2026-2027

Student Handbook

Katy Independent School District

6301 S. Stadium Lane, Katy, TX 77494
281.396.6000 • www.KatyISD.org

KATY ISD STUDENT HANDBOOK

The contents of this handbook are not contractual, and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.

KATY ISD MISSION STATEMENT

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable fulfilling life … *to create the future.*

KATY ISD VISION

Be the legacy.

2026-2027 BOARD OF TRUSTEES

Lance Redmon, *Board President*
Dawn Champagne, *Vice President*
James Cross, *Board Secretary*
Rebecca Fox, *Member*
Jim Davidson, *Member*
Nathan Shipley, *Member*
Cicely Taylor, *Member*

2026-2027 KATY ISD ADMINISTRATION

Ken Gregorski, Ed.D., *Superintendent*
Leslie Haack, *Deputy Superintendent*
Justin Graham, *General Counsel*
Christine Caskey, Ed.D., *Chief Academic Officer*
Andrea M. Grooms, Ph.D., *Chief Communications Officer*
Christopher J. Smith, *Chief Financial Officer*
Brian Schuss, *Chief Human Resources Officer*
John Alawneh, Ph.D., *Chief Information Officer*
Ted Vierling, *Chief Operations Officer*

Katy Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs and/or activities, including career and technology programs, and provides equal access to the Scouting America and other designated youth groups.

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Katy ISD Instructional Calendar 2026-2027

Approved by the Katy ISD Board of Trustees on January 20, 2026.

Calendar Highlights

JULY
- 1-2 District and Campuses Closed to the Public
- 3 Holiday • Staff
- 28-30 New Teacher Orientation Days
- 31 Teacher Start Date • I00 and I01 Pay Grade Employee Flex Day

AUGUST
- 3 Campus Day
- 4-5 District Professional Learning Days
- 6-11 Campus Days
- 12 First Day of School and Fall Semester

SEPTEMBER
- 7 Holiday • Students and Staff
- 18 Campus Professional Learning Day • No Students
- 21 2nd Secondary Grading Cycle Begins

OCTOBER
- 9-13 Fall Break • Students and Staff
- 14 2nd Elementary Grading Cycle Begins
- 23 Campus Professional Learning Day • No Students

NOVEMBER
- 2 Campus Professional Learning Day • No Students
- 3 3rd Secondary Grading Cycle Begins
- 23-27 Holiday • Students and Staff

DECEMBER
- 18 Early Dismissal and End of Semester
- 21-31 Winter Break • Students and Staff

JANUARY
- 1 Winter Break • Students and Staff
- 4 Campus Day • No Students
- 5 First Day of Spring Semester
- 18 Holiday • Students and Staff

FEBRUARY
- 12 Campus Professional Learning Day • No Students
- 15 Holiday • Students and Staff
- 16 5th Secondary Grading Cycle Begins

MARCH
- 8-12 Spring Break • Students and Staff
- 22 4th Elementary Grading Cycle Begins
- 26-29 Holiday • Students and Staff

APRIL
- 9 Campus Professional Learning Day • No Students
- 12 6th Secondary Grading Cycle Begins

MAY
- 26 Early Dismissal and Last Day of School
- 27 Campus Day
- 31 Holiday • Staff

JUNE
- 18 Holiday • Staff

Days of Instruction	Elem.	Sec.
1st Grading Cycle	40	26
2nd Grading Cycle	41	26
3rd Grading Cycle		29
Fall Semester Total:	81	81
3rd Grading Cycle	46	
4th Grading Cycle	45	27
5th Grading Cycle		31
6th Grading Cycle		33
Spring Semester Total:	91	91
Days of Instruction Total:	172	172

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

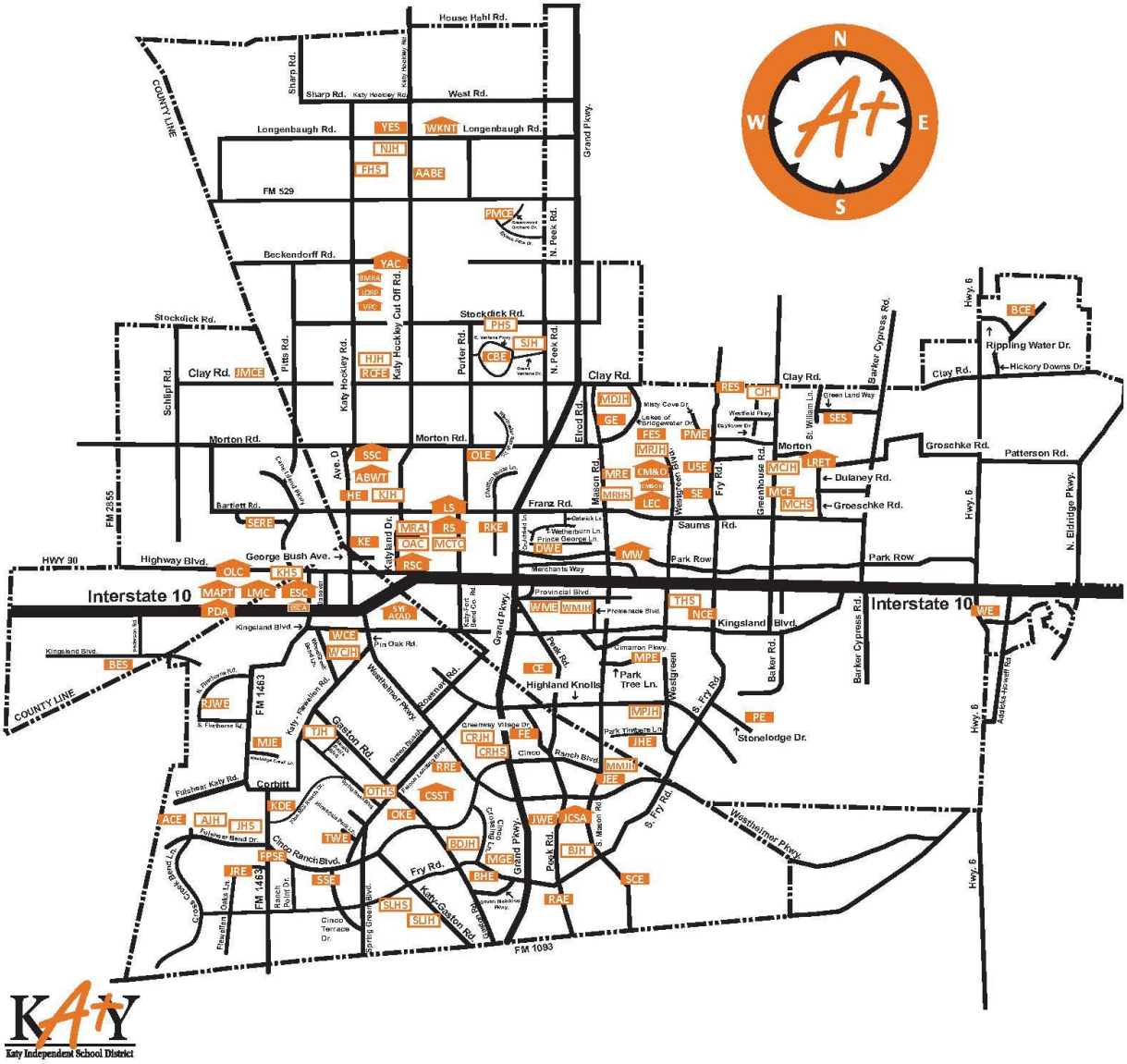
Symbols Key:

- Begin Elementary Grading Cycle
- End Elementary Grading Cycle
- Begin Secondary Grading Cycle
- End Secondary Grading Cycle
- New Teacher Orientation Day
- District Professional Learning Day
- Campus Day
- Early Dismissal
- Holiday / Break • Students and Staff
- District and Campuses Closed to the Public
- Campus Professional Learning Day • No Students
- Teacher Start Date • I00 and I01 Pay Grade Employee Flex Day

Note: 238-day employees will need to work eight (8) additional days.

Bad Weather Make-Up Day: This calendar contains enough minutes to cover two bad weather days.

Katy ISD Map



Katy Independent School District

05-15-2026

Katy ISD Schools & Facilities 2026-2027

Elementary Schools

(RAE) Roosevelt Alexander Elementary
6161 S. Fry Rd. • Katy 77494
Call: 281-237-7100

(BCE) Bear Creek Elementary
4815 Hickory Downs Dr. • Houston 77084
Call: 281-237-5600

(CBE) Catherine Bethke Elementary
4535 E. Ventana Pkwy. • Katy 77493
Call: 281-234-4200

(AABE) Alfred & Ann Boudny Elementary
7402 Katy Hockley Cut Off Rd. • Katy 77493
Call: 281-234-3200

(BES) Robert & Felice Bryant Elementary
29801 Kingsland Blvd. • Brookshire 77423
Call: 281-234-4300

(ACE) Amy Campbell Elementary
3701 Cross Creek Bend Ln. • Fulshear 77441
Call: 281-234-4500

(CE) Cimarron Elementary
1100 S. Peek Rd. • Katy 77450
Call: 281-237-6900

(SCE) Betty Sue Creech Elementary
5905 S. Mason Rd. • Katy 77450
Call: 281-237-8850

(JMCE) James & Mitzi Cross Elementary
900 Sunterra Shores Dr. • Katy 77493
Call: 281-234-5300

(KDE) James & Keiko Davidson Elementary
26906 Pine Mill Ranch Dr. • Katy 77494
Call: 281-234-2500

(JEE) Jo Ella Exley Elementary
21800 Westheimer Pkwy. • Katy 77450
Call: 281-237-8400

(RCFE) Russell & Cindie Faldyn Elementary
25615 Clay Rd. • Katy 77493
Call: 281-234-2900

(FE) Edna Mae Fielder Elementary
2100 Greenway Village Dr. • Katy 77494
Call: 281-237-6450

(FES) Franz Elementary
2751 Westgreen Blvd. • Katy 77449
Call: 281-237-8600

(GE) Loraine T. Golbow Elementary
3535 Lakes of Bridgewater Dr. • Katy 77449
Call: 281-237-5350

(MGE) Michael L. Griffin Elementary
7800 S. Fry Rd. • Katy 77494
Call: 281-237-8700

(JHE) Jeanette Hayes Elementary
21203 Park Timbers Ln. • Katy 77450
Call: 281-237-3200

(BHE) Bonnie Holland Elementary
23720 Seven Meadows Pkwy. • Katy 77494
Call: 281-234-0500

(HE) Zelma Hutsell Elementary
5360 Franz Rd. • Katy 77493
Call: 281-237-6500

(MJE) MayDell Jenks Elementary
27602 Westridge Creek Ln. • Katy 77494
Call: 281-234-4100

(KE) Katy Elementary
5726 George Bush Dr. • Katy 77493
Call: 281-237-6550

(OKE) Odessa Kilpatrick Elementary
26100 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7600

(RKE) Robert E. King Elementary
1901 Charlton House Ln. • Katy 77493
Call: 281-237-6850

(OLE) Olga Leonard Elementary
2602 Winchester Ranch Trl. • Katy 77493
Call: 281-234-4600

(MCE) Mayde Creek Elementary
2698 Greenhouse Rd. • Houston 77084
Call: 281-237-3950

(PMCE) Peter H. McElwain Elementary
6631 Greenwood Orchard Dr. • Katy 77493
Call: 281-234-4800

(PME) Polly Ann McRoberts Elementary
3535 N. Fry Rd. • Katy 77449
Call: 281-237-2000

(MPE) Memorial Parkway Elementary
21603 Park Tree Ln. • Katy 77450
Call: 281-237-5850

(MRE) Morton Ranch Elementary
2502 N. Mason Rd. • Katy 77449
Call: 281-234-0300

(NCE) Nottingham Country Elementary
20500 Kingsland Blvd. • Katy 77450
Call: 281-237-5500

(PE) Hazel S. Pattison Elementary
19910 Stonelodge Dr. • Katy 77450
Call: 281-237-5450

(JRE) James E. Randolph Elementary
5303 Flewellen Oaks Ln. • Fulshear 77441
Call: 281-234-3800

(RES) Jack & Sharon Rhoads Elementary
19711 Clay Rd. • Katy 77449
Call: 281-237-8500

