 Spring Cypress Road, Klein, TX 77379 832-249-4000  
Klein ISD Athletics/Memorial Stadium 16607 Stuebner Airline Road, Klein, TX 77379 832-249-4303  
Klein ISD Maintenance Annex 19010 Doerre Road, Klein, TX 77379 832-249-4535  
Klein Technology Services Center 4016 Spring Cypress, Klein, TX 77379 832-249-4437  
Kleinwood Center 16710 Kleinwood Dr., Klein, TX 77379 832-249-4501  
Klein ISD Police Headquarters 7403 Louetta Road, Klein, TX 77379 832-249-4266  
Klein ISD Multipurpose Center 7500 FM 2920, Klein, TX 77379 832-249-4240  
Otis Davis Transportation Center 19020 Doerre Road, Klein, TX 77379 832-249-4566  
Klein ISD Tom Ricker South Transportation Center 14131 SH 249, Klein, TX 77086 832-249-4599

**ELEMENTARY SCHOOLS**

Benfer 18027-B Kuykendahl Road, Klein, TX 77379 832-484-6000  
Benignus 7225 Alvin A. Klein Drive, Klein, TX 77379 832-484-7750  
Bernshausen 11116 Mahaffey Road, Klein, TX 77375 832-375-8000  
Blackshear 11211 Lacey Road, Klein, TX 77375 832-375-7600  
Brill 9102 Herts Road, Klein, TX 77379 832-484-6150  
Ehrhardt 6603 Rosebrook Lane, Klein, TX 77379 832-484-6200  
Eiland 6700 North Klein Circle Drive, Klein, TX 77088 832-484-6900  
Epps Island 7403 Smiling Wood Lane, Klein, TX 77086 832-484-5800  
Fox 4800 Port Aegean Dr., Klein, TX 77388 832-375-8900  
Frank 9225 Crescent Clover Drive, Klein, TX 77379 832-375-7000  
French 5802 W. Rayford Road, Klein, TX 77389 832-375-8100  
Grace England Early Childhood 7535 Prairie Oak Drive, Klein, TX 77086 832-375-7900 Pre-Kindergarten Center  
Greenwood Forest 12100 Misty Valley Drive, Klein, TX 77066 832-484-5700  
Hassler 9325 Lochlea Ridge Drive, Klein, TX 77379 832-484-7100  
Haude 3111 Louetta Road, Klein, TX 77388 832-484-5600  
Kaiser 13430 Bammel N. Houston Road, Klein, TX 77066 832-484-6100  
Klein ISD Flex School 7072 FM 2920, Klein, TX 77379  
Klenk 6111 Bourgeois Road, Klein, TX 77066 832-484-6800  
Kohrville 11600 Woodland Shore Drive, Klein, TX 77375 832-484-7200  
Krahn 9502 Eday Drive, Klein, TX 77379 832-484-6500  
Kreinhop 20820 Ella Boulevard, Klein, TX 77388 832-484-7400  
Kuehnle 5510 Winding Ridge Drive, Klein, TX 77379 832-484-6650  
Lemm 19034 Joanleigh Drive, Klein, TX 77388 832-484-6300  
McDougle 10410 Kansack Lane, Klein, TX 77086 832-484-7550  
Mahaffey 10255 Mahaffey Road, Klein, TX 77375 832-375-8300  
Metzler 8500 W. Rayford Road, Klein, TX 77389 832-484-7900  
Mittelstädt 7525 Kleingreen Lane, Klein, TX 77379 832-484-6700  
Mueller 7074 FM 2920, Klein, TX 77379 832-375-7300  
Nitsch 4702 West Mt. Houston Road, Klein, TX 77088 832-484-6400  
Northampton 6404 Root Road, Klein, TX 77389 832-484-5550  
Roth 21623 Castlemont Lane, Klein, TX 77388 832-484-6600  
Schultz 7920 Willow Forest, Klein, TX 77375 832-484-7000  
Theiss 17510 Theiss Mail Route Road, Klein, TX 77379 832-484-5900  
Zwink 22200 Frassati Way, Klein, TX 77389 832-375-7800

**INTERMEDIATE SCHOOLS**

Doerre 18218 Theiss Mail Route Road, Klein, TX 77379 832-249-5700  
Hildebrandt 22800 Hildebrandt Road, Klein, TX 77389 832-249-5100  
Hofius 8400 W. Rayford Road, Klein, TX 77389 832-375-8800  
Kleb 7425 Louetta Road, Klein, TX 77379 832-249-5500  
Klein Intermediate 4710 West Mt. Houston Road, Klein, TX 77088 832-249-4900  
Krimmel 7070 FM 2920, Klein, TX 77379 832-375-7200  
Schindewolf 20903 Ella Boulevard, Klein, TX 77388 832-249-5900  
Strack 18027-S Kuykendahl Road, Klein, TX 77379 832-249-5400  
Ulrich 10103 Spring Cypress Road, Klein, TX 77070 832-375-7500  
Wunderlich 11800 Misty Valley Drive, Klein, TX 77066 832-249-5200

**HIGH SCHOOLS**

Klein High 16715 Stuebner Airline Road, Klein, TX 77379 832-484-4000  
Klein Forest 11400 Misty Valley Drive, Klein, TX 77066 832-484-4500 DAEP  
Klein Oak 22603 Northcrest Drive, Klein, TX 77389 832-484-5000  
Klein Collins 20811 Ella Boulevard, Klein, TX 77388 832-484-5500  
Klein Cain 10201 Spring Cypress Road, Klein, TX 77070 832-375-8400  
Therapeutic & Readiness Center 4411 Louetta Rd. Klein, TX 77388 832-249-4369  
K. E. Kaufman Alternative Education Center - 7302 Kleingreen Lane, Klein, TX 77379 832-249-4800  
Vistas High School Program 12550 Bammel N. Houston Road, Klein, TX 77066 832-484-7650

## **Klein ISD Student Handbook**

2024-2025 School Year

Klein ISD strives to ensure that its services are accessible to people with disabilities. Klein ISD has invested a significant amount of resources to help ensure that its website is made easier to use and more accessible for people with disabilities, with the strong belief that every person has the right to live with dignity, equality, comfort and independence. If you have difficulty accessing the information in this document because of disability, please go to <https://kleinisd.net/accessibility>.

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## **Preface 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 Klein ISD 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 Klein ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.kleinisd.net](http://www.kleinisd.net). 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 newsletter and other 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 each campus.

Note: 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 electronic copy is available at [www.kleinisd.net](http://www.kleinisd.net).

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 your child's campus principal.

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 24](#) and [Consent Required Before Student Participation in a Federally Funded Survey on page 25](#) for more information.]

### **Accessibility**

If you have difficulty accessing this handbook because of a disability, please go to <https://kleinisd.net/accessibility>.

## **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.

In the reproductive and sexual health strand, students will identify the characteristics of healthy and unhealthy relationships, how to use communication and refusal skills to set personal boundaries, and how to develop strategies for responding to sexual harassment and abuse. Students will describe the changes associated with adolescent development, explain the process of fertilization, fetal development, and the importance of prenatal care. Students will learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and sexually transmitted infections as well as the legal, financial, and social issues associated with sexual health and reproduction.

Instruction is scheduled to occur during the second grading period of the semester.

For further information, see the district's human sexuality instruction website at <https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=1973254>

In accordance with state law (HB1525), 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 \(All Grade Levels\) on page 61](#) and [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; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See [Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 21.](#)]

### **Consent Before Human Sexuality Instruction (per state law SB9)**

Before a student receives human sexuality instruction, the parent must provide written consent to the teacher. Parents will be sent a request for written consent at least 14 days before the instruction will begin. If a parent does not want their child to receive this instruction, they can communicate this to their teacher and also not return the opt-in written consent form.

### **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking (per state law SB9)**

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the parent must provide written consent to the teacher. Parents will be sent a request for written consent at least 14 calendar days before the instruction will begin. If a parent does not want their child to receive this instruction, they can communicate this to their teacher and also not return the opt-in written consent form.

### **Annual Notification**

Students in intermediate school and high school 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.

By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting the student's well-being and providing education on digital citizenship, bullying, first aid, and identifying safe and unsafe situations creates empowered and educated students able to make decisions that keep themselves and others safe. The student will gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

For further information, see the district's abuse prevention instruction at [Klein ISD Health & Physical Education Website](#)

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 \(All Grade Levels\) on page 61](#) and FNG for information on the grievance and appeals process.

[See [Consent to Human Sexuality Instruction on page 20](#); [Dating Violence on page 68](#); and [Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children on page 48](#)]

### **Consent to Provide a Mental Health Care Service Dating Violence**

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 campus school counselor or mental health specialist will notify the student's parents within a reasonable amount of time after learning that a student has displayed early warning signs and provide information about available counseling options.

The campuses have established procedures for staff to notify the school counselor or mental health specialist regarding a student who may need intervention.

The school counselor and mental health specialist can be reached using the campus website or contacting the campus's main phone number.

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

[See [Mental Health Support on page 98](#)]

### **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, and
- 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](#). 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 the recording is to be used for:

- School safety
- Classroom instruction or a co curricular or extracurricular activity
- Media coverage of the school
- 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**

**Beginning in the 2024-25 school year, 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. Please reach out to your child's principal if you have any questions or want to opt out of this automatic enrollment.

### **Prohibiting the Use of Corporal Punishment**

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.



## **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. 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); and
- 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 pg 18, 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:

1. Items for use only for school-sponsored purposes;

- For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name, address, telephone number, electronic mail address, date and place of birth, dates of attendance, grade level, photographs, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards received in school, and most recent school previously attended.
- If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

2. All Other Purposes

- The District shall not release any directory information to third-party requestors unless required by law and with parent permission.

**Note:** Review [Authorized Inspection and Use of Student Records on page 29](#).

### **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, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student’s:

- Name,
- Address, and
- 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](#) pg 25, 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 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; or
- 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, or 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 U.S. Department of Education provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

See [Consent to Human Sexuality Instruction on page 20](#) and [Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 21](#) 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:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; and

- 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:

- 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; or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy [EHBK\(LEGAL\)](#).]

### **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.

[See [Pledges of Allegiance and a Minute of Silence on page 111](#) and policy [EC\(LEGAL\)](#) for more information].

### **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; or
- 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.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student’s teacher and see policies [EC](#) and [EHBC](#). See [Standardized Testing on page 120](#) for information regarding

required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

## **Right of Access to Student Records, Instructional Materials, and District Records/Policies**

### **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 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.

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.

[For information about parental access to any online library catalog and library materials, see Library (All Grade Levels).]

### **District Review of Instructional Materials**

Per state law (HB1605), 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, please contact your child's principal to discuss your concern/request.

### **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 the 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 their child's records, including:

- 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 on page 24](#), 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; and
- [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 meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- 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 perform their 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 on page 24](#) 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 Superintendent or designee is custodian of all records for currently enrolled students at the assigned school. The Superintendent or designee 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 at the campus 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 by contacting your student's campus.

You may contact the custodian of records for students who have withdrawn or graduated at 7200 Spring Cypress Road, Klein, TX 77379.

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

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and



include an explanation of how the information 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 on page 112](#), [Complaints and Concerns \(All Grade Levels\) on page 61](#), 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 superintendent's office or on the district's website at [www.kleinisd.net](http://www.kleinisd.net).

**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](#) 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); and
- 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, or
- 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](#).

## **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. Contact the department of Student Services for more information.

[See [Bullying on page 45](#) 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 at [FDE](#).]

The board will honor a parent's request for the transfer of his or her child to another district campus 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)**

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); and
- 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:

Kristine Crosetto  
District Behavior Specialist  
Foster Care Liaison  
832-249-4381 (34381)  
*Email:* [kcrosetto1@kleinisd.net](mailto:kcrosetto1@kleinisd.net)

[See [Credit by Examination for Advancement/Acceleration on page 66](#), [Course Credit \(Secondary Grade Levels Only\) on page 64](#), and [Students in Foster Care on page 123](#).]

## **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.

**Please also check the campus website for information related to services available in the area that can help families who are homeless.**

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; and
- 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 McKinney-Vento liaison:

Greg Corradino  
District McKinney-Vento Liaison  
16710 Kleinwood Dr. Klein, TX 77379  
[homeless@kleinisd.net](mailto:homeless@kleinisd.net)  
832-249-4056

[See [Credit by Examination for Advancement/Acceleration on page 66](#), [Course Credit \(Secondary Grade Levels Only\) on page 64](#), and [A students who is Homeless on page 35](#)]

## **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 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 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\*](#). 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\*](#).

### **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:

Amanda Toon  
Director-Special Education  
7200 Spring Cypress Road, Klein, TX 77379  
[atoon1@kleinisd.net](mailto:atoon1@kleinisd.net)  
832-249-4353

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:

Alyx Schultz  
Director of Transition & Strategic Support Services  
7200 Spring Cypress Road, Klein, TX 77379  
[aschultz1@kleinisd.net](mailto:aschultz1@kleinisd.net)  
(832) 249-4432

### **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; and
- A review procedure.

If a parent makes a written request for an evaluation through Section 504 to an employee of the school district, the district must respond no later than 15 school days after receiving the request. If the district agrees to evaluate the student, it must obtain written consent before the evaluation can be completed.

While there are no specific timeline requirements for the completion of evaluations through Section 504, it is best practice to mirror the timelines required under IDEA and special education services. Therefore, campuses are to convene a 504 meeting to review data and determine if a student is eligible for services within 30 days after written consent is obtained.

**Note:** A request for a Section 504 valuation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal 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 or related services. However, a verbal request does not require the district to respond within the 15 school-day timeline.

### **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:

Amanda Davis  
Director of Compliance and Responsive Services  
7200 Spring Cypress Road  
Klein, Texas 77389  
832-249-4372  
adavis5@kleinisd.net

[See [A Student with Physical or Mental Impairments Protected under Section 504 on page 39.](#)]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partner Resource Network](#)
- [SPEDTEX: Special Education Information Center](#)
- [Texas First Project](#)
- [TEA Special Education Parent and Family Resources](#)

### **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 in a multi-tiered system of support that is in addition to the level of instruction generally used with all students. This notice is not intended for those students already enrolled in a special education program and will be provided when the student begins to receive support for that school year.

### **Texas Driving with Disability Program**

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

### **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 language services if his or her Texas Home Language Survey (HLS) has a language other than English for the answer to question 1 or question 2.