(SERE) Steve & Elaine Robertson Elementary
7400 Innovation Dr. • Katy 77493
Call: 281-234-5900

(RRE) Roberta Wright Rylander Elementary
24831 Westheimer Pkwy. • Katy 77494
Call: 281-237-8300

(SES) Jean & Betty Schmalz Elementary
18605 Green Land Way • Houston 77084
Call: 281-237-4500

(FPSE) Fred & Patti Shafer Elementary
5150 Ranch Point Dr. • Katy 77494
Call: 281-234-1900

(SSE) Stan C. & Patsy Stanley Elementary
26633 Cinco Terrace Dr. • Katy 77494
Call: 281-234-1400

(USE) Ursula Stephens Elementary
2715 N. Fry Rd. • Katy 77449
Call: 281-234-0200

(SE) Sundown Elementary
20100 Saums Rd. • Katy 77449
Call: 281-237-5400

(WME) West Memorial Elementary
22605 Provincial Blvd. • Katy 77450
Call: 281-237-6600

(JWE) James Williams Elementary
3900 S. Peek Rd. • Katy 77450
Call: 281-237-7200

(TWE) Tom Wilson Elementary
5200 Falcon Landing Blvd. • Katy 77494
Call: 281-234-1600

(DWE) Diane Winborn Elementary
22555 Prince George Ln. • Katy 77449
Call: 281-237-6650

(WE) Maurice L. Wolfe Elementary
502 Addicks-Howell Rd. • Houston 77079
Call: 281-237-2250

(RJWE) Ray & Jamie Wolman Elementary
28727 N. Firethorne Rd. • Katy 77494
Call: 281-234-1700

(WCE) WoodCreek Elementary
1155 WoodCreek Bend Ln. • Katy 77494
Call: 281-234-0100

(YES) David & Terri Youngblood Elementary
25600 Longenbaugh Rd. • Katy 77493
Call: 281-234-6200

KAtY
Katy Independent School District

Katy ISD Schools & Facilities 2026-2027

High Schools

(CRHS) Cinco Ranch High School
23440 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7000
9th Grade Center
Call: 281-237-7090

(FHS) Freeman High School
7800 Katy Hockley Rd. • Katy 77493
Call: 281-234-6600

(JHS) Jordan High School
27500 Fulshear Bend Dr. • Fulshear 77441
Call: 281-234-9000

(KHS) Katy High School
6331 Highway Blvd. • Katy 77494
Call: 281-237-6700
9th Grade Center
Call: 281-237-6750

(MCHS) Mayde Creek High School
19202 Groeschke Rd. • Houston 77084
Call: 281-237-3000
9th Grade Center
Call: 281-237-3090

(MRHS) Morton Ranch High School
21000 Franz Rd. • Katy 77449
Call: 281-237-7800
9th Grade Center
Call: 281-237-7800

(PHS) Patricia E. Paetow High School
23111 Stockdick School Rd. • Katy 77493
Call: 281-234-4900

(SLHS) Seven Lakes High School
9251 S. Fry Rd. • Katy 77494
Call: 281-237-2800
9th Grade Center
Call: 281-237-2950

(THS) James E. Taylor High School
20700 Kingsland Blvd. • Katy 77450
Call: 281-237-3100
9th Grade Center
Call: 281-237-3170

(OTHS) Obra D. Tompkins High School
4400 Falcon Landing Blvd. • Katy 77494
Call: 281-234-1000
9th Grade Center
Call: 281-234-1020

Innovative Pathways Choice Schools

(LVHS) Legacy Virtual High School
Call: 281-234-7920

(MCTC) Arthur Miller Career & Technology Center
1734 Katyland Dr. • Katy 77493
Call: 281-237-6300

(MRA) Martha Raines Academy
1742 Katyland Dr. • Katy 77493
Call: 281-237-1500

(OAC) Opportunity Awareness Center
1732 Katyland Dr. • Katy 77493
Call: 281-237-6350

Junior High Schools

(AJH) Joe M. Adams Junior High
4141 Cross Creek Bend Ln. • Fulshear 77441
Call: 281-234-3400

(BJH) Rodger & Ellen Beck Junior High
5200 S. Fry Rd. • Katy 77450
Call: 281-237-3300

(BDJH) Beckendorff Junior High
8200 S. Fry Rd. • Katy 77494
Call: 281-237-8800

(CJH) Cardiff Junior High
3900 Dayflower Dr. • Katy 77449
Call: 281-234-0600

(CRJH) Cinco Ranch Junior High
23420 Cinco Ranch Blvd. • Katy 77494
Call: 281-237-7300

(HJH) Bill & Cindy Haskett Junior High
25737 Clay Rd. • Katy 77493
Call: 281-234-3600

(KJH) Katy Junior High
5350 Franz Rd. • Katy 77493
Call: 281-237-6800

(MCJH) Mayde Creek Junior High
2700 Greenhouse Rd. • Houston 77084
Call: 281-237-3900

(MDJH) T.H. McDonald Junior High
3635 Lakes of Bridgewater Dr. • Katy 77449
Call: 281-237-5300

(MMJH) Garland McMeans Junior High
21000 Westheimer Pkwy. • Katy 77450
Call: 281-237-8000

(MPJH) Memorial Parkway Junior High
21203 Highland Knolls • Katy 77450
Call: 281-237-5800

(MRJH) Morton Ranch Junior High
2498 N. Mason Rd. • Katy 77449
Call: 281-237-7400

(NJH) Nelson Junior High
25747 Longenbaugh Rd. • Katy 77493
Call: 281-234-6400

(SLJH) Seven Lakes Junior High
6026 Katy-Gaston Rd. • Katy 77494
Call: 281-234-2100

(SJH) Stockdick Junior High
4777 Peek Rd. • Katy 77449
Call: 281-234-2700

(TJH) James & Sharon Tays Junior High
26721 Hawks Prairie Blvd. • Katy 77494
Call: 281-234-2400

(WMJH) West Memorial Junior High
22311 Provincial Blvd. • Katy 77450
Call: 281-237-6400

(WCJH) WoodCreek Junior High
1801 WoodCreek Bend Ln. • Katy 77494
Call: 281-234-0800

Central Facilities

(HRA) Human Resources Annex
438 FM 1463 • Katy 77494
Call: 281-396-2347

(ESC) Education Support Complex
(LMC) Leonard E. Merrell Center
6301 S. Stadium Ln. • Katy 77494

Education Support Complex
Call: 281-396-6000
Leonard E. Merrell Center
Call: 281-396-2562

Central Facilities

(MAPT) Martha Lopez Aki ECI Project TYKE
6361 S. Stadium Ln. • Katy 77494
Call: 281-237-6647

(PDA) Professional Development Annex
6361 S. Stadium Ln. • Katy 77494
Call: 281-396-6000

(OLC) Kenneth D. Welch Outdoor Learning Center
6301 S. Stadium Ln. • Katy 77494
Call: 281-396-2460

(RSC) Robert R. Shaw Center for Science, Technology, Engineering, Arts & Mathematics
1730 Katyland Dr. • Katy 77493
Call: 281-396-7670

(LRET) Lester Reinecker II East Transportation
2901 Dulaney Rd. • Houston 77084
Call: 281-396-2700

(CSST) Cyndy Self South Transportation
3151 Falcon Landing Blvd. • Katy 77494
Call: 281-396-2115

(ABWT) Anna Baker West Transportation
5364 Franz Rd. • Katy 77493
Call: 281-396-7560

(WKNT) William "Bill" Kyser North Transportation
25030 Longenbaugh Rd. • Katy 77493
Call: 281-371-1100

(JCSA) Jeanne Coleman Student Support Annex
4242 S. Mason Rd. • Katy 77450
Call: 281-396-2610

(MW) Merchants Way
21700 Merchants Way • Katy 77449
Call: 281-234-5450

(LEC) Mark L. Hopkins Law Enforcement Center
20370 Franz Rd.• Katy 77449
Call: 281-237-4000

(YAC) Gerald D. Young Agricultural Sciences Center
5801 Katy Hockley Cut Off Rd. • Katy 77493
Call: 281-396-7808

(BMRA) W.E. "Billy" Morgan Rodeo Arena
(LDRP) L.D. Robinson Pavilion
(VPC) Gary A. Vos Project Center

(LS) Legacy Stadium
1830 Katyland Dr. • Katy 77493
Call: 281-396-2149

(RS) Jack F. Rhodes Memorial Stadium
1733 Katyland Dr. • Katy 77493
Call: 281-396-6380

(CM&O) Central Maintenance & Operations
20380 Franz Rd. • Katy 77449
Call: 281-396-2500

(CM&OA) Central Maintenance & Operations Annex
20400 Franz Rd. • Katy 77449

(SSC) Support Services Complex
5364 Franz Rd.• Katy 77493

Nutrition & Food Service
Call: 281-396-6240

Publications & Printing
Call: 281-396-6250

Warehouse-Distribution Center
Call: 281-396-6290

Elementary Schools

- RAE Roosevelt Alexander Elementary
- BCE Bear Creek Elementary
- CBE Catherine Bethke Elementary
- AABE Alfred & Ann Boudny Elementary
- BES Robert & Felice Bryant Elementary
- ACE Amy Campbell Elementary
- CE Cimarron Elementary
- SCE Betty Sue Creech Elementary
- JMCE James & Mitzi Cross Elementary
- KDE James & Keiko Davidson Elementary
- JEE Jo Ella Exley Elementary
- RCFE Russell & Cindie Faldyn Elementary
- FE Edna Mae Fielder Elementary
- FES Franz Elementary
- GE Loraine T. Golbow Elementary
- MGE Michael L. Griffin Elementary
- JHE Jeanette Hayes Elementary
- BHE Bonnie Holland Elementary
- HE Zelma Hutsell Elementary
- MJE MayDell Jenks Elementary
- KE Katy Elementary
- OKE Odessa Kilpatrick Elementary
- RKE Robert E. King Elementary
- OLE Olga Leonard Elementary
- MCE Mayde Creek Elementary
- PMCE Peter H. McElwain Elementary
- PME Polly Ann McRoberts Elementary
- MPE Memorial Parkway Elementary
- MRE Morton Ranch Elementary
- NCE Nottingham Country Elementary
- PE Hazel S. Pattison Elementary
- JRE James E. Randolph Elementary
- RES Jack & Sharon Rhoads Elementary
- SERE Steve & Elaine Robertson Elementary
- RRE Roberta Wright Rylander Elementary
- SES Jean & Betty Schmalz Elementary
- FPSE Fred & Patti Shafer Elementary
- SSE Stan C. & Patsy Stanley Elementary
- USE Ursula Stephens Elementary
- SE Sundown Elementary
- WME West Memorial Elementary
- JWE James Williams Elementary
- TWE Tom Wilson Elementary
- DWE Diane Winborn Elementary
- WE Maurice L. Wolfe Elementary
- RJWE Ray & Jamie Wolman Elementary
- WCE WoodCreek Elementary
- YES David & Terri Youngblood Elementary

Secondary Schools

- AJH Joe M. Adams Junior High
- BJH Rodger & Ellen Beck Junior High
- BDJH Beckendorff Junior High
- CJH Cardiff Junior High
- CRJH Cinco Ranch Junior High
- HJH Bill & Cindy Haskett Junior High
- KJH Katy Junior High
- MCJH Mayde Creek Junior High
- MDJH T.H. McDonald Junior High
- MMJH Garland McMeans Junior High
- MPJH Memorial Parkway Junior High
- MRJH Morton Ranch Junior High
- NJH Nelson Junior High
- SLJH Seven Lakes Junior High
- SJH Stockdick Junior High
- TJH James & Sharon Tays Junior High
- WMJH West Memorial Junior High
- WCJH WoodCreek Junior High
- CRHS Cinco Ranch High School
- FHS Freeman High School
- JHS Jordan High School
- KHS Katy High School
- MCHS Mayde Creek High School
- MRHS Morton Ranch High School
- PHS Patricia E. Paetow High School
- SLHS Seven Lakes High School
- THS James E. Taylor High School
- OTHS Obra D. Tompkins High School
- MCTC Arthur Miller Career & Technology Center
- MRA Martha Raines Academy
- OAC Opportunity Awareness Center