1. What language is spoken in the child's home most of the time?
2. What language does the child speak most of the time?

To determine a student's language proficiency in English, the Language Proficiency Assessment Committee (LPAC) will use information from the state approved assessment. If the LPAC identifies the student as emergent bilingual, a program language will be recommended.

[See [Emergent Bilingual Students on page 77](#) and [Special Programs on page 120](#).]

### **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 supports 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 on page 36](#) 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 the Department of Student Services at 832-249-4000.

### **Absences/Attendance**

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

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



## **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](#).]

### **Compulsory Attendance—Exemptions**

#### ***All Grade Levels***

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

- Religious holy days
- Required court appearances
- Activities related to obtaining U.S. citizenship
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider
- 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 on page 32](#)]

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 will be monitored by the district. [For more information, see [Electronic Devices and Technology Resources \(All Grade Levels\) on page 75](#)].

### **Excused and Unexcused Absences**

The student will be expected to make up all reports, assignments, tests, etc., missed for excused absences in the same number of days in which he was absent unless the teacher lengthens the schedule. Make-up work not completed in the scheduled time will result in "0's" on those assignments.

Days missed by a student suspended out of school will be considered excused if the student satisfactorily completes missed assignments in the same number of days he was absent.

A student assigned to the DAEP will be required to make up days missed due to an absence without permission and/or out-of-school suspension for disciplinary incidents before returning to his/her home campus.

A student who is absent without parent knowledge or who has cut class/skipped class will be assigned to an on-campus or after-school detention program.

### **Tardiness**

Students are given a limited number of minutes between classes as determined by each campus. Students are counted tardy if they are not in their rooms and seated by the time the tardy bell rings. Being late for a class is recognized as tardy; but after 15 minutes into any class, it will be recognized as an absence. After 15 minutes, the student is to report to the attendance office, or the student will be counted absent without permission. Each school will establish its own tardy procedures and notify the students and parents during the first week of school.

### **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 on page 44](#).]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and

- 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 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 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 ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

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; and
- 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 Greg Corradino at 832-249-4056. 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 at [FEA\(LEGAL\)](#) and [FED\(LEGAL\)](#).]

### **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 at least 90 percent of the days the class 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 to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences [See policy [FEC](#).]

Except for absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- 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 on page 38 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student’s parent 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)**

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

As required by state law, official attendance is taken every day during:

Elementary: 2<sup>nd</sup> instructional hour

Intermediate: 2<sup>nd</sup> instructional hour

High School: 3<sup>rd</sup> instructional hour

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

## **Documentation after an Absence (All Grade Levels)**

When a student is absent from school, a parent must submit a notification that describes the reason for the absence within five school days. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A parent may hand write a note or report the absence through the parent's Skyward Family Access account.

The campus will document in its attendance records for the student whether the absence is considered by the district to be 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 five days of returning to school, a student who is absent because of a personal illness must bring a statement from a parent, doctor, or health clinic verifying the illness or condition that caused the student's absence from school. Otherwise, the student's absence may be considered unexcused and would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences 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](#) is available online.

Further information may be found on the [Texas Department of Public Safety website](#).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels on page 33** for information on excused absences for obtaining a learner license or driver's license.

## **Accountability under State and Federal Law (All Grade Levels)**

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;

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

This information can be found on the district’s website at [www.kleinisd.net](http://www.kleinisd.net). 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](#).

**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. The test shall be offered at least once per school year at each high school campus.

Please contact the principal for information about this opportunity.

**Awards and Honors (Grades K-8) work-based**

An honor roll is posted at the end of each grading period. The honor roll will be listed alphabetically by grade level in the following manner:

$\frac{1^*}{\text{All "A's"}}$	$\frac{2^*}{\text{"A's" and 1 or 2 "B's"}}$
--------------------------------	---

(In advanced, G/T, and Klein Prep (KP) , the "B" is equivalent to an "A" and the "C" is equivalent to a "B" in a regular class.)

\*Names and awards will be determined by the individual schools.

**Bullying (All Grade Levels)**

The district strives to prevent bullying, in accordance with the district’s policies, by promoting a respectful school climate; 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; or

- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law 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
- 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.

**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

## **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

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. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by [Keep Klein Safe](#) on the Klein ISD website.

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 meet the definition of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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, 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 on page 33](#).]

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 on page 33](#), [Dating Violence, Discrimination, Harassment, and Retaliation \(All Grade Levels\) on page 68](#), [Hazing on page 94](#), policy [FFI](#), the district's [Student Code of Conduct](#), and the district improvement plan, a copy of which can be viewed in the campus office.]



## **Career and Technical Education (CTE) (Secondary Grade Levels Only)**

In Klein ISD, we believe that EVERY student should EXIT with a PURPOSE. The cutting-edge, rigorous and relevant Career & Technical Education (CTE) pathways prepare students for higher education and a wide range of high-wage, high-skill, high-demand future careers.

CTE Pathways provide a coherent sequence of CTE courses for students in grades 7-12. Many pathways offer opportunities to earn college credit, to participate in work-based learning, and obtain industry-based certification. A student enrolled in a CTE course is expected to participate in the industry-based certification examination when offered. Students in grades 9-12 participate in extended learning through curricular and extracurricular activities (see Career and Technical Student Organizations).

A student may also earn KP, AP, Dual Credit, IB, and Pre-IP credit for identified Career and Technical Education (CTE) courses-please see page 61 for additional information.

More information about the Klein ISD CTE Pathways may be found at the [Klein ISD Career and Technical Education website](#) . Intermediate and High School Course Guides, included on the [pathways website](#), outline the coherent sequence of courses for each district pathway along with course prerequisites, college-credit options, and industry-based certification opportunities.

The Klein Independent School District offers career and technical education programs in agricultural science, business education, computer science, criminal justice, family and consumer sciences, health science, marketing education, technology education, and trade and industrial education. Admission to these programs is based on interest, age appropriateness, required prerequisites, and class space availability.

It is the policy of the Klein ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities 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.

It is the policy of Klein ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See [Nondiscrimination Statement on page 108](#) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

## **Career and Technical Co-Curricular Student Organizations**

The Career and Technical Student Organizations in Klein ISD are available for students participating in the related CTE Pathways. CTE Co-Curricular Student Organizations help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners. CTE Student Organizations in Klein

ISD include the following: Business Professionals of America (BPA), DECA, , Family Career and Community Leaders of America (FCCLA), National FFA Organization (FFA), Future Health Professionals (HOSA), Junior Achievement (JA), SkillsUSA, Texas Association of Future Educators (TAFE), Texas Public Safety Association, Technology Student Association (TSA), UIL Computer Science, UIL Journalism, First Robotics, and High School eSports Leagues. These student organizations compete at the local, state, and national levels.

### **Career and Technical Education Program Counselor**

The Career and Technical Education (CTE) counselor will work with students to identify pathways of interest to ensure appropriate and challenging programming in alignment with the Texas High School Graduation Program and prepare students for college and future high-skill, high-wage, in-demand careers. In addition, the CTE counselor serves as a liaison with industry and post-secondary partners in the community. Students who need information regarding educational career development should contact the CTE counselor at their campus.

### **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. Therefore, it is imperative to discuss any classroom allergies with the school nurse 2 weeks prior to bringing food to share. In certain circumstances in order to ensure student safety, the parent may be required to supply a list of ingredients for foods provided from outside of Klein ISD.

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

[See [Food Allergies on page 102](#).]

Except as stated above, the only food to be provided to students during the school day on school premises shall be that provided by the school district's food service department, prepared under the supervision of the appropriate school personnel, prepared and supplied by the teacher for instructional purposes only, canned or bottled drinks approved by the school district's food service department, or food brought to the school by the students for their own consumption.

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at the [Klein ISD Prevention & Wellness Resources page](#). Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

### **Duty to Report**

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). See below for information about how to report and respond to allegations of child abuse or neglect.

## **Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

### **Physical abuse**

#### **Possible warning signs of physical abuse include:**

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

### **Sexual Abuse**

#### **Possible warning signs of sexual abuse include:**

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Emotional Abuse**

#### **Possible warning signs of emotional abuse include:**

- *Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers*
- *Severe depression, anxiety, or aggression*
- *Lag in physical, emotional, and intellectual development*
- *Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems*
- *Significant changes to behavior, such as withdrawal or over-aggression*
- *Significant changes to weight, such as substantial weight gain or weight loss.*

## **Neglect**

### **Possible warning signs of neglect include:**

- *Obvious malnourishment*
- *Consistent lack of personal hygiene that poses a health risk*
- *Stealing or begging for food*
- *Child unattended for long periods of time*
- *Unaddressed need for dental care or other medical attention*

## **Description and 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 make contact with 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; and
- Older romantic partners. Older boyfriends or girlfriends.

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;
- Owing 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; and
- 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 on page 21.](#)]

## **Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse 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 they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. 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](#) ([www.txabusehotline.org](http://www.txabusehotline.org)).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

The following courses shall not be included in class rank calculations: pass/fail courses; pre-approved GPA exempt courses; initial and repeat audits of courses; high school courses taken in grade 6, 7 or 8; or credit by examination with or without prior instruction.

The top ranking senior and remaining honor graduates (the top ten percent) shall be determined at the end of the first semester by dividing the total grade points earned in eligible courses by the total number of eligible courses, calculating to as many decimal places as necessary. A senior shall have a minimum of 38 eligible courses in order to receive a class rank. Class rank

for students not in the top ten percent shall be determined by calculating the grade point average to four decimal points with no rounding off.

The grade point values are as follows:

Course Average	Dual Credit/GT/		Weighted	Regular
	Klein Prep (KP)/AP/Pre	IP/IB		
100	6.0		5.5	5.0
99	5.9		5.4	4.9
98	5.8		5.3	4.8
97	5.7		5.2	4.7
96	5.6		5.1	4.6
95	5.5		5.0	4.5
94	5.4		4.9	4.4
93	5.3		4.8	4.3
92	5.2		4.7	4.2
91	5.1		4.6	4.1
90	5.0		4.5	4.0
89	4.9		4.4	3.9
88	4.8		4.3	3.8
87	4.7		4.2	3.7
86	4.6		4.1	3.6
85	4.5		4.0	3.5
84	4.4		3.9	3.4
83	4.3		3.8	3.3
82	4.2		3.7	3.2
81	4.1		3.6	3.1
80	4.0		3.5	3.0
79	3.8		3.3	2.8
78	3.6		3.1	2.6
77	3.4		2.9	2.4
76	3.2		2.7	2.2
75	3.0		2.5	2.0
74	2.8		2.3	1.8
73	2.6		2.1	1.6
72	2.4		1.9	1.4
71	2.2		1.7	1.2
70	2.0		1.5	1.0

[For further information, see policy [EIC](#).]

### Intermediate School

At the Intermediate level, there are some courses that can be taken for high school credit. The credit earned will be recorded on the high school transcript, but the grade point values will not be averaged toward an overall high school class ranking.

### High School

Class rank is calculated by dividing the total points earned by the total number of courses for which the points were earned.

When students enter Klein ISD from an accredited high school, numeric grades of 70-100 will be awarded grade points on the basis of the numeric grade from the sending school based on the Klein ISD current grading scale and grade point values.

For numeric grades below 70 that were considered passing by the sending school, the lowest passing Klein ISD grade points will be awarded.

Students having prior instruction in a course at a non-accredited private or homeschool may be granted credit in secondary school subjects (grades 7-12) upon demonstration of competence by examination or performance testing. The grade earned by the student on the examination will be recorded on the permanent record card and will be counted toward class ranking. Grade points will be determined by the level of the course for which the examination was taken.

Official class ranking is established at the end of the first semester of senior year. Therefore, some students may not be ranked and listed as honor graduates.

### **Honor Graduates**

The top 10 percent of the graduating class, based on 7 semesters (or the equivalent) of work, will be designated as honor graduates. From this group, one student, chosen by a faculty-student committee, will represent the graduating class at commencement as the main speaker. A designated valedictorian and salutatorian will be selected.

Top 2% of Class    Summa Cum Laude

Next 3% of Class    Magna Cum Laude

Next 5% of Class    Cum Laude

To be recognized as an honor graduate at commencement, a student must be classified as a senior at the beginning of the school year and be enrolled in a Klein ISD high school at the completion of the seventh semester. Honor graduates with less than 38 courses will receive recognition.

[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.

#### **Early Release/Late Arrival**

Students may be eligible to have early release and/or late arrival if they meet the detailed requirements below. If a student meets the early release/late arrival criteria they must seek counselor approval and parent permission. Students will need to see their counselor to start this process.

#### **STEP 1: DETERMINE QUALIFICATION**

##### **General Requirements**

In order to be eligible for Late Arrival/Early Release a student must meet all three general criteria below, as well as (1) from the CCMR indicators below:

- Passed all STAAR EOC tests to date
- On target to meet all graduation requirements and is also not currently in credit recovery; Juniors must have completed 14 credits, seniors must have completed 20 credits
- Must not have any denied credits due to absences from previous semester(s)

**STEP 2:SELECT EARLY RELEASE/LATE ARRIVAL OPTION  
COMPLETED BY COUNSELOR & STUDENT**

- Early Release:** Student is a junior/senior and will be released early after 6th period\*\* in lieu of an on-campus period 7. (*Semester 1 and/or Semester 2*)
- Late Arrival:** Student is a junior/senior and will be allowed to arrive late after first period in lieu of an on-campus period 1. (*Semester 1 and/or Semester 2*)
- College Attend:** Student is a junior/senior and will enroll in a college course outside of the school day. (*Semester 1 and/or Semester 2*)
- Career Preparation:** Student is a junior/senior and will be released after 4th\*\*\* period provided that the student is enrolled in Career Preparation (967618/967818) and is scheduled for 2 work periods *OR* will be released after 5th period provided that the student is enrolled in Career Preparation (967718/967918) and is scheduled for 1 work period. (*Semester 1 and/or Semester 2*)
- Early Release AND Late Arrival:** Student is a senior and needs fewer than 6 credits to graduate and has passed all End-of-course exams. He/she will be allowed one period of late arrival before 2nd period AND one period of early release after 6th period. \*\* (*Semester 1 and/or Semester 2*)

\*\*For any campus with an 8 period day, this will be after 7th period.

\*\*\*For any campus with an 8 period day, this will be after 5th period.

[See [Schedule Changes on page 115](#) for information related to student requests to revise their course schedule.]

**College, Career and Military Readiness (CCMR) Indicators**

**In addition to the three (3) general requirements above, students must additionally meet one (1) of the following criteria:**

- Have met Dual Credit:** Student must have completed at least one English or Math Dual Credit Course (3 credit hours), or have completed at least three Dual Credit courses (9 credit hours) in other subjects.
- Have completed an OnRamps Course:** Student completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area.
- Have met any AP or IB:** Student must have scored a 3 or higher on an AP Exam or a 4 or higher on an IB Exam.
- Have earned a CTE Industry-Based Certification:** Student must have completed a CTE Industry-Based Certification and have earned 2-or more credits in their CTE Pathway as outlined by the TEA Accountability System. For a list of CTE Pathway-aligned Industry-Based Certifications accepted, [click here](#).
- Have filed a DD Form 4** indicating enlistment into the armed forces of the United States.
- Have met both TSI Reading/ELA and Math criteria.** (*Must have one checked box for ELA and one checked box for math*)



Met Reading/ELA by:	Met MATH by:
<input type="checkbox"/> <b>Testing:</b> Student must have scored a 480 or higher on SAT EBRW, a combined score of 40 or higher on the ACT English and ACT Reading, OR a 945 or higher on TSIA 2 English with a 5 or higher on TSIA essay.	<input type="checkbox"/> <b>Testing:</b> Student must have scored a 530 or higher on SAT Math, a 22 or higher on ACT Math, OR a 950 or higher on TSIA 2 Math.
<b>OPTIONS AVAILABLE TO SENIORS ONLY.</b>	
<input type="checkbox"/> <b>Texas College Bridge Course:</b> Student enrolled and successfully completed course in ELA.  <i>FOR SENIORS ONLY starting the 24-25 school year per the Texas Education Agency.</i>	<input type="checkbox"/> <b>Texas College Bridge Course:</b> Student enrolled and successfully completed course in math.  <i>FOR SENIORS ONLY starting the 24-25 school year per the Texas Education Agency.</i>
<input type="checkbox"/> <b>College Transition/Prep Course:</b> For seniors only, be enrolled in College Transition to English.	<input type="checkbox"/> <b>College Transition/Prep Course:</b> For seniors only, be enrolled in College Transition to Math.

*For an elaboration on New TSIA CCMR Criteria, [click here](#).*

### 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 meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see [Foundation Graduation Program on page 89](#)]; 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 2022 term through the spring 2024 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:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First 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 on page 52](#) for information specifically related to how the district calculates a student's rank in class, and requirements for [Graduation on page 88](#) for information associated with the foundation graduation program.]

[See [Students in the Conservatorship of the State \(Foster Care\) on page 34](#) 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 Advanced Placement (AP), dual credit/dual enrollment, , International Baccalaureate (IB), or college preparatory (Klein Prep (KP));
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Lone Star College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities.
- AP, Dual Credit/Enrollment, and IB students have chosen a program that directly engages them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of subjects. Students may be exposed to mature course content through course materials. These students should have the maturity, skill, and will to engage in these rigorous college based learning opportunities.

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.

These college credit course opportunities 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.

### **Advanced Placement Program for College-Level Work**

Klein ISD offers the College Board Advanced Placement Program®. Klein ISD adheres to the College Board open enrollment participation policy which provides allowances for all students who are academically prepared and willing to challenge rigorous college coursework the opportunity to do so. However, students and their families should carefully read the course catalog description as some prerequisite courses are required for AP courses. Interested students should consult their guidance counselor for details.

### **Advanced Placement, Dual Credit/Enrollment, and International Baccalaureate Courses**

Advanced Placement® (AP), Dual Credit/Enrollment and International Baccalaureate Organization® (IB) courses are offered in the four core academic areas of English language arts, mathematics, science, and social studies as well as in fine arts, foreign language, and computer science at the high school level.

A student enrolled in an Advanced Placement® course is strongly encouraged to participate in the Advanced Placement® examination for that course administered annually in May. College credit for an AP® course is obtained through a successful exam score of 3 or higher and based on individual college and university credit policies. A student enrolled in International Baccalaureate® (IB) courses is strongly encouraged to participate in International Baccalaureate examinations delineated in the Diploma Programme® (DP). College credit for an IB® course is obtained through a successful exam score of 4 or higher and based on individual college and university credit policies.

Courses offered (or awarded) for more than one credit during one class period will count as one credit for GPA purposes. For the AP® course not receiving credit, a PG will be noted on the transcript. IB® courses will be denoted the same on the transcript.

Under certain circumstances, a student may earn dual credit for both high school graduation and college coursework. A student interested in dual credit should contact his/her counselor for details regarding prerequisites, requirements, testing, etc. Courses allowed at a community college that do not include the high school in its service area are limited. It is the student's responsibility to check with individual colleges and universities on how they will handle concurrent credit.

If the dual credit courses are taken either online or on a Lone Star campus, the college will award letter grades which convert using the following numeric scale:

A = 95 ; B = 85 ; C = 77; D-72

Students enrolled and taking courses at any Lone Star College campus, should verify credits and transferability of courses with their counselor.

### **Exiting Advanced Placement, Dual Credit, International Baccalaureate, Courses and Accelerated College Pathway Program:**

Students and parents should have the benefit of knowing the grading period or semester grade before making an exit decision.

Students may continue participation in the program as long as their academic performance is satisfactory (70 or above). At any time that performance is not satisfactory, the teacher will conference with the student and his/her parents to develop a plan for improvement.

Students in Dual Credit courses are concurrently enrolled in both Klein ISD and with the local college and are therefore subject to the college's withdrawal timelines. Students wishing to exit a Dual Credit course will be considered on a case-by-case basis.

Students enrolled in an Advanced Placement (AP) course may exit the AP course during the first grading period or at the end of the first semester (regardless of student performance) and must have teacher and parent approval.

Students enrolled in the International Baccalaureate program (IB) may exit the program after a conference is held with the parents, the IB Coordinator, and IB counselor to determine optimum placement for the student.

Students exiting any Klein ISD College Pathway will return to their home campuses at the start of the next semester. Klein ISD College Pathways include Medical Science, Global Business High-Quality Teaching, Electrical Engineering, Logistics Management, and Geospatial Engineering and Land Surveying, International Baccalaureate Diploma Programme, Vistas Early College High School, and Klein Cain Honors College.

### **Klein Prep (KP) Courses at the Secondary Level**

Klein Prep (KP) courses are honors level courses offered in the academic areas of English language arts, mathematics, science, social studies, world languages, and computer science for students enrolled in grades 6-12. Klein Prep Courses are designed to prepare students for Advanced Placement (AP), Dual Credit, International Baccalaureate, and other college credit earning advanced courses. Participation in Klein Prep courses is based on a policy of open enrollment, so no screening is required for enrollment. Students and parents should carefully examine the information below prior to selecting a Klein Prep (KP) course or courses.

The decision to enroll in Klein Prep (KP) ultimately rests with parents and students. The school can provide powerful input through teacher recommendation, communication with parents regarding the challenges of the Klein Prep (KP) curriculum, and information about indicators of student success.

Klein Prep (KP) courses are designed to challenge motivated students and prepare them for success in college level coursework in high school and in college. These courses typically move at a faster pace, are more academically challenging, and require more independent learning and homework than other courses. The following are a few important factors to keep in mind:

- Klein ISD academic curriculum is a college-bound curriculum.
- While Klein Prep (KP) courses are designed to better prepare students for college level courses, Klein Prep (KP) courses are not a requirement for enrolling in college level courses.
- Always check the course description for prerequisite courses.
- Klein Prep (KP) is not “all or nothing.” Students may take from one to all of their core classes as Klein Prep (KP).

*Profile of a Successful Klein Prep (KP) Student:*

- Professes interest in subject selected.
- Develops and maintains excellent study skills and habits.
- Carefully considers time commitments and balances academic load with family life or outside commitments.
- Asks questions and participates in class.
- Perseveres when faced with challenging material.
- Asks for assistance when needed.
- Plans and works ahead on long-term projects.

**Exiting a Klein Prep (KP) Course:**

A student may exit Klein Prep courses at the end of the first semester (regardless of student performance) with teacher and parent approval unless administration approves an earlier exit due to extenuating circumstances. Students and parents should have the benefit of knowing the grading period or semester grade before making an exit decision.

A student may be eligible for subsidies based on financial need for college level courses and exam fees. See [Fees \(All Grade Levels\) on page 83](#) for more information.

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.

**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 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 \(All Grade Levels\) on page 111](#) for information regarding contact with parents during an emergency situation.]

## **Automated Non-Emergency 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 principal. [See [Safety \(All Grade Levels\) on page 113](#) 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.kleinisd.net](http://www.kleinisd.net). The complaint forms can be accessed online, from the principal, or from the office of Student Services.

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 an appeal.

If the concern is still unresolved after appeal, 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 available on the district's website at [Campus Behavior Coordinator](#) page.

## **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; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district 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; and
- 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; and
- 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 on page 94](#) 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 request a campus counselor visit. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See [Mental Health Support on page 99](#) , [Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children on page 49](#), and [Dating Violence on page 68](#).]

### **Course Credit (Secondary Grade Levels Only)**

A student enrolled in any high school course will earn credit by semester with a passing average of 70.

Any student taking a high school course will earn credit for the course, if after failing the first semester, the student passes the second semester and has a full year course average of 70 or greater.

Students may not repeat a course that has been satisfactorily completed in order to improve their grades.

## **Intermediate**

### **Course Requirements**

Course requirements are shown in the Intermediate Course Guide, which is a separate publication. Students not mastering state-mandated assessments will be required to take the appropriate remedial course(s).

The principal shall be responsible with the teacher for the grade and course placement of all students within his or her school. If the student is from a non-accredited school, assessments may be given and the student will be classified according to the test results and teacher observation within approximately the first three weeks of attendance. Students who have attended private and parochial schools as established by state guidelines or other accredited school systems will be placed in the grade recommended by the sending school at all levels above the first grade. If reclassification is necessary based on teacher judgment and test data, it should be made within the first three weeks of attendance.

A TEKS based fine arts course must be taken in grade 6, 7, or 8. Examples of these courses are found in the Klein ISD Intermediate School Class Catalog.

### **Auditing a High School Course in Intermediate**

A student wishing to audit a high school course must receive prior approval from the campus principal or his/her designee and must already have received credit or partial credit for the course(s).

## **High School**

### **Auditing of Courses**

High school courses may be audited under certain specified conditions. Any student interested in auditing a course should contact his/her counselor. A student must declare "auditing status" prior to the deadline for schedule changes at the beginning of a semester.

### **Pass/Fail Courses**

Pass/fail courses are available to senior students under certain specified conditions. Any student interested in taking a pass/fail course should contact his/her counselor. The student must declare pass/fail status at time of course selection or no later than the first day of class.

### **Final Examination Exemptions**

Students in grades 9-12 will be eligible for a **spring semester** final exam exemption if they meet the requirements listed below.

- Received a 70 or above for the fall semester and a 75 or above for the spring semester in the class for which they are seeking an exemption;
- Have no more than eight (8) absences for a full year course or four (4) absences for a semester course. An absence that counts towards final exam exemptions include excused, unexcused, and medical note absences;
- Have maintained a conduct grade of "E," "S," or "N" during both the fall and spring semesters in the class for which they are seeking exemption;
- Have not received a disciplinary consequence that resulted in an in-school suspension (ISS) or out of school suspension (OSS) assignment, or an alternative education placement (DAEP/JJAEP) in either the fall or spring semester;
- Have no outstanding fees and/or fines.

In addition to the above requirements, students in grades 11 and 12 must also obtain their CCMR status prior to their final examinations to be eligible to exempt all class periods. Students in grades 11 that do not meet CCMR status prior to their examinations will be allowed to exempt up to three (3) classes. Students in grades 12 that do not meet CCMR status prior to their examinations will not be allowed to exempt any of their classes. Students who have met the requirements for early graduation will be eligible for an exemption in all subjects if they meet the bulleted requirements above, as well as earned their CCMR status.

Students in grades 9-12 may also be eligible for a **fall semester** final exam exemption if they are enrolled in a semester course in the fall. All requirements above must be met for a semester course, including obtaining CCMR status prior to fall final examinations for grade 11 and 12 students as defined above.

Any student qualifying for an exemption may take the final exam if he/she believes it will improve his/her semester average.

### **Credit by Examination with Prior Instruction—If a Student Needs to Recover Credit for a 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 Credit Validation (Grades 9-12)**

Courses completed by a student in a setting that does not have a TEA-accepted accreditation must validate the course credit by earning a passing grade on a Klein ISD assessment. Students who successfully completed a high school course in intermediate school while enrolled in another state and who did not receive credit on their transcript must validate the credit by earning a passing grade on a Klein ISD assessment.

The grade earned by the student on the examination will be recorded on the permanent record card and will be counted toward class ranking. Grade points will be determined by the level of the course for which the examination was taken.

### **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.]

The scores from the examination will be recorded on the permanent record but the credits and grades will not be counted towards a student's cumulative GPA or in their class rank calculation. Students should consult the National Collegiate Athletic Association (NCAA) as to whether these courses impact GPA.

### **Kindergarten Acceleration**

In accordance with State Board rules, the board shall approve procedures developed by the superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate district personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

### **Students in Grades 1–5**

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- 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;
- The student's parent gives written approval of the grade advancement.

### **Students in Grades 6–12**

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- 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 [www.kleinisd.net](http://www.kleinisd.net). [See policy at [FFH](#).]

### **Dating Violence**

Dating violence will not be tolerated at school. To report dating violence, see [Reporting Procedures on page 70](#) .

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; or
- 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](#)
- The [CDC's Preventing Teen Dating Violence](#)

[See [Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 21](#)]

## **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; or
- 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; and
- 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; or
- Other kinds of aggressive conduct such as theft or damage to property.

### **Pregnancy or Related Conditions**

The district does not discriminate on the basis of pregnancy or a related condition. Please contact the Parenting Education Program Coordinator for pregnancy-related accommodations.

### **Retaliation**

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

### **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. [See the FFH series of policies and FFH(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 the FFH series of policies. 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 on page 45](#)]

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 the FFH series of policies.

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct 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 \(All Grade Levels\) on page 68.](#)]

## **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. The distance learning opportunities that the district makes available to district students are Texas Tech K-12, University of Texas K-12, and the Texas Virtual School Network (TxVSN).

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.