Central Facilities

- ESC Education Support Complex
- LMC Leonard E. Merrell Center
- OLC Kenneth D. Welch Outdoor Learning Center
- HRA Human Resources Annex
- RSC Robert R. Shaw Center for Science, Technology, Engineering, Arts & Mathematics
- LRET Lester Reinecker II East Transportation
- CSST Cyndy Self South Transportation
- ABWT Anna Baker West Transportation
- WKNT William "Bill" Kyser North Transportation
- JCSA Jeanne Coleman Student Support Annex
- LEC Mark L. Hopkins Law Enforcement Center
- MAPT Martha Lopez Aki ECI Project TYKE
- MW Merchants Way
- PDA Professional Development Annex
- YAC Gerald D. Young Agricultural Sciences Center
- BMRA W.E. "Billy" Morgan Rodeo Arena
- LDRP L.D. Robinson Pavilion
- VPC Gary A. Vos Project Center
- LS Legacy Stadium
- RS Jack F. Rhodes Memorial Stadium
- CM&O Central Maintenance & Operations
- CM&OA Central Maintenance & Operations Annex
- SSC Support Services Complex
  - Nutrition & Food Service
  - Publications & Printing
  - Warehouse-Distribution Center

KATY ISD 2026-2027 BELL SCHEDULE

Daily Bell Schedule

Grade Level	First Bell	AM Start Time/ Tardy Bell	PM Dismissal Time
High School	7:08	7:15	2:35
Junior High School	8:48	8:55	4:05
Elementary Tier A*	7:43	7:50	3:00
Elementary Mid-Tier*	8:03	8:10	3:20
Elementary Tier B*	8:23	8:30	3:40

Early Release Bell Times

Grade Level	First Bell	AM Start Time/ Tardy Bell	PM Dismissal Time
High School	7:08	7:15	11:35
Junior High School	8:48	8:55	1:10
Elementary Tier A*	7:43	7:50	12:05
Elementary Mid-Tier*	8:03	8:10	12:25
Elementary Tier B*	8:23	8:30	12:45

*****Elementary Tier Campuses can be found on next page.

Bell Schedule 2026-27 School Year

High School (7:15am-2:35pm)

_____

Tier A Elementary Campuses (7:50am-3:00pm)

Alexander	Hutsell	Rylander
Campbell	Mayde Creek	Sundown
Cimarron	McRoberts	Winborn
Faldyn	Memorial Parkway	WoodCreek
Hayes	Rhoads	Youngblood

Mid-Tier Elementary Campuses (8:10am-3:20pm)

Bear Creek	Griffin	Randolph
Bethke	Holland	Shafer
Boudny	Katy	Stanley
Bryant	McElwain	West Memorial
Exley	Morton Ranch	Williams
Fielder	Nottingham Country	Wilson
Franz	Pattison	Wolfe
Golbow		

Tier B Elementary Campuses (8:30am-3:40pm)

Creech	Kilpatrick	Schmalz
Cross	King	Stephens
Davidson	Leonard	Wolman
Jenks	Robertson	

_____

Junior High (8:55am-4:05pm)

PREFACE

WELCOME TO KATY ISD SCHOOLS

Education works best when it's a shared effort. When students, families, teachers, and staff work together, we create a supportive community where every learner can thrive and where the year ahead can be meaningful and successful for all.

This handbook is designed to help guide that partnership. You'll find references to school board policies throughout; complete copies are available on the Katy ISD Board Policy Website and at the district's administration building (6301 South Stadium Lane).

For clarity, the term "parent" in this handbook refers to a parent, legal guardian, or any other person who has a parental role and responsibility for a student, unless otherwise noted.

We encourage both students and families to read this handbook carefully to become familiar with the many services, opportunities, and expectations it outlines. If you have questions or need additional information, the student's teacher or campus administration will be happy to help. Strong communication and informed families are key to supporting each student's success.

Finally, students play an important role in fostering that environment, and this handbook includes the state-approved *Discipline Management Plan and Student Code of Conduct*, as well as the Student Responsible Use Guidelines for Technology, for you and the student to review together.

WHAT TO DO WHEN ...

The student is absent: On the day of absence, contact (email, phone, complete the online absence reporting form) the school attendance office to notify the school of the absence. If no contact has been made on the day of absence, the student must bring a signed parent note on the day of return notating the student's name, reason for absence, and dates of absence. Students who are absent due to a health care provider appointment must provide a signed health care provider note to the attendance office within five (5) days of the absence.

The student is tardy: The student must report to the attendance office for an admittance slip before going to class, preferably with a signed note giving reason for tardiness. Accumulated time of tardies is calculated by minutes in lost instructional time.

You need to pick up the student before dismissal time: You must report to the attendance office to sign the student out and wait in the designated area for your student. Please be prepared to show photo identification. If it is necessary for someone other than the parent or emergency contact to pick up the student, the parent must email the attendance office. Information to be included in the email: student's name, time of pickup, student destination, who is picking up your student. You will need to include a copy of your driver's license with the email. Accumulated time of early pick-ups is calculated by minutes in lost instructional time. Students will not be released at any time to a rideshare service such as Uber, Lyft, etc.

Severe weather or other threatening conditions are present: Check the Katy ISD Board Policy Website District social media accounts, and local weather alerts. For possible school closings, refer to local news stations and updates from Katy ISD.

The student needs to take medication during the school day: Medications should be given at home if possible; however, if a student must take medicine at school, the medicine must be provided by the parent. The medication provided must be in its original container and must have a signed dated note from the parent identifying the student, the medication, the amount, and time it is to be given. Medication must always be kept in the school clinic. More specific guidelines are available under the Health-Related Matters/Medications section of this handbook.

You would like to visit the student's classroom/school: In the fall, each school invites parents to come on a specific evening to meet the teachers and hear about their plans for the year. Parents are welcome to visit campuses during the school day. The District practice allows for thirty (30) minutes of classroom observation with prior approval of the principal. This practice is to minimize interruption of classroom instruction and must be scheduled with the campus principal. If you have questions about the class you observe, please leave your name and telephone number in the office so that the teacher or principal can call you. State law does not allow anyone to interrupt a class.

A parent is also welcome to have lunch with the student when you visit. If you wish to purchase lunch in the cafeteria, please let the office know at the beginning of the school day so that you can be added to the lunch count.

For the safety and security of all students and staff, visitors must go to the school office, sign in as a visitor when they enter the school, and wear a visitor's badge. To better protect our students, visitors, and staff, all Katy ISD campuses screen for registered sex offenders. A valid state issued ID is required to enter all campuses.

You would like a conference with the student's teacher or another staff member: Contact the staff member by email, or call the office, leave your name, and phone number for the person to contact you.

You would like to volunteer: You can find information regarding guidelines and procedures at the following link: Katy ISD Partners in Education Webpage.

You move or change your telephone number: Your phone number, e-mail address, and emergency contacts can be changed online through the Home Access Center (HAC). Your home address can be changed in the HAC with proper documentation provided to the campus and campus approval.

We hope this handbook for parents and students will answer many of your questions, tell you more about Katy ISD schools, and will improve communication and understanding between the parents and the school.

SECTION I: ENROLLMENT AND REGISTRATION

Enrollment and Registration

New students may enroll using the online registration portal. A new student is defined as new to Katy ISD and having never attended a campus in Katy ISD or a previous Katy ISD student that withdrew and is re-enrolling. Parents of students new to Katy ISD and parents of students returning for the new school year are required to complete the annual student update to ensure student information including parent contacts are current.

New students who enroll in high school can also visit the Legacy Virtual High School (LVHS) Website for more information. Legacy Virtual High School (LVHS) is a fully authorized virtual instructional campus within Katy Independent School District. LVHS operates in compliance with Texas Education Code (TEC) Chapter 30B Virtual Education and all applicable state and federal laws. Students enrolled in LVHS are also subject to the Katy ISD District Student Handbook, the Student Code of Conduct, and all Board-adopted policies.

Proof of residency must be established to determine that a student is a bona fide resident in the attendance zone of the campus for which enrollment is sought by providing a current utility bill (light, water, or gas), purchasing paperwork, or lease agreement. A student's bona fide residence shall be defined as the domicile which is the student's fixed, permanent, and principal housing for legal purchases [24 hours per day, seven (7) days per week].

District peace officers and/or campus designee shall verify bona fide residences to confirm parent or legal guardian lives in Katy ISD. The student must attend the zoned campus of the parent or legal guardian's Katy ISD address or if the parent or legal guardian owns a residence in the district and the student is enrolled in a campus other than the campus zoned to the other residence(s):

- A district peace officer will verify residency to determine the student's bona fide residence, for legal purposes the student resides at the home 24 hours per day, seven (7) days per week.
- Students will be ineligible for UIL varsity competition pending residency verification and a District Executive Committee (DEC) review and approval.

EMERGENCY CONTACTS

Emergency Contacts

Each year parents are asked to designate persons who can be contacted in case of an emergency occurring at the school when a parent cannot be reached. This designation happens when filling out the Annual Student Update or upon enrolling as a new student to the district. An emergency may be as simple as a child with fever who needs to be taken home to a child who needs to be taken to the hospital via an ambulance for a severe medical condition. Emergency contacts are also approved to drop off or pick up a student at any time without further written authorization.

GRANDPARENT AFFIDAVIT

Grandparent Affidavit

Texas Education Code 25.001(b)(9) allows admission of a student who does not reside in the district if a grandparent, who provides a substantial amount of after-school childcare (as defined by the Board's designee), resides in the district. Both the parent and grandparent will need to provide proof of residency documentation. Students in grades Kindergarten through 5 are eligible to submit a grandparent affidavit. Please note that grandparent affidavits must be renewed each school year.

The district reserves the right to withdraw students who cannot provide valid proof of residency at the address used for enrollment in the zoned school for Katy ISD.

AUTHORIZED CAREGIVER

Authorized Caregiver

"Adult caregiver" means an adult person whom a parent has authorized to provide temporary care for a child under Family Code Chapter 34. *Family Code 34.0015(1)*

A parent, as defined in *Family Code 101.024*, or both parents of a child may enter into an authorization agreement with an adult caregiver to authorize the adult caregiver to perform acts described in *Family Code 34.002* in regard to the child, such as:

- Authorizing medical, dental, psychological, or surgical treatment and immunization of the child, including executing any consents or authorizations for the release of information as required by law relating to the treatment or immunization;
- Enrolling the child in the district; and
- Authorizing the child to participate in age-appropriate extracurricular, civic, social, or recreational activities, including athletic activities.

A parent may enter into an authorization agreement with an adult caregiver with whom a child is placed under a parental child safety placement agreement approved by the Department of Family and Protective Services (DFPS) to allow the person to perform the acts described above with regard to the child during an investigation of abuse or neglect or while the department is providing services to the parent. *Family Code 34.0021*

The authorization agreement must conform to the requirements of *Family Code Chapter 34*.

An authorization agreement is for a term of six months and renews automatically for six-month terms unless an earlier expiration date is stated in the agreement, the agreement is terminated under *Family Code 34.008*, or a court authorizes continuation. *Family Code 34.0075*

Student will remain at zoned campus.

Note: The Authorization Agreement for Nonparent Relative (PDF) is available on the DFPS website.

BONA FIDE AFFIDAVIT RESIDENCE

Bona Fide Affidavit Residence

Proof of residency must be established to determine that a student is a bona fide resident in the attendance zone of the school for which enrollment is sought. A student's bona fide residence shall be defined as the domicile which is the student's fixed, permanent, and principal housing for legal purposes [24 hours per day, seven (7) days per week]. A student does not establish a bona fide residence by staying in the district or a particular attendance zone for only a portion of the week or only on school days unless this arrangement is specified in a divorce decree or other court order. If the parent or legal guardian owns a residence in the District and the student is enrolled in a campus other than the campus zoned to the other residence(s),

- A district peace officer will verify residency to determine the student's bona fide residence, for legal purposes the student resides at the home 24 hours per day, seven (7) days per week and students will be ineligible for UIL varsity competition pending a residency verification and a District Executive Committee (DEC) review and approval.
- The parent/adult student should contact the District's Athletic Department to determine if the residence qualifies as a bona fide residence for high school varsity for UIL athletic purposes, if applicable.