- The school district will allow resident students or students temporarily residing abroad to earn four (4) units of credit (8 semesters) in grades 9-12 by taking online distance learning courses from approved institutions. Students are not limited to four units of credit if the courses are completed through the TxVSN.
- Approval by a school counselor is required before a student enrolls.
- Students temporarily residing abroad must earn a minimum of 12 state-required units of credit in residence.
- Credit toward state graduation requirements may be granted if the online course is taken from any Texas Virtual School Network approved course and provider (whereby the student is registered through the TxVSN system), Lone Star College, The University of Texas at Austin, or Texas Tech University in which the Essential Knowledge and Skills (TEKS) specified for such a course are included.
- Once school approval and parent permission has been secured and the course initiated, the grade earned in the course will be recorded on the student's Academic Achievement Record (AAR) (transcript).
- Courses taken online or through correspondence will count in the rank-in-class calculation and are subject to the same deadline for counting towards class rank as for on-campus courses.
- Students should consult the National Collegiate Athletic Association (NCAA) as to whether these courses impact GPA.
- Students in online courses are subject to the same UIL and extracurricular requirements regardless of whether the student completes the courses on or off campus.

[See [Remote Instruction on page 112.](#)]



## **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 80.](#)] 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 Klein ISD Student Services Department, 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 the Klein ISD College and Career Pathway 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 or designee before selling, posting, circulating, or distributing more than ten 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 nonschool 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, as provided in this policy, may be made available or distributed by students to students or others at the principal’s campus.

The superintendent or designee shall designate times, locations, and means for distribution of non-school literature by students at District facilities other than school campuses, in accordance with this policy.

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool 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**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 the superintendent or designee for prior review. The superintendent or 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 at [DGBA](#) or [GF](#).]

Each campus principal shall designate times, locations, and means by which non-school literature that is appropriate for distribution, as provided in this policy, may be made available or distributed to students or others at the principal's campus.

The superintendent or designee shall designate times, locations, and means for distribution of non-school literature at District facilities other than school campuses, in accordance with this policy.

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 nonschool 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, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Students may not wear a military uniform to school unless it is in conjunction with a school-approved activity.
- Students may not wear suggestive or inappropriately located decorative patches, insignia, or clothing with improper advertising, pictures, slogans, or statements.
- An American or any State flag or facsimile thereof may not be attached on a garment in a disrespectful manner.
- Hats or head coverings may not be worn in the school buildings.
- Appropriate footwear is required.

- Any attire or accessory, including blankets, that is distracting, disruptive, or disturbing will not be permitted on school property. This includes outfits that are too short, too revealing, low-cut, see-through, or backless. Underwear-styled garments should not be worn as outerwear.
- Hair must be clean and groomed. Any hair style that is distracting or disturbing will not be permitted on school property.
- Facial hair must be neatly groomed and styled in a way that is not distracting.
- No paraphernalia that indicates or promotes gang membership may be worn or displayed (this may include but is not limited to bandanas, chains, jewelry, baggy pants, tee shirts, gang writing, and color codes).
- Tattoos, icons, and any other markings on the body that cannot be removed shall be covered at all times in an unobtrusive manner that is not disruptive to the instructional process.
- A student who has such markings on his or her body and who wishes to participate in extracurricular activities shall ensure that the markings are covered by the standard uniform for the activity or in another appropriate manner. The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, shall regulate and enforce these guidelines.
- Students may not wear orthodontic appliances unless prescribed by a medical doctor/dentist.
- Clothing or accessories may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification. Examples: swastikas, the confederate flag, Othala Rune, etc.
- Sunglasses may not be worn inside the building.
- Clothing and accessories that endanger student or staff safety may not be worn.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- The required Disciplinary Alternative Education Program (DAEP) uniform dress code for both boys and girls includes khaki pants worn at the waist (no shorts, Capri pants, skirt, or dress), a solid color leather belt with a small belt buckle, a white, gray, or black shirt with a collar (no logo or writing), and white or black shoes with corresponding colored shoelaces (as needed) and a white, gray, or black sweatshirt (no logo or writing) for classroom appropriate outerwear.

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 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)**

### **Safe Use of Technology**

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact the campus administrator.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (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 on page 125](#) 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. The parent may pick up the confiscated telecommunications device from the principal's office.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [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 Investigations on page 118](#) 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 use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether 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](#), a state-developed program that addresses the consequences of sexting.

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 on page 88](#) and [Standardized Testing on page 120](#).]

### **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 based on state guidelines. The student's parent 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 various 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 become proficient at grade-level work in English eventually. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether specific accommodations are necessary for state-mandated assessments. The STAAR Spanish, as mentioned on the Standardized Testing page, may be administered to an emergent bilingual or non-emergent bilingual student enrolled in a dual language program up to grade 5. 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.

### **Enrollment**

Every child in this state who is over the age of five years and not over the age of 21 years on the first day of September of the year in which admission is sought shall be permitted to enroll if his parent, guardian, or the person having lawful control of him under an order of the court resides in the Klein ISD. No other adult may register a child unless the requirements in paragraph 4, below, have been met. Questions concerning these requirements should be addressed to the Office of Student Services.

All students must be enrolled with their legal name as it appears on the birth certificate or other document suitable as proof of the student's identity, or in a court order changing the student's name.

The parent(s), guardian(s), or other person(s) having lawful control under an order of a court, must complete the online registration process annually, which is electronically signed and dated, for ALL students (returning and new).

### **WARNING**

Presenting a false document or record while registering a student in the Klein ISD is an offense under the Texas Penal Code and subjects the enrolling party to liability for tuition costs. In addition, if a student is enrolled pending the receipt of the official proof of identity, law

enforcement authorities will be contacted after 30 days have elapsed and asked to determine if the child has been reported as missing.

To enroll a student in prekindergarten, the child must have reached the legal age of 4 years on or before September 1 of the current year and meet guidelines for participation. Please call the school principal for enrollment criteria.

To enroll a student in kindergarten, the child must have reached the legal age of 5 years on or before September 1 of the current year.

In Klein ISD, a child who will be 6 years of age on or before September 1 and who has not attended public school kindergarten may be enrolled in the kindergarten program rather than in grade one.

To enroll a student in the first grade, the child must have reached the legal age of 6 years on or before September 1 of the current school year. If a student is at least 5 years old on September 1 and has been recommended for promotion to first grade after completing kindergarten in public schools or an accredited program in Texas, another state, or foreign country prior to transferring to a Texas public school, he/she may be enrolled in grade one.

If a student transfers into Klein ISD from a public school in another state or foreign country and has been enrolled and actually receiving instruction in the first grade in that state or foreign country for a minimum of 20 school days, he/she is eligible to be enrolled in the Klein ISD first grade provided the student was 5 years of age on or before September 1 of the year involved. Students in this category will not be admitted until appropriate transfer instruments and/or documents are presented to the school principal or his representative. It is the responsibility of the parents to obtain this documentation.

Foreign exchange students who meet all of the requirements of the respective programs and Klein ISD regulations will be allowed to enroll.

A child placed by an agency of the state or a political subdivision with foster parents who reside in the Klein ISD shall be permitted to enroll. The appropriate documentation (e.g. DFPS 2085 series forms and/or court order) must be provided to the school principal by the caregiver, foster parent, provider or DFPS caseworker at the time of enrollment.

A child who resides at a residential facility and whose maintenance expenses are paid in whole or in part by another state may not be admitted to the Klein ISD unless the residential facility pays tuition for the child equal to the actual cost of educating a child enrolled in the district. This amount will be established annually and will represent the Klein ISD's local tax share for maintenance and operation.

An individual who is under the age of 18 and who has established a separate residence in the District apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the District is not for the primary purpose of participation in extracurricular activities, may be enrolled unless the person has: (1) engaged in conduct that resulted in removal to a disciplinary alternative education program or expulsion within the preceding year; (2) engaged in delinquent conduct or "conduct in need of supervision" and is on probation or other conditional release for that

conduct; or (3) been convicted of a criminal offense and is on probation or other conditional release.

A minor student residing in the district whose parent, guardian, or other court-approved custodian does not reside in the district may be enrolled in accordance with conditions above pending submission of a Power of Attorney assigning responsibility for the student in all school-related matters to an adult resident of the district. In addition, a signed statement must be provided affirming that the child is not enrolling in the Klein ISD for the primary purpose of participating in extracurricular activities. Power of Attorney forms shall be made available by the schools.

In cases where the parent/guardian is unavailable to sign the Power of Attorney immediately, the principal may grant a 30-day grace period for the applicant to complete the form and return it to the principal. Failure to provide appropriate documentation to the principal by the expiration of the grace period shall result in the withdrawal of the student, unless it is determined by the Department of Student Services that a Power of Attorney cannot be reasonably obtained (e.g., where the whereabouts of the parent or legal guardian are unknown.)

Upon the receipt of the Power of Attorney (or a determination that a Power of Attorney cannot reasonably be obtained) and the statement regarding extracurricular activities, the Department of Student Services, in consultation with the superintendent, will make a final determination whether a minor student residing in the district separate and apart from a parent, guardian, or other person having lawful control under order of a court is present in the district for the primary purpose of participating in extracurricular activities. The student will remain enrolled during this period.

### **Checklist of Enrollment Requirements**

All students enrolling in the Klein ISD will need the following documents to complete enrollment:

- Proof of identity (official birth certificate preferred);
- Complete immunization health record, either from the previous school or the family doctor;
- Completed online enrollment application which includes registration information and emergency procedure forms to be used in the event of an accident, etc.;
- Proof of residence in the Klein ISD. A valid lease agreement executed within the last 30 days or current light, water, or gas bill with the parent/guardian's name and address is acceptable. Telephone bills cannot be accepted.
- Transcript of work - report card, progress report, evaluation report that is printed, written and/or signed by previous school personnel to designate grade level (*if applicable*);
- Withdrawal form from the previous school (*if applicable*);

All enrollment is conditional until receipt of the above items, except as otherwise required by law.



## **Extracurricular Activities, Clubs, and Organizations (Secondary 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 on page 125](#).]

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](#) 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](mailto:curriculum@tea.texas.gov).

[See [UIL Texas](#)] 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. They may be allowed to attend practices as determined by their coach or sponsor.

A high school student whose recorded grading period average is less than 70, but greater than or equal to 60, in an exempted course as outlined by current state law will maintain eligibility for UIL 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 it meets the requirements set forth on page 22 in [TEA/UIL Side by Side.document](#).

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 order to try out for any UIL team or organization, for cheerleader, or for dance team, a student must currently be a resident of the attendance zone in which the school for which the student is trying out is located, or have an approved transfer from the department of Student Services to attend that school for the next school year, prior to the tryouts. Please see the constitution/handbook of the individual team or organization for additional eligibility requirements.

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 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.
- Students who are expelled or placed in alternative education classes, or pending expulsion or placement in alternative education classes are not eligible for extracurricular activities while pending placement or during the period of the expulsion or assignment to the alternative education classes.
- Students who are suspended out of school are not eligible for extracurricular activities beginning with notification of the suspension until the day following the last day of suspension, including weekend activities.
- Students who are assigned in-school suspension are not eligible for extracurricular games, performances, or competition on the exact day(s) of the assignment, however they are allowed to participate in extracurricular practices on that same day, after the school day has concluded.
- Appeals regarding the selection, dismissal, or treatment of a student in an extracurricular activity begin at the campus level with the campus' process. If a parent remains dissatisfied, the parent may make an appeal to the building principal at Level 1 of the complaint process and then to the Executive Director of Athletics or designee at Level 2. No further appeal beyond Level 2 is available.

### **Clubs and/or Organizations (Secondary Levels only)**

There are many clubs and organizations that have been established and will have a regularly assigned meeting time. A list of each school's clubs and organizations may be found on the school website.

Students desiring to form new clubs and/or organizations should use the following procedure:

- Contact a teacher willing to sponsor the club or organization
- Have a minimum of ten students sign a letter asking for the establishment of the club or organization
- Submit the petition, sponsor's name, and by-laws to the campus principal or their designee for approval.

For non-curriculum clubs the following additional criteria must be followed:

- Written parental permission is required for a student to participate in the club or organization.
- Certification is required of all sponsor applicants seeking to form a non-curriculum- related club under Policy FNAB (LOCAL).
- Full compliance with Policy FNAB (LOCAL).
- The student/parent permission form, sponsor compliance form, are located in the appendix of this handbook.

## **National Junior Honor Society (Intermediate only)**

One of the highest honors a student in grades 7 or 8 may receive is election to the National Junior Honor Society. To be eligible for membership, a student must have attended the Klein ISD for a period equivalent to one semester of the current school year. Being an honor roll student does not automatically mean election to this society. Membership in this society shall be based upon scholarship, school citizenship, service, leadership, and character.

### **1. Scholarship**

To be eligible for election, a student must have a minimum cumulative semester average of “A.” In Klein Prep (KP), the “B” is equivalent to an “A” and the “C” is equivalent to a “B” in a regular class. This is the required minimum scholastic level of achievement for admission to candidacy and continued membership. Each student eligible scholastically is then rated on the basis of school citizenship, service, leadership, and character by means of a rating sheet distributed to all teachers with whom he/she has contact. Finally, a faculty council appointed by the principal makes the final selection.

### **2. Leadership**

Students demonstrate leadership in the classroom and homeroom; promote school activities; successfully hold school office or positions of responsibility; contribute ideas which improve civic life of the school; and exert the type of leadership which directly influences others for good.

### **3. Character**

Students meet individual pledges and responsibilities promptly to school and teachers; demonstrate highest standards of attitude toward honest and responsible reliability; constantly demonstrate desirable qualities of personality; cooperate by complying with school regulations; and uphold principles of morality and ethics.

### **4. Service**

Students demonstrate willingness to render any service to the school or community when called upon; willingness to do committee or staff work; willingness to represent the school in interclass or inter school competition; and show courtesy by assisting teachers, visitors, and students.

### **5. Citizenship**

Student cooperates with the group and with the school at all times by boosting and taking part in school activities; is dependable in having materials ready for work and by fulfilling all assignments on time; has no unexcused absences or tardies; is obedient to all school rules; is loyal to the school and the group; and has consideration for school property and the property of teachers and classmates.

Members who fail to maintain the minimum scholastic achievement level at the end of the semester may be dropped from membership in the National Junior Honor Society. Students who have been dropped from membership are not eligible for NJHS reelection in the future;

however, they may be eligible for membership in the high school National Honor Society if their grades meet the requirements.