LEASE AGREEMENT

Lease Agreement

Lease agreements need to be updated upon expiration, and all occupants including children should be listed. Campus personnel will contact parent to maintain current proof of residency.

Katy ISD reserves the right to require additional documentation to ensure compliance with residency requirements.

STUDENT TRANSFERS

Student Transfers

Students in grades K-12 who reside within Katy ISD boundaries are expected to attend the school in which their residence

is zoned. However, parents may submit an online application to request a school transfer for their child if the reason for the request meets Board criteria [See Board Policy FDB (LOCAL)].

Students who are a victim of a violent criminal act or bullying/cyberbullying confirmed by campus administration may request a transfer. For more information about school safety transfers, see the Safety Transfer/Assignments section, Board Policy FDE (LOCAL) and Board Policy FDB (LOCAL).

The Student Transfer Office reviews each application to determine eligibility. If approved, a transfer is valid for the current school year, and renewal applications must be submitted annually.

Katy ISD does not provide transportation for students on approved transfers.

If a student's transfer is revoked, the student is not eligible to apply for a transfer for the following school year. The student will be required to attend the school in which their residence is zoned. More information about revocations and reasons for denial can be found on the Student Transfer website.

Students who wish to request transfer to Legacy Virtual High School may do so once per school year and will be reviewed and/or approved only at semester breaks.

Visit the Student Transfer website for more information or contact the Student Transfer Office at 281-396-2357.

HOMELESS STUDENTS (MCKINNEY-VENTO ACT)

Homeless Students (McKinney-Vento Act)

McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and education stability for homeless children and youth. The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. The District's homeless liaison may gather and collect information to verify displaced eligibility, such as the Student Residency Questionnaire (SRQ), hotel bills and documentation from those providing temporary housing. Eligibility for transportation to and from the school of origin in grades K-12 will be reviewed and approved by the District's homeless liaison before services begin. For more information on enrollment, services, and school of origin options for homeless students, contact the District's Coordinator for McKinney-Vento Services at 281-396-2165.

PRE-K ELIGIBILITY

Pre-K Eligibility

According to TEC §29.153 (b) eligibility for enrollment in a free prekindergarten class, a child must be at least four years of age on or before September 1 of the current school year and meet at least one of the following eligibility requirements:

- unable to speak and comprehend the English language
- is educationally disadvantaged (eligible to participate in the national school lunch program... guidelines about NSLP eligibility can be found in sections 4 and 6 of the Texas Department of Agriculture's Administrators Reference Manual)
- is homeless, as defined by 42 USC, §11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority
- is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty
- is or has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing held as provided by Family Code §262.201 or has been in foster care in another state or territory, but currently lives in Texas
- is the child of a person eligible for the Star of Texas Award as:

- a peace officer under Texas Government Code §3106.002
- a firefighter under Texas Government Code §3106.003
- an emergency medical first responder under Texas Government Code §3106.004
- is the child of a person employed as a classroom teacher at a public primary or secondary school in the school district that offers a prekindergarten class under this section.

For questions regarding Prekindergarten enrollment, please email prekindergarten@katyisd.org and for more information, please access the Prekindergarten webpage.

FALSIFICATION OF ENROLLMENT DOCUMENTS

Falsification of Enrollment Documents

TEC Section 37.10 Penal Code states that a person who knowingly falsifies information on a form required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment in the district but is enrolled based on the false information.

Chapter 37 Penal Code - Perjury and Other Falsification

SECTION II: PARENTAL RIGHTS AND ROLES

This section of the Katy Independent School District Student Handbook includes information on topics of particular interest to you as a parent.

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 parent consent.

Note: Any crisis assessment to ensure student safety and well-being is not considered a psychological evaluation and will be conducted in accordance with all legal requirements.

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

Katy ISD may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus, as recognition of student achievement. Parents have the option to opt-out by notifying campus school administration.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the District to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For employees to communicate with currently enrolled students through social networking sites, employees must establish a separate, independent professional page, which is accessible to administration and parents, as well as students. All communications will be limited to matters that directly relate to the employee's professional duties.

Objecting to The Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose appropriate designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This "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 a student's directory information. This objection must be made in writing to the principal.

1. What information does Katy ISD consider "directory information?"

   Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent objects to the release of the directory information about the student. If you do not want Katy ISD to disclose directory information from the student's education records without prior written consent, the parent must notify the District in writing within two weeks of enrollment. Katy ISD has designated the following information as directory information:

   - Student name
   - Address
   - Grade level
   - Primary telephone listing
   - Photograph
   - Dates of school attendance
   - Most recent educational institution attended
   - Participation in officially recognized activities and sports
   - Honors and awards received
   - Weight and height of members of athletic team

2. Is directory information confidential?

   Directory information on a student, as defined above, is not confidential unless a parent indicates that it should be made so. This is the reason that parents are asked to select a privacy code at the beginning of each school year. The privacy code chosen informs the District as to what, if any, directory information about a child is to be released.

3. What is the privacy code options from which a parent can choose?

   There are three privacy codes from which a parent may choose: Y-Yes, O-Other, and N-No. Parents who do not fully register through Power School will default to the "N-No" code. Please refer to the chart for the implications of each code.

Privacy Code Selections and Implications	**"Y" Yes**	**"O" Other**	**"N" No**
School-Confined Publications	YES	YES	NO
Programs for Performances	YES	YES	NO
Yearbook (name and individual, class or candid pictures)	YES	YES	NO
Professional School Group or Class Photos	YES	YES	NO
Officially-designated vendors for school-related purposes	YES	YES	NO
The Public: Anyone making a public information request	YES	NO	NO
News Releases	YES	NO	NO
School Directories	YES	NO	NO
School Publications (Available to Public)	YES	NO	NO
District/Campus Webpage	YES	NO	NO
Photographs Released to the Public	YES	NO	NO
Social Media Platforms	YES	NO	NO
Private, Virtual Learning Platforms	YES	YES	YES

4. Under what circumstances may directory information be released?

   Katy ISD is required to provide information to any member of the public who asks for it under the Texas Public Information Act unless the parent selects a privacy code of "N-No" or "O-Other."

5. Is a privacy code selection confidential?

   Yes. A privacy code selection made by a parent is confidential and is only released to employees who have a legitimate need to know, under the law.

6. Is it possible for a parent to change their student's privacy code during the course of the year?

   Parents do have a right to change their student's privacy code. However, it is not recommended that parents change their student's privacy code after the school year has started because most campuses have a process in

place whereby teachers are expected to become knowledgeable about the privacy codes of their individual students so that they can adhere to these codes consistently. Additionally, the District has no ability to recall information that was released prior to a change of code.

7. How can a parent prevent their student's directory information from being released to an outside third- party?

   Katy ISD, as stated previously, is required to provide information to any member of the public who asks for it under the Texas Public Information Act unless the parent selects a privacy code of "N - No" or "O - Other."

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

Federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 (20 USC Section 6301 et seq.) to provide a military recruiter or institution of higher education, on request, with the name, address, and telephone number of a secondary student unless the parent has advised the District that the parent does not want the student's information disclosed without the parent's prior written consent. If a parent decides to opt out of directory information being released to the military or institutions of higher learning, the student's address and telephone number is confidential and will not be released. This code may not be split to allow only military recruiters or institutions of higher education access, but not the other. This selection is treated separately from the "Y," "N," and "O" code chosen for directory information purposes.

Military/Higher Education Opt Out - Secondary Students Only	Opt In	Opt Out
Shared with Military Recruiters or Institutions of Higher Learning	YES	NO

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety [see Board Policy FO (LEGAL)];
- When it relates to classroom instruction [see Board Policy EHA (LEGAL)];
- When it relates to cocurricular or extracurricular activity [see Board Policy FM (LEGAL)];
- When it relates to media coverage of the school; or
- A purpose related to the promotion of student safety under Education Code 29.022. Education Code 26.009(b); Board Policy FL (LEGAL)

Parents may learn more about videotapes/recordings and cameras in the *Discipline Management Plan and Student Code of Conduct*. *"Videotapings/Recordings".*

The District will seek parental consent through a written request before making any other video or voice recording of the student not otherwise allowed by law.

Due to confidentiality issues related to directory information and to privacy concerns, parents, students, and visitors may not use electronic devices, cell phones, video recorders, voice recorders, or cameras unless used during a performance open to the public or during a private conference with permission by an administrator. If a recording or photo is taken, the item in question will need to be deleted.

Public events are those events that occur when the public has an opportunity to view students (i.e., outside field day) or when students are not required to participate (i.e., a talent show performed at the end of the school day). If the event is during the instructional day (i.e., classroom or grade-level performance), students are considered a "captured" audience and directory information and privacy rules apply. This is true even if parents are invited to observe.

The principal at each campus has the authority to determine which school-related events will be considered public performances and when photographs or videos can be taken.

Your Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days from the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school

official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the school to amend a record they believe is inaccurate. They should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

   A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901.

Withholding Consent for Health-Related Services

Katy ISD offers a range of health-related services to promote the physical, social, and emotional well-being of its students. Under Texas Senate Bill 12 (SB 12), parents and guardians have the right to withhold consent for one or more of these services, except in cases of life-threatening emergencies, student welfare concerns, or crisis situations that require immediate intervention.

General caretaking, such as applying a bandage, wiping a bloody nose, or assisting a student in changing clothes after an accident, is not considered a health-related service. Schools are required to provide this basic level of care, and parents may not opt out (TEC §26.0083(m)).

While some school counseling services are considered health-related and may be subject to parent opt-out (for example, individual or small-group counseling focused on stress management, grief support, or emotional regulation), other counseling activities are part of the district's comprehensive school counseling program and are not considered health-related services. These include character education, instruction on building healthy relationships, bullying prevention, and academic and career planning. All students participate in these programmatic services as part of their educational experience, and they are not subject to parent opt-out (SB 123; TEC §33.006).

PARTICIPATING IN THIRD-PARTY SURVEYS

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education that concerns:

- 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, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;

- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be provided notification of surveys that fall within this category and will be offered the opportunity to "opt-out" their student from participation.

Parents may inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see Board Policy EFA (LEGAL).]

As a parent, you have a right to receive notice of and deny permission for the student's participation in:

- Any survey concerning the confidential information listed above, regardless of funding;
- School activities involving the collection, disclosure, or use of personal information gathered from the student for the purpose of marketing or selling that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions; or
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered, and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See Board Policy EFA (LEGAL) and Board Policy FFAA (LEGAL).]

The parent may inspect a survey created by a third party before the survey is administered or distributed to their student.

REMOVING A STUDENT OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Health Education Instruction

As a part of the District's curriculum, in accordance with state Health TEKS, students receive instruction related to human growth and development, abuse, and violence prevention. The School Health Advisory Council (SHAC) is involved with recommending course materials for approval by the Board of Trustees.

As a parent, you are entitled to review the health curriculum materials. In addition, you must opt your student into instruction related to the topics above. There is no academic penalty or disciplinary action if you do not opt-in. Opt-in instructions will be communicated by the district and/or campus no later than 14 days prior to instruction.

You may also choose to become more involved with coordinated school health by becoming a member of the District's SHAC. More information on the Katy ISD School Health Advisory Council and how to become a member can be found at Katy ISD SHAC Webpage.

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

You may request that your student be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless:

- You provide a written statement requesting that your student be excused,
- The district determines that your student has a conscientious objection to the recitation, or
- You are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See Board Policy EHBK (LEGAL).]

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

As a parent, you may request that your student be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State

law does not allow the student to be excused from participating in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence and** Board Policy EC (LEGAL).]

Religious, Political, or Moral Beliefs

You may remove the student temporarily from the classroom if there is an instructional activity in which the student is scheduled to participate conflicts with your religious, political, or moral beliefs. The removal cannot be for avoiding a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law. [See Board Policy EMB (LEGAL).]

Understanding Religious Rights in Schools

Schools frequently are asked questions about what can and cannot be done by parents and students to celebrate or acknowledge the many holidays that fall during the school year, including Ramadan, Thanksgiving, Chanukah, Christmas, and Kwanzaa. To help parents and students better understand the proper role of religion in public schools, please review Katy ISD Board Policy EMI (LOCAL) ("Miscellaneous Instructional Policies: Study of Religion"); Board Policy FNA (LOCAL) ("Student Rights and Responsibilities: Student Expression") and Board Policy FNAA (LOCAL) ("Student Expression: Distribution of Non-school Literature"), all of which address these topics in more detail.