### **National Honor Society (High School)**

Each year high school chapters induct students in grades 11 and 12 into the National Honor Society. Students considered for membership must have a grade point average of a 90 or a 4.0 or better on the weighted 4.0 plus GPA scale, as well as have attended at least one semester of the current school year. Eligible candidates wishing to pursue membership must follow the process outlined in their chapters by-laws to be considered for membership by the faculty council in the areas of scholarship, leadership, character, and service.

### **Participation in School-Sponsored Activities**

1. School-sponsored activities and trips are considered an extension of the school program; therefore, all policies and regulations are in effect.
2. Students found in violation of school policies risk disciplinary action and loss of school activity and travel privilege.
3. For certain violations of policy, parents will be contacted and the student sent home at his/her own expense as quickly as arrangements can be made to do so. Sponsors will not be expected to remain responsible for uncooperative students.
4. Students on school-sponsored trips or activities are to remain at the locations specified by their sponsors.
5. Students on school-sponsored trips or activities will refrain from riding in any vehicles other than those specified by their sponsors.
6. When a student is traveling with a school-sponsored group, he/she will not be released to anyone until the group returns to the school campus. Should a parent wish to pick up a student prior to the end of the trip, the request for consideration must be made to the sponsor in writing before the trip begins.
7. Students who have the privilege of taking part in a school activity or trip during school time are expected to maintain passing grades, good attendance and conduct, and to make up work according to the district make up work policy.

### **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, drill team and coaches of 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. For more information, please contact the sponsor or administrator at the campus.

### **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 class projects 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, etc.
- 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 or textbooks.
- Fees for lost technology accessory items.
- Fees for lost RFID cards.
- Fees for food in related courses.
- 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](#) on page 111.]
- A maximum fee of \$50 for costs of providing 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 requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- AP Exam fees.
- CTE Industry-Based Certification fees.
- Transcript fees.
- Fees for library copies.

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. [For further information, see policy at [FP](#).]

## **Fundraising (All Grade Levels)**

Campuses, co-curricular and extracurricular organizations, bona fide student organizations, and/or parent support organizations may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [FJ and GE.](#)

## **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.

## **Grades and Tests**

### **All Grade Levels**

Each semester is divided into two grading periods. Regular tests, if applicable, will be scheduled during the grading periods. Insofar as possible, every grade given, both scholastic and citizenship, will be the result of an honest, careful evaluation of all phases of the student's work and conduct.

Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination will be addressed at the campus level according to the Student Code of Conduct and parents will be contacted.

### **Elementary**

In determining student progress and reporting to parents for students at the kindergarten, first grade, and second grade levels, the grading designations of: 1-Does Not Meet; 2- Approaches; 3- Meet; 4-Masters will be utilized for each standard designated on the report card by subject.

For grades 3–5, numerical scores shall be established for the subjects of reading/language arts, mathematics, science, and social studies. Grades for music, art, and physical education will be determined by the use of the words "excellent," "satisfactory," "needs improvement," or "unsatisfactory."

<b>SUBJECT</b>		<b>CONDUCT</b>
90 – 100	(A)	E = Excellent
80 – 89	(B)	S = Satisfactory
75 – 79	(C)	N = Needs Improvement
70 – 74	(D)	U = Unsatisfactory
0 – 69	Failing	

### **Secondary**

Grading guidelines for each grade level or course will be communicated to students and their parents/guardians by the classroom teacher. These guidelines have been reviewed and approved by each campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period as well as how the student's mastery of concepts and achievement will be communicated. Grading guidelines also

outline the circumstances in which a student may be allowed to redo a graded assignment and/or retake an examination.

[See [Report Cards/Progress Reports and Conferences on page 112](#) for additional information on grading guidelines.]

All grades on all assignments will be by numerical designation. The total numerical scores shall be used in determining promotion, course credit, participation in extracurricular and other activities, and are maintained in a student's permanent records.

Explanation of grades:

<b><u>SUBJECT</u></b>		<b><u>CONDUCT</u></b>
90– 100	(A)	E = Excellent
80–89	(B)	S = Satisfactory
70–79	(C)	N = Needs Improvement
0–69	Failing	P = Poor
		U = Unsatisfactory

Weekly Tests - In order to keep students from having all of their tests on one day of the week, it is necessary to schedule weekly tests. Each school will assign specific days for tests in each subject area, as shown in the following example.

Even-Numbered Calendar Dates:	Mathematics, Social Studies, Languages other than English
Odd-Numbered Calendar Dates:	English, Science, Electives

A minimum of three major grades or their equivalent will be given each grading period in all core content and elective subjects.

### **Fall Final Examinations**

The following full-year courses **will not** have a fall final examination:

<i>Algebra 1*</i>	<i>English 1*</i>	<i>Physics KP</i>
<i>Algebra 1 KP</i>	<i>Humanities 1</i>	<i>World Geography</i>
<i>Algebraic Reasoning</i>	<i>English 2</i>	<i>World History</i>
<i>Geometry</i>	<i>Humanities 2</i>	<i>US History*</i>
<i>Geometry KP</i>	<i>English 3</i>	<i>Spanish 1</i>
<i>Algebra 2</i>	<i>English 4</i>	<i>Spanish 2</i>
<i>Algebra 2 KP</i>	<i>Biology 1*</i>	<i>French 1</i>
<i>PreCalculus Advanced</i>	<i>Chemistry</i>	<i>French 2</i>
<i>Precalculus KP</i>	<i>Chemistry KP</i>	<i>German 1</i>
	<i>Physics</i>	<i>German 2</i>

(\* = also applies to the five EOC courses at any level, such as KP, Dual Credit/OnRamps, AP, etc.)

Students enrolled in the courses above will take their Quarterly Summative Exam 2 during the campus' fall final examination schedule. This exam will be weighted as a major grade in Quarter

2; this is not a weighted final exam. The fall semester average will be calculated using the following formula:

$$\begin{aligned} \text{First grading period grade (Q1)} &= 50 \text{ percent} \\ \text{Second grading period grade (Q2)} &= 50 \text{ percent} \end{aligned}$$

Students taking any high school courses not listed above will take a semester final examination that will count as 10 percent of the semester grade. For **fall semester** grade averaging, the following formula will be used each semester:

$$\begin{aligned} \text{First grading period grade (Q1)} &= 45 \text{ percent} \\ \text{Second grading period grade (Q2)} &= 45 \text{ percent} \\ \text{Fall Semester examination} &= 10 \text{ percent} \end{aligned}$$

### Spring Final Examinations

All students taking high school course(s) in the Spring shall take a semester final examination that will count as 10 percent of the semester grade. For grade averaging, the following formula for the Spring semester:

$$\begin{aligned} \text{First grading period grade (Q3)} &= 45 \text{ percent} \\ \text{Second grading period grade (Q4)} &= 45 \text{ percent} \\ \text{Spring Semester examination} &= 10 \text{ percent} \end{aligned}$$

**For both fall and spring final examinations**, a student missing an exam will be given a zero on the examination unless it was missed due to an excused absence as determined by the principal or their designee. Examples of such excused absences include illness or a death in the student’s immediate family. Additionally, the campus may require documentation in order to determine if the absence is excused. If the principal determines that the exam was missed due to an excused absence, the exam must be made up in accordance with the schedule established by the school administration. A student may not obtain an early administration of or an early dismissal from any scheduled semester exam.

[See [Report Cards/Progress Reports and Conferences on page 112](#) for additional information on grading guidelines.]

### Grade-Level Classification (Grades 9–12 Only)

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

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

A student must be a high school student for one school year prior to being classified as a sophomore regardless of semester credits accumulated. For a student to be classified as a



sophomore, it must be at least the student's second year in high school and the minimum number of credits for sophomore classification must have been accumulated. For a student to be classified as a junior, it must be at least the student's third year in high school and the minimum number of credits for junior classification must have been accumulated.

Junior students who have filed for early graduation and are on the Foundation Plan with at least one Endorsement will be reclassified as seniors at the end of the fall semester provided they can earn sufficient credits in the spring semester to be a graduate or a summer graduate.

## **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); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Additionally, the following provisions apply to a student's graduation from the District:

- A student who has filed for early graduation must complete all state graduation requirements and will be reclassified as seniors at the end of the fall semester provided they can earn sufficient credits in the spring semester to be a graduate or a summer graduate.
- If all requirements are met by the final day of the school year, the student may participate in the commencement program that will occur in May or June.
- If all requirements are met during the summer months, the student may participate in the commencement program that will occur in August.
- Special education students graduating in accordance with the student's individualized education program will have the option to obtain a certificate of attendance after completion of four years of high school and participate in one graduation ceremony in accordance with Texas Education Code Section 28.025.
- A student who has transferred to or from a Klein ISD high school during the senior year and has attended less than one semester will be given a Klein ISD diploma.
- All students eligible to graduate must complete an application. This application will be available in the registrar's office.
- Seniors who will have completed all graduation requirements by the end of the first semester may apply for mid-term graduation. If the established deadline for application is met and first-semester courses are successfully completed, these students will be permitted to

participate in December graduation, or the traditional end of the school year graduation ceremony, conducted at the conclusion of the school year, as determined by the campus and the graduate.

- Any junior or senior student who plans to graduate in summer school following his/her junior or senior year must make an appointment with the counselor. These students will be permitted to participate in the graduation ceremonies conducted in August.
- The granting of a student's diploma or participation in graduation exercises may be withheld for committing any act of violence or any action that could reasonably be calculated to result in a breach or disturbance of the peace, or committing any act unbecoming reasonable decency, immediately preceding, during, or following graduation exercises.

### **Testing Requirements for Graduation**

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

- English I,
- English II,
- Algebra I,
- Biology, and
- 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 on page 120.](#)]

### **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; and
- 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, as described on page 92.

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 parents may request that the student graduate without an endorsement. The district will advise the student and the student’s parents 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:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
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
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

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).

For more information, please visit the [Klein ISD Scholarships and Financial Aid site](#).

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 a good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA/TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas 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); or
- 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 a distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that 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](#)

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

### **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**

Campuses will host various graduation activities. Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities, excluding the graduation ceremony. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation. Students who are eligible to graduate but are assigned to the district's disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

### **Graduation Speakers**

Certain graduating seniors 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 on page 124](#) for student speakers at 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 on page 83](#).]

## **Scholarships and Grants**

Information concerning scholarships is available in the office of the counselor. Students should write to the financial aid office of their prospective college or university. Procedures for applying for specific financial aid for scholarships at the university are disseminated through that office. College financial aid and scholarship information is also included in the Klein ISD Planning Your Future Junior/Senior Handbook.

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 and the Teach for Texas Grant 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 \(All Grade Levels\) on page 56](#) for more information.

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

## **Harassment**

[See [Dating Violence, Discrimination, Harassment, and Retaliation \(All Grade Levels\) on page 68](#).]

## **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; and
- 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 or superintendent.

[See [Bullying on page 45](#) and policies [FFI and FNCC](#) for more information.]

## **Health—Physical and Mental**

### **Illness (All Grade Levels)**

Klein ISD follows [Texas Department of State Health Services \(TDSHS\)](#) communicable illness regulations. 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 at or over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without 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. A full list of the regulations can be found on the Klein ISD Health Services web page or at <https://www.dshs.texas.gov/idcu/>.

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.

Klein ISD nurses are employed to give immediate attention to school-related injuries and sudden illnesses that occur or are noticed during school hours. Minor first aid for the management of student health and comfort may be provided at school and may include the application of first aid products such as calamine lotion, petroleum jelly, lotion, and eye wash solution. Nurses are not permitted to make a medical diagnosis on injuries or illnesses. Therefore, when medical questions arise, parents are always encouraged to contact their child's health care provider. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home. In addition, if you wish to not allow your child to have the services described in this paragraph (application of first aid products), please send a written notice to the school nurse at the beginning of each school year.



## 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](#) 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:

- Haemophilus influenzae type b and Pneumococcal conjugate (for EC and Pre K students)
- 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 on page 101](#).

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](#) 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.

Students found to be symptomatic of lice infestation will be assessed by school clinic personnel. Students found to have evidence of live lice infestation will be immediately excluded from school. School clinic personnel can discuss a treatment plan with the student's parents that may include using an FDA-approved medicated shampoo or cream rinse that can be purchased at any drug or grocery store. School clinic personnel will check students excluded for live lice upon return to school to determine effective treatment, and again one week later (based on the life cycle of the head louse). The school nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice. Students found to have nits within ¼ inch of the scalp, but no live lice will be monitored weekly by the school nurse.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#)

[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 must provide the medication. All prescription medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. Prescription medications must be brought to and picked up at the clinic by a parent or guardian where it will be inventoried with the parent or guardian. Neither prescriptions or non-prescription medications from foreign countries will be administered. When administering prescription medicines, the school district must have a written statement from a physician or dentist licensed to practice in the United States. Prescription medication will not be administered to students until the school nurse receives the written physician statement.

Nonprescription or Over The Counter (OTC) medications at the elementary school level will be kept in the nurse's office and administered by the nurse or another authorized district employee. At this level, these medications must be brought to and picked up at the clinic by a parent or guardian where it will be inventoried with the parent or guardian. At the secondary school level, students may carry their over the counter medications, if in the original container and not shared with others. Some Intermediate level schools may request the student take their over the counter medication in the school clinic.

School personnel must follow manufacturer's non-prescription medication administration directions; therefore, non-prescription medications will only be administered for a period of two weeks with written parental permission. A physician's note will be required for any non-prescription medication needed for longer than two weeks.

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 \(Legal\)](#), 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.

To make a written medication request, the [Klein ISD Medication Authorization Form](#) is available from the school clinic. If the circumstances are questionable, the school employee reserves the right to deny the parent's request. All prescriptions must be filled by a pharmacist licensed to practice in the United States. At the end of the school year any leftover medicine or associated supplies not picked up by the parent will be destroyed.

### **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 they have written authorization from their parent and a physician or other licensed health-care provider. The student must also demonstrate to their 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 on page 102](#).

### **Unassigned Opioid Antagonists(Secondary Grade Levels Only)**

**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 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.**

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 an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Bodybuilding, 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; and
- Safe, supportive, and positive school climates.