When considering issues of religion in public schools, it is important to remember that there is a distinction between private religious speech, which is protected, and state-sponsored religious speech, which is prohibited. Students may talk about religious holidays (when talking is appropriate); they may say "Merry Christmas" or "Happy Chanukah" or other related holiday greetings; and they may wear whatever clothing they choose (color, wording, or otherwise) that complies with the District's dress code. Students may distribute literature that has a religious message on the same basis as non-religious items, so long as any such distributions are done in accordance with Board Policy FNAA (LOCAL). However, the schools themselves cannot show favor regarding one religious belief over another; they must remain neutral.

Generally speaking, Katy ISD schools may use themes such as Ramadan, Thanksgiving, Chanukah, Christmas and Kwanzaa as a part of cultural celebrations as long as the celebrations comply with Board Policy EMI (LOCAL). Board Policy EMI (LOCAL) allows the inclusion of religion in the study of history, culture, literature, music, drama, and art, so long as the District's approach is secular and academic, not devotional. With regards to school parties, Katy ISD makes every effort to tie each party's theme to the curriculum that the students are studying. If the school allows students and parents to bring items to the party, then students and parents may, as private citizens, bring religiously-themed items to the party, as the items fall within the Content Limitations of Board Policy FNAA (LOCAL). Likewise, if the school allows students and parents to exchange gifts and/or distribute written materials at the party, students and parents may give gifts or distribute written materials of a religious nature [again, as long as the items fall within the Content Limitations of Board Policy FNAA (LOCAL)]. In deciding whether to bring items, gifts, or other materials to distribute, we would encourage parents to be mindful of the different religious beliefs represented in our schools. Katy ISD hopes to create an environment where all children feel valued and included.

RIGHTS OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS AND DISTRICT RECORDS

Instructional Materials

As a parent, you have a right to review teaching materials, other teaching aids and instructional materials used in the curriculum, and to examine tests (non-copy written materials) that have been administered to the student.

Access to Tests

Graded tests shall be scored and posted to the electronic grade book within five (5) school days of the date given except when extenuating circumstances occur.

Upon request, students shall have graded tests (including test questions) returned for their personal records within ten (10) school days, including teacher-made tests administered in Advanced Placement classes. In some cases, photocopies may

be given with the originals kept on file by the teacher for one year. Exceptions to student/parent access are as follows:

- TEA Interim assessments are developed by the state and cannot be viewed.
- District Assessments (DAs) can be viewed at the campus upon request.
- Campus Based Assessments (CBAs) including six/nine-week tests, semester examinations, and final examinations may only be viewed at the campus at the request of the student/parent.
- Screeners, including MAP, may not be viewed.
- Credit-by-examination tests, core-area tests to validate credit from a private school, and all standardized tests may not be viewed.

Requesting Notices or Certain Student Misconduct to Noncustodial Parent

A non-custodial 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 student's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See Board Policy FO (LEGAL) and the *Discipline Management Plan and Student Code of Conduct*.]

Accessing Student Records

The District's policy regarding student records, including directory information, can be found at Board Policy FL (LEGAL) and Board Policy FL (LOCAL) is available from the principal's or superintendent's office or on the District's website at https://www.katyisd.org/

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

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. The school must remain neutral in dealing with biological parents and/or legal guardians and must treat both parents equally in providing access to the student or the student's records. This applies regardless of which parent enrolled the child or whose name appears on the enrollment card unless a divorce decree or court order restricts the rights of one of the biological parents and/or guardians. Non-custodial parents and/or legal guardians may request in writing that they be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

State law also provides that parents are entitled to access all student's educational records of the school district concerning the parent's student, including, but not limited to the following:

1. Attendance records;
2. Test scores;
3. Grades;
4. Disciplinary records;
5. Counseling records;
6. Psychological records;
7. Applications for admission;
8. Health and immunization information;
9. Teacher and counselor evaluations;
10. Reports of behavioral patterns; and
11. State assessment instruments.

The principal or designee is the custodian of all records for currently enrolled students at the assigned school. The principal or designee is the custodian of all records for students who have withdrawn or graduated. While Katy ISD has its own police department, law enforcement records are not considered educational records; therefore, these records are not accessible to campus or District administrators.

The Family Educational Rights and Privacy Act (FERPA) allow parents/students the right to inspect and review the records within 45 days of the day the District receives a written request for access. Records may be reviewed during regular

school hours. The principal or administrator will notify the parent/student of the time and place where records may be inspected. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. Parent is defined as a natural parent, guardian, or an individual authorized to act as a parent in the absence of a parent or guardian. School officials with legitimate educational interests include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under the Individuals with Disabilities Education Act (IDEA) or an individual accommodation plan for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Attorneys of the district may also have access to student records if they are working with the district on a particular issue in which student records are relevant.

Certain other officials from various governmental agencies may have limited access to the records in accordance with federal and state law. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Additionally, the District will release student records pursuant to a validly issued subpoena or court order; however, the District will make a reasonable effort to notify the parent or student of the order or subpoena in advance of compliance. The District may release student records without prior parent permission in accordance with state and federal law. When the student reaches 18 years of age or is attending a post-secondary institute of education, only the student has the right to consent to release of records.

When appropriate, the District shall disclose to a juvenile service provider confidential information contained in a student's educational records at the juvenile service provider's request. "Educational records" means records in the possession of a primary or secondary educational institution that contain information relating to a student, including information relating to the student's identity, special needs, educational accommodations, assessment or diagnostic test results, attendance records, disciplinary records, medical records, and psychological diagnoses. "Juvenile service provider" means a governmental entity that provides juvenile justice or prevention, medical, educational, or other support services to a juvenile, and includes (a) a state or local juvenile justice agency as defined by Family Code 58.101; (b) health and human services agencies, as defined by Government Code 531.001, and the Health and Human Services Commission; (c) the Department of Public Safety; (d) the Texas Education Agency; (e) an independent school district; (f) a juvenile justice alternative education program; (g) a charter school; (h) a local mental health or mental retardation authority; (i) a court with jurisdiction over juveniles; (j) a district attorney's office; (k) a county attorney's office; and (l) a children's advocacy center established under Section 264.402. Confidential information contained in a student's educational records shall be released to the juvenile service provider only if the student has been taken into custody under Texas Family Code 52.01; or referred to a juvenile court for allegedly engaging in delinquent conduct or conduct indicating a need for supervision. The juvenile service provider shall not disclose the information to any third party, other than another juvenile service provider, and shall use the confidential information only to verify the identity of a student involved in the juvenile system and provide delinquency prevention or treatment services to the student. Access to educational records does not include access to the student.

The parent's, guardian's, or student's right of access to, and copies of, student records may not extend to all records. Materials that are not considered educational records, such as teacher's personal notes on a student that are shared only with a substitute teacher, records that only contain information about an individual after he/she is no longer a student in the District or records maintained by school law enforcement officials, may not have to be made available to the parents, guardians or student. The District will consider federal and state law in determining what records will be made available to parents, guardians of students enrolled in the District.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the parent or student over 18 believes that the records are inaccurate, mis-leading, or otherwise in violation of the student's privacy or other rights. If the District refuses a request to amend the records, the requester has the right to a hearing. If the

records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Copies of student records are available at a cost listed in Board Policy. Parents may be denied copies of a student's records:

1. After the student reaches age 18 and is no longer a dependent for tax purposes;
2. When the student is attending an institution of post-secondary education;
3. If the parent fails to follow proper procedures and pay the copying charge; or
4. When the district is given a copy of a court order terminating parental rights.

If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of any or all directory information about the child by indicating restrictions on the student's enrollment card. Directory information includes, but is not limited to, the following: a student name, address, primary telephone listing, photographs, participation in officially recognized activities and sports, weight, and height of members of athletic teams, honors, grade level, dates of school attendance, awards received, and most recent previous school attended.

The District's policy regarding student records, including directory information, can be found at Board Policy FL (LEGAL) and Board Policy FL (LOCAL) is available from the principal's or superintendent's office or on the District's website at https://www.katyisd.org/

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of the student's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to the student by contacting the student's campus principal.

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS

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

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

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

Child Find - Special Education Referrals

Child Find is a legal requirement that the Local Education Agency (LEA) finds all children who have disabilities and who may be entitled to special education services. Child Find covers every student from birth through age 21. The LEA must evaluate any child that it suspects may have a disability, and for which it suspects specially designed instruction may be required. More information about Child Find can be found here on the District's Child Find webpage. If a parent makes a

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

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

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

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

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

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

Additional information regarding special education is available in both English and Spanish on the Katy ISD Office of Special Education Services webpage. Additional information related to special education processes and rights such as the *Notice of Procedural Safeguards and a Guide to the ARD process* are available at the Home Page for the Legal Framework (esc18.net)

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services at the campus level is a campus administrator. If you have additional questions, the designated person at the district level to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education is the Director for Special Education, 281-396-2630.

Child Find - Section 504 Referrals

The district will make reasonable efforts to identify and locate qualified students residing in the district's jurisdiction. Standards and procedures are in place for the evaluation and placement of students in the district's Section 504 program which include procedural safeguards. Contact personnel to initiate a Section 504 referral will be a campus administrator.

Students with Physical or Mental Impairments Protected Under Section 504

A child with a disability determined to have 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 if the child is in need of services and support under Section 504 to receive a free appropriate public education (FAPE), as defined in federal law.

For questions or concerns regarding a referral for evaluation applicable to Section 504 please contact your campus Section 504 Coordinator. [Also see Board Policy FB Legal/Local.]

Contact Person for Section 504 Referrals

A Section 504 referral can be requested at the campus level by contacting a campus administrator. If you have additional questions, the designated person at the district level to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the District Section 504 Administrator at 281-396-2318.

Emergent Bilingual Dually Served in Language Programs and Special Education

Dually identified students require instructional services that reflect language proficiency levels, considerations for second language acquisition, and disability related services. If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC), in collaboration with the Annual Review and Dismissal (ARD) Committee, will ensure each student has an integrated service plan that supports all of their academic, linguistic, and functional needs. This includes accommodations and/or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Multiple Birth Siblings

As a parent, if the children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of the students. [See Board Policy FDB (LEGAL).]

Safety Transfers/Assignments

As a parent, you have a right to:

1. Request the transfer of the student to another classroom or campus if the student has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus.
2. Consult with district administrators if the student has been determined by the district to have engaged in bullying and the district decides to transfer the student to another classroom or campus. Transportation is not provided to another campus.
3. Request the transfer of the student to attend a safe public school in the district if the student attends school at a campus identified by TEA as persistently dangerous, or if the student has been a victim of a violent criminal offense while at school or on school grounds. [See Board Policy FDE (LOCAL).] Transportation is not provided to another campus.
4. Request the transfer of the student to another campus if the student has been the victim of a 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 that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE. Transportation is not provided to another campus.

Students Who Receive 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, the parent may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See Board Policy FDB (LEGAL).] Please submit transfer requests through the Katy ISD Student Transfer Office webpage at 281-396-2861.

SECTION III: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with the student to become familiar with the various issues addressed in this section.

ABSENCES / ATTENDANCE

Compulsory Attendance Law

Compulsory attendance laws require a student to attend school each school day for the entire period the program of instruction is provided. Excused absences do not count against a student for compulsory attendance purposes; however, excessive absences for personal illness will result in the need for verification of additional absences. Violations occur when the student accumulates unexcused absences. See: Board Policy FEA (Legal/Local)

Between Ages 6 and 19:

State law requires a student between the ages of 6 and 19 to 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. Upon enrollment in prekindergarten or kindergarten, a student shall attend school.

Age 19 and Older:

A student who has not met graduation requirements and voluntarily attends or enrolls after his/her 19th birthday is required to attend each school day for the entire period the program of instruction is offered. Students who are off-cohort should contact their campus registrar or counselor to consider attending Raines Academy to successfully complete graduation requirements.