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

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 parents 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 13](#) and [Consent to Provide a Mental Health Care Service Dating Violence on page 22](#) for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- [Counseling on page 63](#) for the district's comprehensive school counseling program;
- [Physical and Mental Health Resources on page 103](#) for campus and community mental and physical health resources; and
- [Policies and Procedures that Promote Student Physical and Mental Health on page 103](#) 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 through 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.

### **Intermediate School**

The district will ensure that students in intermediate school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's intermediate school student physical activity outside 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 the physical education teacher at the student's campus.

## **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/designee.

In addition to the UIL requirement for a physical examination for students participating in the District's athletic program or marching band, Klein ISD requires any student who is enrolled in color guard, winter guard, JROTC, cheerleading, or dance team to have a physical examination prior to participation. The physical must be on the UIL/Klein ISD form and taken on a yearly basis. Each student athlete must also have an emergency information card on file along with parent/guardian signatures on the parent/guardian permit and insurance information sheet. The student must sign the General Eligibility Rules sheet. The District will arrange for physicals to be conducted during the spring semester of the school year. There will be a small fee for students who obtain the examination through the District. Students who do not get their physicals during the time they are offered by the District must arrange and pay for their own.

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](#) 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\(LEGAL\)](#).

### **Other Examinations and Screenings (All Grade Levels)**

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

Student vision and hearing screenings are conducted in accordance with DSHS rules. Referral for further examination may be made by the nurse to the parent. Special seating arrangements in the classroom may be made for students with vision or hearing impairments on

recommendation by the school nurse. Such impairments should be reported to the nurse by the parent or student.

[See policy [FFAA](#) for more information.]

## **Special Health Concerns (All Grade Levels)**

### **Bacterial Meningitis (All Grade Levels)**

Please see the District's website at [Klein ISD's Health Services](#) 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 on page 95](#).]

### **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](#) website.

When the district receives information from a healthcare provider that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [Klein ISD's Allergies and/or Anaphylaxis](#) page.

[See [Celebrations on page 49](#) 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. A parent who submits a plan must use the [Klein ISD Seizure Management and Treatment Plan Form](#) as developed by the Texas Education Agency.

[See [A Student with Physical or Mental Impairments Protected under Section 504 on page 39](#) and contact the school nurse for more information.]

### **Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)**

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. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, 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 at [FNCD and GKA](#).]

### **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 campus nurse
- The campus school counselor
- The local public health authority, Harris County Public Health, which may be contacted at 713-439-6000.
- The local mental health authority, The Harris Center for Mental Health and IDD, which may be contacted at 713-970-7000 or 866-970-4770 (crisis)

#### **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 [Klein Board Policies & Procedures](#).

- 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: the FFH series of policies
- 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.

Please contact Yvonne Clarke, Director of Health Services at [832-249-4209 or [yclarke1@kleinisd.net](mailto:yclarke1@kleinisd.net) for further information regarding these procedures and access to the District Improvement Plan.

### **School Health Advisory Council (SHAC) (All Grade Levels)**

During the preceding school year, the district's School Health Advisory Council (SHAC) held quarterly meetings. Additional information regarding the district's SHAC is available from the [School Health Advisory Council](#) page.

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 [School Health Advisory Council](#).

[See [Consent to Human Sexuality Instruction on page 20](#) , [Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 21](#), 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 access the [School Health Advisory Council](#) page.

### **Homework (All Grade Levels)**

Homework assignments are utilized to assist the student to achieve satisfactory academic progress. Through these assignments, the parents can also be more aware of the scope and sequence of the instructional program. Assignments are an extension of the work done in the classroom, and sufficient instruction is given by the teacher to ensure that the student can work independently in most instances. The type of assignment and the time devoted to it are determined by the grade level and age of the student. Assignments vary in length. Some will be of a long-range variety; i.e., term papers. There may be some evenings when no homework has been assigned. All homework is checked/reviewed, and the student is apprised of his/her progress.

## **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 or designees 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.

[For further information, see policy at [GRAA\(LEGAL\)](#).]

## Leaving Campus (All Grade Levels)

Remember that 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.

To ensure student safety, Klein ISD requires parental consent 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 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**

Students are not allowed to leave during lunch without a parent.

### **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)**

Lost and Found procedures will be established by the individual schools. The district discourages students from bringing to school personal items of high monetary value, 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count towards the 90 percent threshold set in state law regarding attendance for credit or final grade. [See [Attendance for Credit or Final Grade on page 43.](#)]

#### **Makeup Work due To Extracurricular Absences**

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 to turn in projects due in any class missed because of the aforementioned absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal (or his/her designee and previously communicated to students.

#### **DAEP Makeup Work (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. 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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, 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's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at [Klein Board Policies & Procedures](#).

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:

Name: Carrie Elve  
Position: Director - Employee Relations  
Address: 7200 Spring Cypress Rd., Klein, TX 77379  
Telephone: (832) 249-4732.

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 in the FFH series of policies.

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:

Name: Amanda Davis  
Position: Director of Compliance and Responsive Services  
Address: 7200 Spring Cypress Road, Klein, TX 77379  
Telephone: (832) 249-4372

All other concerns regarding discrimination: See the superintendent

Name: Dr. Jenny McGown  
Position: Superintendent  
Address: 7200 Spring Cypress Road, Klein, TX 77379  
Telephone: (832) 249-4000

[See policies [FB](#), [FFH series](#), and [GKD](#).]

### **Nontraditional Academic Programs (All Grade Levels)**

Klein Success Academy, an extended year program, provides students who are at risk of not graduating an opportunity to earn their high school diploma.

### **Parent and Family Engagement (All Grade Levels)**

#### **Working Together**

Klein ISD Family Engagement connects families to learning, encouraging them to actively participate in their student's education and to engage in meaningful partnerships with the schools.

Studies have shown that actively engaging families can lead to student success from early childhood all the way through college and career. Good communication and a strong partnership between home and school are essential to support student achievement. Your engagement in this partnership may include:

- Maintain regular communication with teachers and share students' strengths and needs
- Reach out to your school or district family liaison, who can help you learn about opportunities to participate in events and programs to support your child.
- Actively participate in developing a shared vision of high standards for learning and behavior.
- Stay informed about classroom policies, assignments, and how to support student's work at home.

- 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](#) on page 53.]
- 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 your students campus for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See [Report Cards/Progress Reports and Conferences](#) on page 100.]
- Becoming a school volunteer. See [www.kleinisd.net](http://www.kleinisd.net).
- Participating in campus parent organizations. All elementary schools have parent-faculty-teacher organizations in their respective schools. Meeting times and dates vary with the different campuses. It is suggested that you contact your school principal or secretary for the name of your local president. Membership drives are usually held in September and October.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at [BQA](#) and [BQB](#)].
- 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) on page 92 and policies BDF, EHAA, FFA for more information.]
- [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC) on page 92] BDF, EHAA, FFA
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Be aware of attendance policies and procedures and work collaboratively with the campus to support good attendance practices.
- Contact 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 Monday of each month at 6:00 p.m. at the Central Administration Building at 7200 Spring Cypress Road. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting in accordance with the Texas Open Meetings Act. [See policies at BE and BED for more information.]

## **Parking and Parking Permits (Secondary Grade Levels Only)**

All high school students who drive motor vehicles to school will be required to purchase a parking sticker for registration purposes from the high school office. To be eligible for a parking sticker, a student must show proof of being shown as a covered driver on the liability insurance form and have a valid Texas driver's license.

The parking sticker shall be properly displayed for on-campus parking privileges. Parking stickers must be purchased for each vehicle if more than one vehicle is driven to school. Vehicles parked in the student parking lot without a properly displayed sticker will be subject to issuance of a citation by the Klein ISD Police Department and the student will be subject to school discipline.

Students are to park their vehicles in the student parking lot. Vehicles parked elsewhere on the campus will be subject to issuance of a citation by the Klein Police Department and/or the student will be referred for school discipline. Students are to clear their vehicles and the parking area as soon as they have parked. Students are not to return to their vehicles or the parking area at any time after arriving on campus or during the school day without first obtaining a pass from the office.

Vehicles without permits parked in unauthorized areas will be subject to being towed at the owner's expense, issued a citation, or both. If a student is caught speeding or driving dangerously on campus, he/she will be subject to suspension from school, loss of on-campus driving privileges, and/or issuance of a citation.

## **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 on page 27.](#)]

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:

- Teacher recommendation,



- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

### **Prekindergarten—Grade 3**

A parent may request in writing that a student repeat prekindergarten, kindergarten, grade 1, 2, or 3 prior to the start of school. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

### **Elementary and Intermediate Grade Levels**

Promotion from kindergarten, first, and second grade shall be based upon accomplishing the required elements from the Texas Essential Knowledge and Skills (TEKS), as well as social, emotional, and physical growth.

In grades 3-5, to be promoted to the next grade level, a student must attain an average of 70 or above in language arts and in mathematics with assessment based on the grade-level standard. In addition, the overall average of 70 or above must be achieved by utilizing the final numerical grades for social studies, science, language arts, and mathematics.

In accordance with current state promotion guidelines, mastery of grade 5 reading and mathematics is required.

In grades 6-8, to be promoted to the next grade level, a student must attain the following:

- An average of 70 or above in language arts (including reading intervention if it is required);
- An average of 70 or above in mathematics (including mathematics intervention if it is required);
- An average of 70 or above in science (including science intervention, if applicable); and
- An average of 70 or above in social studies (including social studies intervention, if applicable).

### **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 grades 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.

### **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 on page 106](#)].

## **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 each quarter.

Interim progress reports shall be issued for all students after the fourth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy at [EIA\(LOCAL\)](#) and [Grading Guidelines on page 85](#)].

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). [See [Working Together on page 109](#) for how to schedule a conference].

The district will use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead

## **Retaliation**

[See [Dating Violence, Discrimination, Harassment, and Retaliation \(All Grade Levels\) on page 68](#)].

## **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.
- 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 by accessing Keep Klein Safe on the district's website at [KeepKleinSafe](#).

- 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.

### **Identification Cards**

An identification card (ID) will be provided for students enrolled in the district. The cards will serve the following purposes: safety of student identification, payment for lunches, admission to student activities, transportation access, and school library utilization. Each student should possess their ID card and will be required to wear it throughout the school day. Students will be required to pay a replacement fee if the card is lost.

### **Accident Insurance**

Under State Law, school districts are not liable for accidents which occur in schools. On or before August 1st, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. More information on this voluntary insurance can be found [here](#).

### **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 annually offer instruction in CPR 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 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](#)
- [Stop the Bleed Texas](#)

### **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. 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, which includes dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted;
- 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 if 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.

[See [Automated Emergency Communications on page 61](#)].

### **SAT, ACT, and Other Standardized Tests**

[See [Standardized Testing on page 120](#)].

### **Schedule Changes (Intermediate and High School Grade Levels)**

Students will explore career pathways and will plan their 4 years of high school using the Skyward Career Plan. These plans will be reviewed by student and counselor at least annually to ensure that the student is on track for graduation and to make any needed adjustments. Verification sheets containing the next year's course selections are distributed to students and their families for review prior to the end of the current school year. Course selection must be carefully considered as only course level changes will be made after the school year begins. Approval of schedule changes is contingent upon course availability and alignment with students' personal graduation plan. An administrator, school counselor, or teacher shall inform students of deadlines and requirements for dropping courses or changing schedules, as well as the ramifications of such a decision.

### **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. Copies of the district's Asbestos Management Plans are available at each campus and/or at the Plant Operations Building located at 7520 FM 2920, Klein, Texas 77379. If you have any questions or would like to examine the district's plan in more detail, please contact Plant Operations at 832-249-4631.

## **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). Prior to sharing information, parents are given the option to consent or decline the submission of information to other agencies or services.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See Klein ISD's [Nutrition and Food Service](#) page or [Online Meal Application](#) to apply for free or reduced-price meal services, or to access information related to borrowing and courtesy meals, forms of payment, nutrition, menus, and pricing.

[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 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 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 student.

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, audiotape, 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:

**Mail:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights 1400 Independence  
Avenue, SW  
Washington, D.C. 20250-9410; or

**Fax:**

(833) 256-1665 or (202) 690-7442; or

**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 \(All Grade Levels\)](#) 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 the see policies at [CO](#) and [FFA](#). Any questions should be directed to the Purchasing Department - Dept-Purchasing@kleinisd.net

**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 Maintenance Department at 832-249-4535.

**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 a learning center with books, eBooks, technology, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use with teacher permission.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

Parents have access to the school's library and online catalog. Please see your campus librarian or campus administrator with any questions.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of a library material by contacting the campus librarian or the campus administrator.

For more information, see EFB(LOCAL).

## **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 from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

The Klein ISD does not allow skateboarding, skating of any type, or the use of scooters on any of its campuses at any time.

## **Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(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 \(All Grade Levels\) on page 83](#) for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

## **Searches and Investigations**

### ***Searches in General (All Grade Levels)***

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

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 at [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 on page 75](#) 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's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy.

[See [Steroids on page 98](#)].

## **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 \(All Grade Levels\) on page 68](#)].

## **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, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Gifted & Talented Program: Kathleen Plott  
Special Education Services: Dawn Proctor  
Section 504: Amanda Davis  
Foster Care: Kristine Crosetto  
McKinney-Vento: Greg Corradino  
Bilingual/EBS: Kathy Vergara

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

## **Standardized Testing**

### **Secondary Grade Levels**

#### **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.

#### **STAAR (State of Texas Assessments of Academic Readiness)**

##### **Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels 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

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

## **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.

## **Standardized Testing for a Student in Special Programs**

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

## **Personal Graduation Plans - Intermediate School Students**

For an intermediate 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 an intermediate 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, and
- 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 on page 88](#) for information related to the development of personal graduation plans for high school students].

## **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.

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 on page 88](#)].

### **Failure to Perform Satisfactorily on STAAR and 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 next school year through one of the following:

- 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
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

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 (AEP) that identifies the reason the student did not perform satisfactorily and requires at least 30 hours of supplemental instruction. A copy of the AEP will be provided to the student's family.

The parent of a student who fails to perform satisfactorily on the state assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- Elect to modify or remove a requirement for the instruction by submitting a written request to the administrator at the campus in which the student is enrolled. In order to request the change in requirements, the student must have been administered and failed to perform satisfactorily on a STAAR assessment or was administered a beginning-of-year assessment instrument aligned with the essential knowledge and skills for the subject area and grade level in which the student failed to perform satisfactorily.

### **Students in Foster Care (All Grade Levels)**

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).

If you have questions, please contact

Kristine Crosetto  
District Behavior Specialist  
Foster Care Liaison

832-249-4381 (34381)

Email: [kcrosetto1@kleinisd.net](mailto:kcrosetto1@kleinisd.net)

[See [A Student in the Conservatorship of the State \(Foster Care\) on page 34](#)].

### **Students Who are Homeless (All Grade Levels)**

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.

Please also check the campus website for information related to services available in the area that can help students who are homeless.

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

Greg Corradino

Assistant Director: Data Services/ Homeless Liaison

Telephone: 832-249-4056

Email: [homeless@kleinisd.net](mailto:homeless@kleinisd.net)

[See [A Student Who is Homeless on page 34](#)].

### **Student Speakers (All Grade Levels)**

The district provides students the opportunity to introduce assemblies sponsored by the junior or senior class, extracurricular banquets and award ceremonies, and graduation ceremonies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See [Graduation on page 88](#) for information related to student speakers at graduation ceremonies and policy [FNA\(LOCAL\)](#) regarding other speaking opportunities].

### **Summer School (High School Initial Credit)**

- Courses taken in summer school will be reviewed for credit.
- Prerequisites in summer school are the same as those during the regular term.
- Initial credit for a course can be earned in summer school only if the course is designed for initial credit. This applies to summer programs conducted by any school district. Recovery credit for a course can be earned in summer school if the course is designed for recovery credit. This applies to summer school programs conducted by any district.
- To ensure that each student is taking the proper courses, approval by a counselor must be obtained prior to enrolling in in-district or out-of-district summer school. Summer school credit and grades are used in class rank calculation as well as credit and grades earned in night school.

**Students enrolled in a Klein ISD high school may earn credit from approved alternative learning options in addition to the seven units earned each year in high school. Students should consult their counselor for specific information. Credit and grades earned in night school are used in rank-in-class calculation. Students should consult the National Collegiate Athletic Association (NCAA) as to whether these courses impact GPA.**

## **Summer School (Secondary Credit Recovery)**

- Secondary Credit Recovery Summer School is an opportunity for at-risk students to regain credit(s) lost due to a course failure(s) within a semester, and/or full course year.
- Taking advantage of Credit Recovery in the summer allows students the opportunity to remain on track for grade promotion (grades 6-8) and/or graduation.
- Students wishing to take advantage of Credit Recovery Summer School must pay the required, full tuition at the time of registration through SchoolCash.
- Future National Collegiate Athletic Association (NCAA) students should also consult the NCAA directly and before Credit Recovery Summer School registration to determine if enrollment in Klein ISD's Secondary Credit Recovery Summer School could adversely affect future NCAA eligibility.

In addition to credit recovery in the summer (which comes with a fee as mentioned above), students have the grade recovery/grade repair options during the school year at no charge to earn a passing grade in the course.

## **Tardies (All Grade Levels)**

A student who is tardy to class by more than 15 minutes will be counted absent and may be assigned a discipline consequence. Tardy students arriving at school shall report to the attendance office for a tardy slip for admission to class. Each school will establish its own tardy procedures and notify the students and parents by the first day of school.

## **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. A student who is issued a damaged item should report the damage to 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.

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 the necessary instructional materials and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see [Library \(All Grade Levels\) on page 117](#).

## **Transfers (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another.

The superintendent or designee is authorized to investigate and approve transfers between schools.

[See [Safety Transfers/Assignments on page 33](#), [Bullying on page 45](#), and [A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page 36](#), 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 or guardian may provide written consent for his or her child to be released after the event to a parent or guardian. In accordance with campus procedures, consideration can be made under special circumstances for students to be transported to an event or released after an event by a parent or guardian or designated adult. [See [School-Sponsored Field Trips on page 118](#)].

### **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.

The district has identified areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus.

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 Transportation Services at 832-249-4566.

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 Transportation Services at 832-249-4566.

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.

[See the [Student Code of Conduct](#) for provisions regarding transportation to the DAEP].

### **SMART Tag**

Klein ISD has the responsibility to transport over 23,000 students on school buses each day to and from school. Ensuring the accountability for and the safety and security of the students riding on those buses is our highest priority. Klein ISD utilizes a system called SMART tag, which places a tablet computer on each bus that is equipped with an RFID (Radio Frequency Identification Device) reader, mobile connectivity and GPS. Students will place their SMART ID cards on the sensor of the computer tablet when loading and unloading their bus. This ensures all riders are accounted for. No information is stored on the Student ID tag.

All students will receive a plastic SMART ID card. SMART ID's will be required each time your child enters and exits the bus. Please help us enforce this requirement so that your child may take advantage of the privilege to ride the bus. Failure to comply with ID requirements will ultimately result in disciplinary action up to and including possible bus suspension/expulsion.

Students will be required to pay a replacement fee up to \$5.00, if the card is lost.

### **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 Executive Director of Special Programs, who the district has designated 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 on page 23](#) for video and other recordings 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 on page 23](#) for video and other recordings by parents or visitors to virtual or in-person classrooms.]

### **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 either of the following applies:

- The person poses a substantial risk of harm to any person;
- 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](#).]

## **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**

The district may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers (All Grade Levels)**

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 832-249-4000 or visit the [Volunteer Site](#) on Klein ISD.

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.

### **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 age 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 at least three days' notice of withdrawal so that records and documents may be prepared.

Klein ISD assumes that the person who digitally signed the student's enrollment application or annual student information update in Skyward Family Access is the parent, legal guardian, or the person having lawful control of the student under an order of the court. Therefore, the right to withdraw a student belongs exclusively to the person digitally signing the annual student information update. The only exception would be if a county sheriff or constable has in his possession a court order directing him to pick up the child(ren).

## Glossary

**Accelerated instruction, also referred to as supplemental instruction**, is an intensive supplemental 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 learning committee (ALC)** is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

**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.

**CTE** stands for Career and Technical Education

**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.

**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.

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

**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 English learners 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 [FFI\(LOCAL\)](#). Below is the text of Klein ISD policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

### Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *11/13/2017*

Policy FFI(LOCAL) adopted on 11/13/2017

Klein ISD  
101915

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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	<p><b>Note:</b> This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.</p> <p>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.</p>
<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly 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.

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<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b> Bullying	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>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.
Improper Conduct	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.

## CHILD ABUSE REPORTING RESPONSIBILITIES

### **§ 261.101 Persons Required to Report: Time to Report**

(a) A person having cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as provided by this subchapter. If a professional has cause to believe that a child has been abused or neglected or may be abused or neglected, or that a child is a victim of an offense under Section 21.11, Penal Code, and the professional has cause to believe that the child has been abused as defined by Section 261.001, the professional shall make a report not later than the 48th hour after the hour the professional first suspects that the child has been or may be abused or neglected or is a victim of an offense under Section 21.11, Penal Code. A professional may not delegate to or rely on another person to make the report. In this subsection, "professional" means an individual who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, employees of a clinic or health care facility that provides reproductive services, juvenile probation officers, and juvenile detention or correctional officers. (b-1) In addition to the duty to make a report under Subsection (a) or (b), a person or professional shall make a report in the manner required by Subsection (a) or (b), as applicable, if the person or professional has cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of:

(1) another child; or

(2) an elderly or person with a disability as defined by Section 48.002, Human Resources Code.

(b) The requirement to report under this section applies without exception to an individual whose personal communications may otherwise be privileged, including an attorney, a member of the clergy, a medical practitioner, a social worker, a mental health professional, an employee or member of a board that licenses or certifies a professional, and an employee of a clinic or health care facility that provides reproductive services.

(c) Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only:

(1) as provided by Section 261.201; or

(2) to a law enforcement officer for the purposes of conducting a criminal investigation of the report.

### **§ 261.103 Report Made to Appropriate Agency**

(a) Except as provided by Subsections (b) and (c) and Section 261.405, a report shall be made to:

(1) any local or state law enforcement agency;

(2) the department; or

(3) the state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

**§ 261.104 Contents of Report**

*The person making a report shall identify, if known:*

- (1) the name and address of the child;*
- (2) the name and address of the person responsible for the care, custody, or welfare of the child; and*
- (3) any other pertinent information concerning the alleged or suspected abuse or neglect.*

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see: [https://www.dfps.texas.gov/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](https://www.dfps.texas.gov/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

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

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

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

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

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

Reports of abuse or neglect may be made to the CPS division of the TDFPS at 1-800-252-5400 or on the web at <http://www.txabusehotline.org>.

## STUDENT GUIDELINES FOR ACCEPTABLE AND RESPONSIBLE USE OF TECHNOLOGY

These guidelines are provided so that students and parents are aware of the responsibilities students accept when they use District-owned computer hardware, operating system software, application software, stored text, data files, electronic mail, local databases, removable media, digitized information, and communication technologies on the Klein Independent School District network. In general, this requires efficient, ethical, and legal utilization of all technology resources.

1. Expectations
  - a. Student use of computers, other technology hardware, software, and computer networks, including the Internet, is an integral part of the instructional program directed by teachers. Technology tools are to be used for learning.
  - b. All users are expected to follow existing copyright laws. Copyright guidelines are posted and/or available in the media center of each campus as well as posted on the District's website.
  - c. Although the District has an Internet safety plan in place, students are expected to notify a staff member whenever they come across information or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
  - d. Students who identify or know about a security problem are expected to convey the details to their teacher or campus/district administrator without discussing it with other students.
2. Unacceptable conduct includes but is not limited to the following:
  - a. Using the network for illegal activities, such as copyright, license, or contract violations or downloading inappropriate materials, viruses, and/or software, including but not limited to hacking and host file sharing software.
  - b. Using the network for financial or commercial gain, advertising, or political activities.
  - c. Accessing or exploring online content that does not support the curriculum and/or is inappropriate for school assignments, including but not limited to pornographic sites.
  - d. Vandalizing, tampering, or accessing without permission, equipment, programs, files, software, system performance, or other technology. Use or possession of hacking software is strictly prohibited.
  - e. Causing congestion on the network or interfering with the work of others, e.g., chain letters, jokes, or pictures to lists or individuals.
  - f. Unauthorized or non-curricular use of online video, music or streaming content.
  - g. Gaining unauthorized access anywhere on the network.
  - h. Invading the privacy of other individuals.
  - i. Using another user's account, password, or ID card or allowing another user to access your account, password, or ID.
  - j. Coaching, helping, joining or acquiescing in any unauthorized activity on the network.
  - k. Posting anonymous, unlawful, or inappropriate messages or information on district- owned and/or district-supported technology resources.

- l. Engaging in sexual harassment or using any language of a sexual or otherwise objectionable nature (e. g., racist, terroristic, abusive, threatening, demeaning, stalking, or slanderous) in public or private messages.
  - m. Falsifying permission and/or authorization of identification documents.
  - n. Obtaining copies of or modifying files, data, or passwords belonging to other users on the network without authorization.
  - o. Knowingly placing a computer virus on a computer or network or engaging in any activity that would impede network connectivity .
  - p. Transmission of any material that is in violation of any federal or state law. This includes, but is not limited to confidential information, copyrighted material, threatening or obscene material, and computer viruses.
3. Acceptable and Responsible Use Guidelines
- a. General Guidelines
    - (1) Students are responsible for the ethical and educational use of technology in the District and when a district owned device is used out of district.
    - (2) Students will have access to available forms of electronic media and communication that is in support of education and research, and in support of the educational goals and objectives of the District.
    - (3) All technology policies and restrictions must be followed.
    - (4) Access to the District's computer online services is an educational expectation and student responsibility. Each student will be required to sign and adhere to the Acceptable and Responsible Use Guidelines Agreement.
    - (5) When placing, removing, or restricting access to data or online services, school officials shall apply the same criteria of educational suitability used for other education resources.
    - (6) Parents concerned with the District's computer online services at their child's school should refer to the EFA (LOCAL): *Instructional Resources: Instructional Material Selection and Adoption* policy and follow the stated procedure.
    - (7) Any parent wishing to restrict their children's access to any District computer online services will need to provide this restriction request in writing. Parents will assume responsibility for imposing restrictions only on their own children.
  - b. Network Etiquette
    - (1) Be polite.
    - (2) Use appropriate language.
    - (3) Do not reveal personal data (i.e. home address, phone number, or phone numbers of other people) or arrange any face-to-face meetings with persons online.
    - (4) Remember that the other users of technology are human beings whose culture, language, and humor have different points of reference from your own.

- (5) Users should be discrete when forwarding email, and it should only be done on a need-to-know basis.
- c. Email and Online Communication Tools
  - (1) Students are provided access to email accounts and online communication tools for required classwork, peer collaboration and educational uses tied to learning standards.
  - (2) Email transmissions and all other online communications, as well as stored or transmitted data, or any other use of district-owned technology resources by students or any other user is subject to being monitored at any time by designated staff to ensure appropriate use.
  - (3) All contents of email and online communications accessed through Klein ISD technology resources are the property of the District. Students may have no expectation of privacy on any information stored on Klein ISD's network, accessed from Klein ISD's network, or used within Klein ISD's network. Appropriate district and school officials may monitor a technology device or access its contents at any time in accordance with this policy and applicable law.

1. Consequences

The student in whose name a system account and/or computer hardware is issued will be responsible at all times for its appropriate use.

Noncompliance with the guidelines published here, in the Student Handbook / Student Code of Conduct, and in Board policy CQ may result in suspension or termination of technology privileges and disciplinary action. Use or possession of hacking software is strictly prohibited and violators will be subject to consequences in the Student Handbook / Student Code of Conduct. Violations of applicable state and federal law, including the Texas Penal Code, Computer Crimes, Chapter 33, may result in criminal prosecution, as well as disciplinary action by the District.

The District cooperates fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws. In addition, contents of email and network communications are governed by the Texas Public Information Act, and therefore, may be subject to public disclosure as required by law.

Any attempt to alter data, the configuration of a computer, or the files of another user without the consent of the individual, campus or district administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the Student Handbook / Student Code of Conduct.