Legacy Virtual High School (LVHS) adheres to all Katy ISD and Texas Education Agency (TEA) attendance requirements. Although instruction is delivered virtually and asynchronously, LVHS students are expected to engage consistently and complete assigned coursework within the established pacing guidelines. LVHS courses follow the district academic calendar, including fall, spring, and summer semesters.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. A student is exempt from compulsory attendance requirements under the district's statutory provisions. See: Board Policy FEA (Legal/Local)

Unexcused Absences

If an absence does not meet the criteria for an excused absence, the absence will be considered unexcused for attendance accounting purposes. Examples of unexcused absences include, but are not limited to, the following:

- Any excused absence without required documentation;
- Family trips/vacations, reunions, weddings, parent business trips, graduations;
- Non-school sponsored activities;
- Private lessons or tutoring;
- Religious retreats, camps, mission trips, and individual rites other than a religious holy day; and
- Non-enrollment days – These are days that a student is not in school due to transferring to another KISD campus.

Compulsory Attendance Violation

A student is in violation of the compulsory attendance laws if he/she fails to attend school on ten (10) or more days or parts of days within a six-month period in the same school year **OR** on three (3) or more days or parts of days within a four-week

period. See: Board Policy FEA (Legal/Local)

Attendance for Promotion Credit or Final Grade

Katy ISD is designated as a District of Innovation in the area of Attendance for Credit [Board Policy FEC (LOCAL)].

Attendance is a critical component for students to obtain mastery of course objectives. Student absences are monitored to identify students who are struggling with mastering the content of the course due to excessive absences. Students who do not attend class for at least 90% of the time a class is offered are at risk of losing credit for the course. Students that have documented excused school absences may receive credit if they are in attendance for over 75% of the time a class is offered and they have demonstrated mastery of content.

Students that fall below 75% attendance will not be given credit for the course; however, if the student has demonstrated mastery of content, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate grade-level campus administrator who will convene an attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The student may be required to complete a plan approved by the school's principal.

Students, parents, and guardians should be aware that grades K-8 shall receive 'no grade' for a final grade if the student does not meet attendance requirements. The end of the year report card will document no final grade(s) in the course(s) involving lack of grade promotion due to attendance issues for any 1st through 8th grade student. A Kindergarten student's report card will include – Retained Due to Attendance.

Students, parents, and guardians should be aware of compulsory attendance and UIL rules related to absences. Attendance for Credit procedures do not limit or modify a teacher's ability to assign or determine grades in accordance with TEC
§28.0214 and 28.0216. Additionally, a student under the jurisdiction of a court in a criminal or juvenile proceeding may not receive credit or a final grade without the consent of the judge presiding over the student's case.

Attendance Review Committee

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered. See: [Board Policy FEC (LOCAL)].

Reporting an Absence

Parents must call or email the campus attendance office or complete the campus Online Absence Reporting Form the morning of a student's absence. A parent call, email, or Online Absence Reporting Form from the parent is required for the absence to be determined excused or unexcused.

Legacy Virtual High School attendance is determined by daily engagement in instructional activities in accordance with Senate Bill 569 (TEC Chapter 30B), including LMS participation, teacher interaction, or assignment submission within the instructional day. Failure to engage may result in an unexcused absence and possible intervention or program review.

Doctor's Note

If the student has an appointment with a health care professional and either commences classes or returns to school on the same day of the appointment, the student is not considered absent for attendance accounting purposes. The student cannot be penalized for such absence (health care appointment – partial day) if a note from the health care professional is provided and the student completes make-up work missed within the time allotted by the teacher. Anytime a student is absent and is seen by a health care professional, a note from the health care professional is always in the best interest of the student so that the absence can be specified as either a doctor (or health care) appointment (full day) or heath care appointment (partial day) rather than for personal illness.

If a student's absences for personal illness exceed a total of eight (8) days in a six-month period, the parent will receive a Notification of Failure to Attend School, which requires a statement from a physician or health clinic verifying the illness or other condition to excuse future absences.

If the student has a serious and/or life-threatening illness or related treatment, documentation from a healthcare professional licensed, certified, or registered to practice in Texas must be provided. Families should contact campus attendance clerks for required documentation.

Tardy

A student is considered tardy when the student is not in the proper place with all the materials needed before the tardy bell rings. There are no excused tardies for those students who arrive by a mode of transportation other than riding a school bus. Students with excessive tardies will be assigned disciplinary consequences. In addition, tardies may be used in presenting a student's overall attendance record to the court when a student has violated compulsory attendance laws. Secondary students who miss more than 50% of a given class period will be counted absent for attendance purposes. Secondary students checking out of school for the day during a given class period will be recorded as absent if the student leaves before 50% of the class period has elapsed. At the Elementary level, a student is considered tardy if they arrive after the designated start time for the campus and prior to the time official attendance is taken.

See: Katy ISD *Discipline Management Plan and Student Code of Conduct*, "Tardies"

Secondary campuses will use a digital hall pass, see USE OF HALLWAYS DURING CLASS

ACADEMIC COUNSELING, COLLEGE & CAREER GUIDANCE

Professional School Counselors are available at all Katy ISD campuses to implement the Texas Model for Comprehensive School Counseling Program designed to service all students in the areas of: Guidance Curriculum**,** Responsive Services, Individual Planning, and System Support.

Guidance Curriculum

Katy ISD counselors develop essential life skills by systematically delivering curriculum aligned to student interests and objectives. Counselors respect all students and seek to connect learning to student understanding and acceptance of each student's background and factors that may influence one's present circumstances. Our district is continuously improving and enhancing programming design, balance, and delivery to best service student needs at each grade level. Upon request, the district/campus will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Responsive Services

Katy ISD counselors provide intervention on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk. School counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, mental health issues, or substance abuse. A student who wishes to meet with the school counselor should either make an appointment or ask the teacher for permission to visit the counselor. As a parent, if there are concerns about the student's mental or emotional health, please speak with the school counselor for information on our community resource directory and/or connection to other school personnel.

Texas Child Health Access Through Telemedicine (TCHATT) is funded by the Texas Legislature to provide telemedicine or telehealth mental health services to students at no cost to schools or families that participate or access services. Please speak with the school counselor for more information on this program.

When students, parents, and community members have knowledge and concerns regarding potential safety and emotional well-being, they are encouraged to report information to help prevent school-related incidents that could cause harm to others. Tips may be reported to the Katy Independent School District's anonymous SpeakUP reporting mobile application or website. For more information about Speak UP, please visit the District's SpeakUP webpage.

Individual Planning

Katy ISD counselors and college and career facilitators provide guidance to help students plan, monitor, and manage their personal, social, educational and career goals. They facilitate transitional activities for post-secondary education and/or training. Students and their parents are encouraged to talk with a school counselor to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, 5th through 11th grade students will be provided with information on anticipated course offerings for the next school year academic options and Career and Technical Education (CTE) opportunities. The school counselor and college and career facilitator will work closely with students to help them select the courses that best prepare them to obtain their post-secondary goals. Counselors also assist students with study skills, time management, and goal setting for both short- and long-term goals.

System Support

Counselors and college and career facilitators work collaboratively to support campus staff, parents, and the community to promote the educational career, personal, and social development of students. Counselors will facilitate access to student support programs, conduct risk screenings, and assist in planning appropriate intervention strategies as needed.

Elementary Counseling Program (Prekindergarten-5th grade)

In Katy ISD, each elementary campus has a professional school counselor to assist students and parents. Elementary school counselors, uniquely trained in child development, facilitate classroom guidance lessons and small-group intervention to cater to individual student needs. The knowledge and skills students acquire in academic, career, and social/emotional development serve as a foundation for success. Parents are encouraged to contact the counselor for assistance on any matter concerning their child.

Secondary Counseling Program (6th – 12th grade)

In Katy ISD, each secondary campus has a team of professional school counselors to assist students as they journey from childhood to the adolescent stage of development. School counselors use program goals and objectives to guide the design and implementation of their counseling program. Counselors are available for consultation with both student and parent in areas that affect the student's educational, social, and personal domain of life. Parents are encouraged to contact the counselor for assistance on any matter concerning their child.

College and Career Readiness Program (9-12th grade)

Katy ISD counselors and college and career facilitators (CCF) assist students in preparing for life after high school whether that is college, trade school, military, or the workforce. The CCF provides support to students and parents in effective college and career planning, coordinate the transition of students into post-secondary and/or career endeavors and facilitate the achievement of all students by developing and implementing a comprehensive, college, career, and military readiness (CCMR) Program. CCFs also provide guidance regarding college readiness exams and admission requirements. The CCF provides services to assist students in maximizing their educational experiences and exploring post-secondary readiness opportunities.

Course Offerings for Junior High and High School Students

Course planning for the next school year will take place during the spring semester. Parents and students should work together, with their school counselor, to select their requests and revise their three and four-year plans. Career and Technical Education (CTE) courses are offered to students at the junior high and high school levels for students to pursue their career interests.

Visit the Katy ISD Course Catalog for more information.

KAP/AP and Advanced Academics in Course Planning

Beginning in grade 6, the Katy ISD Advanced Academics Department offers KAP courses in language arts, social studies, science and mathematics. The goal of KAP is to help students develop academic skills needed for success in AP. The

KAP curricula for these courses are built on the core academic curriculum and are aligned with AP course descriptions generated by College Board. Katy ISD offers Advanced Placement courses to high school students who are ready to engage in college-level course content and rigorous academics. Courses are available in English, social studies, computer science, mathematics, science, world languages, music theory and art. AP and KAP courses are open to all students with the prerequisite coursework who wish to take on the additional challenge of advanced academics.

KAP/AP courses are designed to challenge motivated students and prepare them for success in college level course work in high school and beyond. These advanced or above grade-level courses move at a faster pace, are more academically challenging, and require more independent learning than academic courses. High school credit courses taken in grades 6-12 will become a permanent part of the student's transcript and will count toward the student's high school grade point average (GPA). Beginning with the Class of 2029, junior high Algebra 1 will not factor into the student's GPA (Grade Point Average) if the student successfully completes 4 additional credits of high school math. Students who earn Algebra 1 credit in high school and successfully complete 4 additional credits of high school math may choose to exclude the Algebra 1 grade from their GPA (Grade Point Average).

The Dual Credit program allows students to earn college credits while still in high school. The course catalog provides information on the dual credit courses available, the requirements, and the college courses that are offered.

Visit the Katy ISD Course Catalog for more information.

Katy ISD Course Catalog in SchooLinks

The Katy ISD Course Catalog is an important resource for parents and students to understand the courses, graduation requirements, and opportunities available to them. It provides a brief description of each course, which includes the course objectives, topics covered, prerequisites, and any special requirements. The programs of study and elective courses allow students to explore their interests and passions. It is important for parents and students to review the catalog to understand the courses that are available, the prerequisites for each course, and the requirements for graduation.

Junior (11th grade) and Senior (12th grade) students who are at least 16 years old have the opportunity to take specialized Career and Technical Education (CTE) courses as well as core classes for half a day at the Miller Career & Technology Center (MCTC) while continuing to attend their home high school campus the rest of the school day. Students participating in courses which involve off-campus instruction (internships) must provide their own transportation. Visit the Katy ISD Course Catalog for more information.

Automatic College Admission Policy

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class, or the **top 5 percent** for admission to the University of Texas at Austin, in the summer/fall 2026 or spring 2027. The applicant in either case must also:

1. earn the distinguished level of achievement under the Foundation High School Program; or
2. satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank. Visit the Automatic College Admission Policy website for more information.

Required Notification Regarding Algebra II

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage

of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin. Visit the Required Notification Regarding Algebra II website for more information.

Texas Senate Bill 2124: Automatic Enrollment

Texas Senate Bill 2124 requires each school district and open-enrollment charter school to establish an advanced mathematics program that prepares middle school students to take Algebra I in eighth grade. Under this program, districts must automatically enroll in an advanced math course any sixth-grade student who performed in the top 40 percent on the 5th grade Math STAAR or on a comparable local measure, such as class ranking or demonstrated proficiency in 5th grade math coursework. An opt-out window is provided during course planning for families who prefer a different placement.