2. Web 2.0 and Social Media Tools
  - a. Approved for Classroom Use
    - (1) Klein ISD students, under the supervision and guidance of their teachers, will use Web 2.0 and social media tools commonly used in K-12 education today as part of instruction in their classrooms.
    - (2) Students use these tools to meet the communication, collaboration, creation, research, and information fluency skills required by the Texas Essential Knowledge and Skills (TEKS). Tools such as these are hosted on the Internet making some of the students' work and/or other information relating to students visible to parents/guardians/relatives, and in some circumstances, other Internet users around the world.
  - b. Safety
    - (1) When using Web 2.0 and social media tools, the following safeguards are in place to protect and assure the safety of students. Please be aware that in some instances:
      - Individual or identifiable profiles (which include personally identifiable information of students such as first and last name, campus, home address, email address, etc.) may be used that are open to the public.
      - Public viewing and commenting might occur on district-approved sites.
      - Classroom lessons or projects may require publicly identifiable student information (first and last name, campus, home address, email address, etc.) to be made available on the Internet.
    - (2) Use of these tools must be in accordance with the Klein ISD's Policies and Procedures including but not limited to these Acceptable and Responsible Use Procedures.
3. Generative AI Tools
  - a. Publicly available Generative AI Tools such as ChatGPT are not accessible on Klein ISD issued student devices. Understanding Klein ISD students may choose to use their personal device to access these tools, Klein ISD teachers will indicate if, when, and how students may use a generative AI tool to complete school assignments.
    - (1) Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to uphold values of respect and academic integrity at all times.
    - (2) Dependence on AI Tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Students are expected to review outputs generated by AI before use.
    - (3) Students should not copy from any source including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Students should properly cite or acknowledge the use of AI where applicable.
    - (4) Any future district approved generative AI tool will be made accessible to all students on their Klein ISD issued device.



## **RESOLUTION OF COMPLAINTS ARISING UNDER CERTAIN FEDERAL ANTI-DISCRIMINATION LAWS**

### **Assurance**

The Klein Independent School District does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in its programs and activities.

### **Scope**

Any individual who believes that Klein ISD has engaged in discrimination in violation of Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act, Title IX of the Education Amendments of 1972 (Title IX), or the Age Discrimination Act of 1975 (Age Act) may file a complaint in accordance with the procedures set forth below. However, these procedures do not apply to certain complaints that may arise under the same statutes, such as sexual harassment under Title IX or an inappropriate educational plan under Section 504. The following types of complaints are governed by other policies/procedures:

1. Allegations of sexual harassment: See KISD Board Policies DIA (employees) and FFH (students).
2. Allegations regarding a Section 504 student's identification, evaluation, or educational program: See KISD Board Policy FB.
3. General complaints by parents, residents, or individuals other than employees: See KISD Board Policy FNG.
4. Complaints by employees regarding conditions of work, discrimination in employment, whistleblower complaints, compensation, or job classification: See KISD Board Policy DGBA.
5. Any other claim to which a specific process detailed in KISD Board Policy or an Administrative Directive applies.

The purpose of these procedures is to provide a prompt and equitable process for resolving complaints arising under the laws specified in these procedures. The objective of these procedures is to resolve such complaints informally and at the lowest possible level. Before initiating a formal complaint under these procedures, individuals are encouraged to resolve concerns by scheduling an informal conference with the principal or other appropriate administrator. The conference should be requested within ten (10) school days of the date the individual knew, or should have known, of the event or series of events causing the complaint. The principal or other administrator will issue a written response within ten (10) school days of the conference.

If the concern is not resolved informally, the complainant shall submit a written complaint, on a District- provided form detailing the nature of the complaint and the relief requested, within ten (10) school days of receipt of a response to the informal conference.

## Initiation of Formal Complaint

A formal complaint form may be accessed by clicking the following link - [Formal Complaint Form](#) or by requesting a copy of the form from the appropriate coordinator. Formal complaints shall be addressed to the following individuals:

1. For complaints of alleged discrimination in violation of Section 504, Title II of the ADA, or the Age Act to the KISD Director of Compliance and Responsive Services:

Amanda Davis  
7200 Spring Cypress Road  
Klein, Texas 77389  
832-249-4372  
[adavis5@kleinisd.net](mailto:adavis5@kleinisd.net)

2. For complaints of alleged discrimination in violation of Title IX, to the KISD Title IX Coordinator:

Carrie Elve  
7200 Spring Cypress Road  
Klein, Texas 77379  
832-249-4732  
[titleixcoordinator@kleinisd.net](mailto:titleixcoordinator@kleinisd.net)

The Coordinator or the Coordinator's designee will conduct an impartial investigation including, as appropriate, conducting interviews and collecting documentary evidence and/or written statements from the complainant and other individuals with relevant information. The Coordinator or the designee shall schedule a conference with the complainant within fifteen (15) school days of the receipt of the complaint. All evidence the complainant wishes to be considered must be submitted to the investigator no later than the close of the conference. The evidence collected by the investigator shall constitute the record for purposes of appeal. The investigator shall have ten (10) school days following the conference to respond, in writing, to the complainant. The investigator may extend any deadline for good cause as determined by the investigator. If the investigator finds that any act was taken in violation of the laws identified herein, the investigator shall ensure that corrective action is taken.

## **Appeal to Superintendent**

If the outcome of the conference with the Coordinator or the Coordinator's designee is not to the complainant's satisfaction or the Coordinator or designee fails to respond, the complainant may appeal to the Superintendent or the Superintendent's designee for an impartial review of the coordinator's investigation. The request must be in writing on a form or in the format provided by the District and must be filed within ten (10) school days following receipt of a response or, if no response is received, within ten (10) school days of the response deadline. The appeal form is available at [http://bit.ly/Klein\\_FormalComplaint](http://bit.ly/Klein_FormalComplaint), or by requesting a copy from the appropriate Coordinator above. The Superintendent or designee shall schedule a conference with the complainant within fifteen (15) school days of receipt of the request for review. The Superintendent or designee is not required to accept any additional evidence beyond that contained in the record on appeal or to conduct any additional investigation. Within ten (10) school days of holding the conference, the Superintendent or designee shall respond, in writing, to the complainant. The Superintendent or designee may extend any deadline for good cause as determined by the Superintendent or designee. If the Superintendent or designee finds that any act was taken in violation of the laws identified herein, the Superintendent or designee shall ensure that corrective action is taken.

## **Appeal to Impartial Hearing Officer**

If the complainant is dissatisfied with the Superintendent or designee's written decision, the complainant may appeal to an impartial hearing officer by filing a written request with the Superintendent on a form provided by the District. The request must be filed within ten (10) school days following receipt of the decision of the Superintendent or Superintendent's designee or, if no decision is received, within ten (10) school days of the response deadline. The appeal form is available at [http://bit.ly/Klein\\_FormalComplaint](http://bit.ly/Klein_FormalComplaint), or by requesting a copy from the Superintendent. The Superintendent will appoint a hearing officer and notify the complainant of such appointment within ten (10) school days of receipt of the request for appeal. Hearing officers may be District employees who were not involved in the subject matter of the complaint or the complaint process, or they may be persons not employed by the District. The hearing officer shall schedule a conference within fifteen (15) school days of notice of the request for hearing and issue a written response within ten (10) school days after the date of conference. The hearing officer is not required to accept any additional evidence beyond that contained in the record on appeal or to conduct any additional investigations. The hearing officer may extend any deadline for good cause as determined by the hearing officer. If the hearing officer finds that any act was taken in violation of the laws identified herein, the hearing officer shall make a recommendation regarding the appropriate corrective action to be taken which shall be implemented by the Superintendent or designee.

## **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)**

Students planning to pursue athletics and/or athletic scholarships at the college level must be aware of core curriculum requirements. These students need to contact their respective head coaches for current information regarding the core curriculum as defined by the National Collegiate Athletic Association (NCAA). There is also a form that must be signed by each athlete and his/her parents. Listed below are some important informational resources that can help guide the student athlete in this process.

[NCAA Eligibility Center.org](http://NCAAEligibilityCenter.org)

[Core Course GPA.com](http://CoreCourseGPA.com)

[Free Recruiting Webinar.org](http://FreeRecruitingWebinar.org)

**STUDENT NONCURRICULAR CLUB AND ORGANIZATION  
PARENT PERMISSION FORM**

Name of Club: \_\_\_\_\_ School: \_\_\_\_\_

Purpose of the Club: \_\_\_\_\_

Student Name: \_\_\_\_\_

Faculty Sponsor(s):

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

This form **MUST** be signed and returned prior to the student being allowed to participate. Parental approval may not be obtained by telephone.

The undersigned, being the parent or guardian of \_\_\_\_\_ does hereby consent to said student's participation in the above-mentioned club or organization.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

"The \_\_\_\_\_ is a non-curriculum club or organization. As such, it is not endorsed by the Klein Independent School District and a student must have written parental permission in order to participate in it. See KISD Board of Trustees Policy FNAB (local) for restrictions applicable to all non-curriculum clubs and organizations."

Office Use Only.

Photocopies to: Sponsor

Office of Assistant/Associate Principal/Principal

**NON-CURRICULUM-RELATED STUDENT CLUBS  
SPONSOR COMPLIANCE FORM**

Certification is required of all applicants seeking to form a non-curriculum-related student club under Board of Trustees policy FNAB (local). For purposes of this policy and administrative directive IV-40, an applicant is any professional employee of the campus who has agreed to serve as a club sponsor.

The employee must respond to all of the following and sign at the bottom of this form, indicating compliance with both parts A and B.

I, \_\_\_\_\_, certify that I have read  
(name of club sponsor)

and understand the requirements of Board of Trustees Policy FNAB (local).

The \_\_\_\_\_ is in full compliance with  
(name of club)

this policy.

Specifically:

- |  |  |
|--|--|
| <input type="checkbox"/> yes <input type="checkbox"/> no | The club is voluntary and student initiated.   |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Written parental permission has been obtained for all student participants.  |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Non-school persons do not direct, control, conduct, or regularly attend activities of the club.  |
| <input type="checkbox"/> yes <input type="checkbox"/> no | The club's purposes, goals, or activities do not promote, encourage, or condone, directly or indirectly, participation in any conduct by students that is contrary to state or federal law, or that poses a risk to their health, safety, or welfare (including, but not limited to, sexual activity by minors). |

The following notice is required, in a legible manner, on all publications and/or written materials distributed or posted by non-curriculum-related student clubs on school property or in any manner which identifies the club with the Klein Independent School District.

"The (name of club) is a non-curriculum club or organization. As such, it is not endorsed by the Klein Independent School District and a student must have written parental permission in order to participate in it. See KISD Board of Trustees Policy FNAB (local) for restrictions applicable to all non-curriculum clubs and organizations."

\_\_\_\_\_  
Sponsor Signature

## ATHLETIC AWARDS

Students may only receive one (1) school-purchased award jacket during their high school career at the same school.

Sport	Level	Award
Basketball, Football, Track	7th grade	Certificate
Basketball, Football, Track	8th grade	Certificate
Basketball, Football, Track/Cross-country	9th grade	Certificate
Basketball, Football, Track/Cross-country	10th grade	Certificate
All UIL Athletic Activities	Junior Varsity	Certificate
All UIL Athletic Activities	Varsity	Jacket

### Requirements for lettering:

Baseball/Softball during Volleyball/Soccer:	Participate in one-half of all district games the season
Basketball:	Participate in one-half of all quarters in district games during the season
Football:	Participate in sixteen (16) quarters during the regular season
**Golf/	Score a total of ten points on the following basis:
Tennis:	10 points for participating for four full years
Team Tennis	10 points for representing the school beyond the district meet 10 points for winning first place in the district 5 points for playing on Klein high school first team at district 5 points for first place at any major tourney 3 points for second place in any major tourney 2 points for third place in any major tourney 1 point for playing in each tourney
	** 10 points for representing school in two-thirds of varsity tournaments with a minimum of four (4)

Track/  
Cross-Country

Score points in the district meet or a total of ten points during the regular season.

Swimming:

Score points in the district meet or an average of four points per individual event in regular scheduled dual and invitational meets outside the district.  
1st–6 pts; 2nd–5 pts; 3rd–4 pts; 4th–3 pts; 5th–2 pts; 6th–1 pt.

Athletes shall participate the entire season, finish in good standing, and be recommended by their respective head coach. Participants who enter the program during the season will letter at the discretion of the head coach.

An athlete may elect to pass up his or her jacket award in one sport to try and earn it in another. For example, although he letters in basketball, he may choose a certificate award and seek the jacket award in track. Once he chooses to bypass a jacket award, he must take the certificate and cannot go back and pick up the jacket award for any reason.

Managers and trainers shall complete the entire season in the sport that they choose. They shall receive a certificate award the first year and a jacket for a subsequent year of participation.

Any coach who feels that an athlete classified as a senior has made sufficient contributions to the team, even though he or she has not met the above lettering requirements, may submit the athlete's name for consideration to the director of athletics.



## LETTER JACKETS

<b>Earning Letter Jackets</b>	Students may earn a letter jacket in the following: academic, fine arts or athletic disciplines.
<b>General Procedure</b>	<p>Students may only receive one (1) school-purchased award jacket during their high school career at the same school.</p> <ul style="list-style-type: none"><li>• If a student becomes eligible for an additional letter, a suitable recognition patch or stripe will be made available for the student to indicate that they have achieved this recognition.</li><li>• Students should speak with their coach, advisor or principal for questions surrounding lettering.</li></ul>
<b>UIL Athletics</b>	Basketball Baseball Cross Country Football Diving Golf Soccer Softball Swimming Team Tennis Tennis Track Wrestling
<b>UIL Fine Arts including Music, Dance, Non-Dance UIL &amp; Other</b>	<p>To receive an award jacket or to letter, students must be members of a student organization that actively participates in <b>interscholastic competition and/or organizational activities</b> and remain in good standing for the entire school year.</p> <p>Students must demonstrate a positive attitude and maintain a satisfactory citizenship/conduct and scholarship average as outlined in their campus organization bylaws.</p>
<b>Process for Awarding General Academic Achievement</b>	<p>Klein ISD recognizes academic achievement through the awarding of Academic Letter Jackets. Academic awards including academic lettering are presented only to students currently enrolled in the District. Students meeting the following are eligible to receive an application for academic lettering:</p> <ul style="list-style-type: none"><li>• After the fall semester of 10th grade, a high school student having a cumulative "A" average or its equivalent in all coursework for three consecutive semesters is eligible to receive a jacket. (The district will use a minimum 90 average or a minimum 4.0 GPA on the district's 4.0 Plus Weighted GPA scale to determine student eligibility).</li></ul> <p style="text-align: center;"><i>OR (whichever comes first)</i></p> <ul style="list-style-type: none"><li>• Students receiving <a href="#">CCMR status</a> will be eligible for a letter jacket and/or the CCMR insert.</li></ul>