College-Bound Student-Athletes

The National Collegiate Athletic Association (NCAA) Eligibility Center and The National Association of Intercollegiate Athletics (NAIA) certifies the academic and amateur credentials of all college-bound student-athletes who wish to compete in college level sports. The NCAA and NAIA are two separate associations, meaning recruits must register for the NCAA and NAIA eligibility centers if they have programs from both governing bodies on their list of schools.

College-bound student-athletes preparing to enroll in a Division I or II school should register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. To study and compete at a Division I school, you must earn 16 NCAA-approved core-course credits, earn a minimum 2.3 core-course GPA and submit your final transcript with proof of graduation to the Eligibility Center.

The NAIA is a governing body of small athletics programs dedicated to character-driven intercollegiate athletics. To participate in athletics in the NAIA, you must be admitted to the college or university under admission standards equal to or higher than those applied to the general student body. College-bound student-athletes preparing to enroll at a NAIA school should register with the NAIA Eligibility Center.

Visit the Katy ISD College-Bound Student-Athletes website for more information.

PROGRAMS OF STUDY

The school counselor provides students and parents with information regarding academic programs to prepare for higher education and career choices. For more information, please refer to the Katy ISD Graduation Requirements and endorsement information in the Katy ISD Course Catalog.

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real-world experiences and culminate in a post-secondary credential that will prepare students for a high-wage, high-skill, in-demand career. The courses contained within statewide and regional programs of study are determined by the Texas Education Agency (TEA) per the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

These programs also include work-based learning opportunities (e.g., internships, clinical experiences, or industry-mentored projects) tied to the student's area of interest. Students taking courses within a CTE program of study have the opportunity to earn industry-recognized credentials such as certifications and licenses. Students can also select several dual credit courses that lead to a Level 1 Certificate or an Associate of Arts degree from Houston Community College.

For more information about the CTE Programs of Study, visit SchooLinks Programs of Study, select the drop down under Programs of Study, and select the career area you are interested in.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

Katy 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
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by Every Student Succeeds Act (ESSA).

Hard copies of any reports are available upon request to the district's administration office.

For questions regarding any accountability report, please visit the Katy ISD Research, Assessment, & Accountability Department webpage or call 281-396-2343.

BULLYING

Bullying

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

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

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately-owned school bus or a vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity on or off school property; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or
    b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Cyberbullying as defined under the Texas Education Code Sec. 37.0832 as bullying that is done through the use of **any electronic communication device**, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet- based communication tool.

Harassment

Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health and safety. Parents may learn more about harassment in the *Discipline Management Plan and Student Code of Conduct*, "Harassment."

Hit List

A hit list means a list of people targeted to be harmed, using:

1. A firearm, as defined by Section 46.01(3), Penal Code;
2. A knife, as defined by Section 46.01(7), Penal Code; or
3. **Any other object** to be used with intent to cause bodily harm.

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, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

According to TEC § 25.0342, **upon the recommendation of the administration**, the Board of Trustees of a school district or the Board's designee, in response to an identified case of bullying, may decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her student be transferred to another classroom or campus within the district. [Also see Safety Transfers/Assignments]

A copy of the district's policy is available on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through Board Policy FNG (LOCAL).

Procedures for Filing a Complaint and Investigation Process

1. Complete a Report of Alleged Bullying or Harassment form or speak directly to a campus administrator who will request a written statement.
2. These forms are available from all administrators and on the Katy ISD website: Katy ISD Bullying Prevention and Student Support webpage.
3. Please provide detailed information on the form so that the administrator may complete a thorough investigation.
4. Turn the completed form into a campus administrator.
5. Notice of a reported incident of bullying must be provided to the parent of the alleged victim on or before the third business day after the date the incident is reported and to the parent of the alleged-aggressor within a reasonable amount of time after the incident.
6. The administrator will investigate the information contained in the complaint.
7. If the results of an investigation indicate bullying has occurred, the administration will enact a Stay Away Agreement and Safety Plan and take appropriate disciplinary action.
8. If, upon completion of the investigation, the principal or designated administrator determines the alleged incident does not rise to the level of bullying, the District will proceed in accordance with the *Discipline Management Plan and Student Code of Conduct* in deciding what, if any, discipline should be assessed for other documented prohibited conduct. Administration may enact a Stay Away Agreement and Safety Plan to prevent further incidents and ensure student safety.

A copy of the District's policy is available on the District's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy Board Policy FNG (LOCAL).

Parents may learn more about bullying in the *Discipline Management Plan and Student Code of Conduct*, "Bullying."

CASHLESS CAMPUSES

Cashless Campuses

All Katy ISD campuses operate as cashless facilities with the exception of Food Services. Parents and guardians can make payments online through the District's online payment platform, A+ Pay N' Go. In-person cash payments can be made at one of the two Parent PayHubs located at the Mark L. Hopkins Law Enforcement Center (20370 Franz Rd Katy, TX

77449) and the Cyndy Self South Transportation Police Substation (3151 Falcon Landing Blvd. Katy, TX 77494).

CHILD NUTRITION

It is the goal of the Katy ISD Child Nutrition Department that no child should go hungry. Breakfast and lunch are served each day in the school cafeteria. Menu and food prices are posted on the Food Services website as well as School Café.

Nutrition and Food Service

The Katy ISD Nutrition and Food Service Department promotes healthy eating by providing nutritious meals to students, teachers, staff and visiting patrons. All Katy ISD schools participate in federal child nutrition programs; School Breakfast Program (SBP) and National School Lunch Program (NSLP). Program administration falls under the guidance of the United States Department of Agriculture (USDA), the Texas Department of Agriculture (TDA), and local school district. Nutritious breakfast and lunch choices are offered each day in the school cafeteria. More information about the federal child nutrition programs is available on www.squaremeals.org.

Menus and Meal Prices

Updated 07/27/2026 - Breakfast and lunch meals are available each school day. A la carte options are also available for additional costs. Breakfast and lunch menus are available to view along with nutritional information on the Food Service website and School Café. Free or reduced-price meals are available to those who qualify based on the household income. The Free or Reduced- Price School Meals application is available online on School Café. Cash deposits are accepted in the cafeteria. Online payments to student cafeteria accounts can be submitted through Pay N' Go. Meal periods and serving times are designated by the campus.

Meal Prices	Elementary	Junior High	High School
Breakfast	*$1.50*	*$1.50*	*$1.50*
Breakfast – Reduce Price	*$0.00*	*$0.00*	*$0.00*
Lunch	*$2.75*	*$3.25*	*$3.25*
Lunch - Reduced Price	*$0.00*	*$0.00*	*$0.00*
Breakfast - Adult	*$3.50*	*$3.50*	*$3.50*
Lunch - Adult	*$6.00*	*$6.00*	*$6.00*

Katy ISD students are expected to eat lunch on campus per Board Policy FEE (LOCAL). Students are encouraged to make all purchases for meals and a la carte items before sitting at the cafeteria table. Katy ISD student ID cards should be visible at all times during the school day and are scanned for cafeteria account access when making purchases. The student is expected to pay for meals at time of purchase based on their eligibility; Paid or Reduced-Price. Additional information is available on the district website or on www.SchoolCafe.com/KatyISD.

Cafeteria Meals Charge Policy

District charge policy allows a student with insufficient funds for a meal purchase, cash or deposited in School Café cafeteria account, to receive a meal that will be charged to the student's account. The expectation is that the parent will pay off all negative balances from the meal charges on the student's account. Students who exceed the allowable charge amount will not receive a meal unless payment is presented at time of purchase.

Student's allowable meal charge amount as per the following policy:

- Elementary – Value of five (5) breakfast meals and five (5) lunch meals
- Junior High School – Value of five (5) breakfast meals and five (5) lunch meals
- High School – Value of five (5) breakfast meals and five (5) lunch meals

The parent will be alerted when the meal account balance is negative by receiving a courtesy call and/or email through the district's automated call out system, if the district's parent information on file is correct and up to date. The parent is responsible for monitoring the amount of money in their student's account and paying back any borrowed money in a

timely manner. If a student owes money on the cafeteria account, the student will be allowed to purchase snacks and/or a la carte items only with cash in hand for that purchase, or once the student's negative account is paid in full and funds are available in the School Café account to cover additional purchases.

Payment Option

- Pay N' Go - Online payments by Debit Card, Credit Card or E-Check are accepted.
- Pay N' Go is the fastest and easiest way to prepay and assure money is in the customer's account for meals and a la carte purchases. For safest processing, it is encouraged to deposit funds online through Pay N' Go.
- Pay N' Go can also be accessed on the KatyOnTheGo Mobile App.
- Student's district ID number and last name are required to register each student in Pay N' Go
- Funds are placed in the student account within 48 hours.
- Parents may set up automated payments using a certain threshold.
    - Ex: If cafeteria account balance falls below $10, deposit $50
- There are no service or convenience fees charged for the deposited funds through Pay N' Go.
- Account Deposits - Cash and Checks
- If sending check or cash payment, send to the school in a sealed envelope with the student's name, Katy ISD ID number, and teacher name noted on the envelope, or present to the cashier at time of service.
- Make the check payable to Katy ISD Food Service. Checks must include full name, address, phone number and be signed by the account holder.
- The Nutrition and Food Service Department cannot reimburse claims of lost cash or check payments.
- Any a la carte purchase restrictions to your student's account must be made online for each student by the account holder through School Cafe. Katy ISD is not responsible for designating meal versus a la Carte purchases only from check or cash payments.

School Café

School Cafe is the website, also available as mobile app, where the online Free or Reduced-Price School Meals application can be submitted annually, menus, and nutritional information can be viewed. The student's food service account history can be viewed in School Cafe. Parents can access the cafeteria account purchase history without adding funds to the account. A low balance notification email may also be set up, verify the amount of money in the account, and determine what the student has been purchasing. Parents may set up a la carte purchase restrictions on the student's cafeteria account. Restrictions on breakfast and/or lunch meals are not available.

Community Eligibility Provision (CEP) Campuses

Please note that students who are attending a USDA designated Community Eligibility Provision (CEP) campus will receive a free breakfast meal and lunch meal. Households with students at a CEP campus are NOT required to complete a Free or Reduced-Price School Meal Benefits application. More information about the USDA CEP program and eligible Katy ISD campuses can be found on the Community Eligibility Provision (CEP) for Free Meals webpage.

Free and Reduced-Price School Meal Program

A new application for Free or Reduced-Price School Meal benefits must be submitted every school year. Parents in need of financial assistance can apply at any time during the school year for their student(s).

- The fastest way to receive free or reduced-price meal benefits is by submitting an online application at School Café.
- Create one account online and add ALL household students to the account. The student's district ID number and last name are required to register each child.
- Other parents can also create an account, but they will NOT have access to view a free and reduced-price application that you submitted if it was on a different account (the parent can only see the application if that

parent submitted it personally).

- Once eligibility has been determined based on household income, a notification letter will be available on School Café.
- Households with Pre-Kindergarten students must also apply online, as they do NOT automatically qualify for free meals.
- Submit only one (1) application per household. All students in one household, in grades PK and K-12, should be included on one (1) application.
    - Households completing the application who have students attending Non-CEP and CEP campus should also include the CEP student as household members on the application.
- Once all students are added to School Café, student's information will be retained and automatically prompt the parent to add those students on future free and reduced-price school meal applications. This will be a faster and easier process.
- Online applications are preferred, but paper applications are available at each campus front office or the Nutrition and Food Service office, if needed.

Notifications

The Katy ISD Nutrition and Food Service Department uses an automated calling system and email system to alert households when the student has a negative balance in the cafeteria. Alerts are sent out by both phone and email Monday through Friday. Low balance alerts and automated account replenishing can be set up on Pay N' Go. Notification information is tied to the most current information provided to the registrar at the student's campus, therefore it is important any changes in home/cell phone numbers or email addresses are updated by the parent on the Home Access Center or reported to the front office of the campus as soon as possible to ensure all district alerts are received. Any questions regarding the student's cafeteria accounts can be directed to the cafeteria manager at the campus between 6:30 A.M. to 2:30 P.M. Monday through Friday or the Nutrition and Food Service Office, 281-396-6240.

What Menu Components Must be Taken to Pay the Meal Price?

The federal Healthy, Hunger Free Kids Act of 2010 requires students paying the set meal price to take menu components that meet the meal pattern. The meal pattern consists of FIVE components: meat/meat alternate, grain, fruit, vegetable, and milk.

If the minimum number of components for each meal are not chosen by the student, a la carte will be charged.

Breakfast:

- Must choose at least three (3) of the four (4) offered components to make a meal.
- Must choose one fruit or a juice as one of the components to pay the meal price.

Lunch:

- Must choose at least three (3) of the five (5) offered components to make a meal.
- Must choose at least a half cup of fruit or vegetable to pay the meal price.

Severe Food Allergy/Diagnosed Disability

The District requests to be notified when a student has been diagnosed with a severe food allergy or disability that requires a modification be provided by the cafeteria to the student's meal. Severe food allergies include those that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with 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 at the student's campus regarding any known food allergy or as soon as possible after any diagnosis of a food allergy.

Students with life threatening food allergies or disabilities requiring diet modifications may have an alert posted on the cafeteria point of sale/cashier's computer system. In order for the alert to be activated, the child's physician or other recognized medical authority must complete the following:

- Katy ISD Physician Diet Modification Form and the Food Allergy Action Plan detailing the student's diagnosed disability or life-threatening allergy, the food or foods to be omitted, and the food choices that can be substituted.

- The parent should return the completed forms to the school nurse to be shared with the Nutrition and Food Service Department.
- The United States Department of Agriculture (USDA) requires school districts to ensure that they have the most current information on a student's dietary needs.
- If there is a change made to a student's life-threatening food allergy or diagnosed disability, an updated Diet Modification Form must be submitted to reflect the changes.
- To ensure the district has the most current information on a student's dietary needs, a new Diet Modification Form must be submitted at minimum every three (3) years for every student currently receiving a modification from the cafeteria.
- For questions regarding diet modification status or the accommodations available, please contact the Nutrition and Food Service Department at nfs@katyisd.org.

The District has developed and annually reviews a food allergy management plan. When the district receives information that a student has a severe food allergy that places the student at risk for anaphylaxis, the student will be referred to Section 504 so an individual health plan can be developed to assist the student in safely accessing the school environment.

Allergen information posted on the Katy ISD Nutrition & Food Service website and School Café website is based on information that the department currently has on file. Allergen information is subject to change based on changes from manufacturers. Katy ISD is not always notified of these changes. Allergen information posted is for parent and student information. Katy ISD Nutrition and Food Services does not monitor any a la carte purchases for allergens for any student.

Peanut Allergy

Allergies to peanuts are not always limited to ingestion of the food item. Peanuts can also cause damage through the air as an airborne allergen. Peanut allergies may lead to life-threatening situations. The following precautions have been taken to create a safe environment for all children.

- No peanut products are offered on the menu at elementary schools; however, some a la carte products may contain or be processed in a facility that also processes nuts.
- Parents are encouraged to avoid sending peanut butter sandwiches to school.

Personal Food in the Cafeteria, Restricted Foods

Students may bring their own lunch or breakfast to school to eat in the cafeteria during designated times. Parents are encouraged to provide food items for their student only. Sharing food is strongly discouraged at the meal table for reasons of hygiene, allergic reactions, and nutrition. Students may not bring glass containers to campus.

Smart Snacks Rules

The Smart Snacks in Schools standards published by the USDA will build on healthy meal changes through the National School Lunch Program and the School Breakfast Program. As of July 1, 2014, revised nutrition standards are in effect for all foods and beverages sold to students on campus during the school day with school day is defined as from midnight to 30 minutes after the end of the instructional day. This includes campus and PTA/PTO sales events and fundraisers. Any and all food sale days/events exempt from food standards are prohibited per Katy ISD guidelines. Currently, according to Katy ISD guidelines, food sales outside of the cafeteria are not allowed anywhere on the school campus during the school day, with the exception of approved exempt fundraiser days, as outlined below. General program information is available on the A Guide to Smart Snacks in School (azureedge.us)

Exempt Fundraisers

Per Katy ISD guidelines, high school and junior high campuses are allowed up to six (6) exempt fundraising days per school year. All exempt fundraising days must be pre-approved by the campus principal and submitted to the Nutrition and Food

Service Department at least two (2) weeks prior.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at Board Policy FFG (LOCAL). 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 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 areas, and claims of stomachaches and/or 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 or any other type of abuse or neglect 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 and neglect, and it is important to be calm and comforting if the student, or another child, confides in you. Reassure the student that he or she did the right thing by telling you.

As a parent, if your student is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and the student available in your area. The Texas Department of Family and Protective Services (TDFPS) also manage 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/default.asp

The following websites might help you become more aware of child abuse and neglect and how to talk with the studentren:

https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf

Tips for Talking to Children about Child Abuse

https://www.cactx.org/

Reports of abuse or neglect may be made to:

1-800-252-5400 for emergency situations and/or for non-emergency situations online at https://www.txabusehotline.org/Login/Default.aspx

COMPLAINTS AND CONCERNS

Usually, student or parent complaints can be addressed informally — by a phone call or a conference with the teacher, assistant principal, or campus principal, as appropriate. For those complaints that require a more formal process and cannot be resolved at the campus level, the District has established a standard complaint process which is addressed in Board Policy FNG (LOCAL). The complaint forms can be accessed electronically in the Parent Portal. To access forms, please access MyKaty and sign in using your parent ID. In MyKaty, select the Parent Complaints folder, then choose the applicable complaint form. Complaint forms may also be requested directly from the Office of General Counsel at Legal@katyisd.org. A student or parent who has a complaint may utilize the FNG process as long as the request is made within 60 calendar days of the date the parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint.

Prior to or at the time of the Level I conference, the student or parent shall submit the form outlining the complaint, any

evidence, and the solution sought. If unresolved after the written decision following the Level I conference with the lowest level administrator who has the authority to remedy the complaint, the student or parent must submit the Level Two Appeal form within twenty (20) calendar days of receipt of the Level I decision. If a complaint is still unresolved after a Level II decision, the district provides for the complaint to be presented to the Board of Trustees, and the student or parent must submit the Level Three Appeal to the Board form within twenty (20) calendar days of the receipt of the Level II decision. Administrators receiving a complaint that has not gone through the proper channels cannot respond to a complaint other than referring it back to the appropriate person for resolution. Therefore, complaints can be handled in a more efficient manner if the issue is addressed at the correct level first.

If the student or parent will be represented in a conference at any level by an attorney, the District must be notified in advance of the conference so that the administration can obtain equal representation. Failure to do so will result in the need to reschedule the conference.

Parents may learn more about complaints in the *Discipline Management Plan and Student Code of Conduct*, General Notices, "Complaints."

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a *Discipline Management Plan and Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior—both on and off-campus as well as on district vehicles—and consequences for violation of these standards.

Parents may learn more about student discipline in the *Discipline Management Plan and Student Code of Conduct*.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. Parents may learn more about disruptions in the *Discipline Management Plan and Student Code of Conduct*, "Disruption of Activities," "Disruption of Classes," "Disruption of Transportation."

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. Students leaving before the official end of a non-instructional day event may not be readmitted.

Summer School

Students are responsible for following the same rules, guidelines and expectations during all summer school opportunities and are subject to the same disciplinary consequences outlined in the *Discipline Management Plan and Student Code of Conduct*.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The District believes all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, 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 or on the district's website. [See Board Policy FFH for more information.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship.

Examples include physical or sexual assaults, name-calling, put-downs, threats directed at the student or 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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors. Dating violence is considered prohibited harassment and will not be tolerated. While the school does not have jurisdiction in most off-campus, non-school-related situations, affected students may seek assistance from campus counselors. [See Board Policy FFH for more information. The District has developed a plan to address safety, enforce protective orders, train teachers and administrators, provide counseling for affected students and offer awareness education for students and parents.

Discrimination

Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law Board Policy FFH

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; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Parents may learn more about harassment in the *Discipline Management Plan and Student Code of Conduct*, "Harassment."

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student is prohibited. Examples of prohibited sexual harassment may include, but not be 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, and other inappropriate social relationships, as well as all sexual 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 not be limited to, offensive jokes, name-calling, slurs, or rumors; cyberharassment, physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

If a student believes he/she has been sexually harassed, the student or the student's parents should report the incident to any of the following district officials: principal, assistant principal, counselor, or the District's Title IX Coordinator.

The district official will discuss the availability of supportive measures. Supportive measures are non-disciplinary, non-punitive individual services offered to the complainant or respondent. These services must be offered "as appropriate, as reasonably available, and without fee or charge" to restore or preserve access to the district's education programs and activities.

Parents may learn more about harassment in the *Discipline Management Plan and Student Code of Conduct*, "Harassment" section.

Retaliation

Retaliation against a student who, in good faith, makes a report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a student who is participating in an investigation of alleged discrimination or harassment is also prohibited. A student who makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with the law.

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

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, counselor, principal, or other district employee. The report may be made by the student's parents. See Board Policy FFH (LOCAL) for the appropriate district officials to whom to make a report. Upon receiving a report of prohibited conduct as defined by Board Policy FFH (LOCAL), the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to Board Policy FFI (LOCAL) to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would violate law and Board Policy FFI (LOCAL) as it relates to bullying, an investigation of bullying will also be conducted.

The district will promptly notify the parents 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 parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by Board Policy FFH (LOCAL).

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 to comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests the district delay its investigation, the district will resume the 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 that is the subject of the complaint was not unlawful. A Stay Away Agreement and/or Safety Plan may be enacted in an effort to ensure student safety and mitigate any further incidents.

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 Board Policy FNG (LOCAL).

Nondiscrimination Statement

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. [See Board Policy FFH(LOCAL)]

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:

Student Title IX Coordinator: Stephanie McInturff, 6301 S. Stadium Lane, Katy, TX 77494, 281-396-2904.

Employee Title IX Coordinator: Chief Human Resources Officer, 6301 S. Stadium Lane, Katy, TX 77494, 281-396-2347.

During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at Board Policy FFH (LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Administrator, Sandra Thomas, 6301 S. Stadium Lane, Katy, TX 77494, 281-396-2319.

[See Board Policy FB, Board Policy FFH, and Board Policy GKD for more information.]

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

Publications prepared by the school or school district may be posted or distributed, with the prior approval of the district, principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. Publications prepared by outside entities for schools, or the school district, are to be reviewed and approved through the Internal and Community Relations Department process for Community Flyers. Email internalcomms@katyisd.org.

The school newspaper and the yearbook are available for purchase to students.

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

Parents may learn more about distribution of non-school materials in the *Discipline Management Plan and Student Code of* Conduct, “Distribution of Materials.”

Non-School Materials

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal may designate a location for approved non-school materials to be placed for voluntary viewing by students. [See Board Policy FNAA.]

A student may appeal a principal's decision in accordance with Board Policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

Activities such as distribution of literature, displaying signs, petitioning for change, and disseminating information concerning issues of public concern are protected by the First Amendment. The District may prohibit expression by students if:

1. It materially and substantially interferes with school activities;
2. It materially and substantially interferes with the rights of other students or teachers; or
3. The District can demonstrate reasonable cause to believe that the expression would engender such material and substantial interference.

Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control. Distribution is defined as the circulation of more than ten (10) copies of material from a source other than the District. Each school campus shall designate an area where materials that have been approved for distribution by students in accordance with policy may be made available. Campus principals may develop reasonable time, place, and manner restrictions regarding the distribution of materials at designated areas. Birthday and other party invitations may not be distributed in any quantity at school because they create a disruption to the educational environment.

Each campus principal or principal's designee will approve all written publications/materials by noncurricular-related student groups prior to information being made available for student access. Decisions regarding the appropriateness of materials will be consistent with the criteria and timelines specified in Board Policy (FNAA).

Non-school materials shall not be distributed if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The materials promote illegal use of drugs, alcohol, or other controlled substances.
4. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
5. The materials contain defamatory statements about public figures or others.
6. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
7. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
8. There is reasonable cause to believe that distribution of non-school literature would result in material and substantial interference with school activities or the rights of others.

There is reasonable cause to believe that distribution of non-school literature would result in material and substantial interference with school activities or the rights of others.

Students who fail to follow the procedures for submitting material for approval shall face disciplinary action. Appropriate law enforcement officials shall be called when someone other than a student refuses to follow the procedures for submitting materials and fails to leave the premises when asked.

Parents may learn more about distribution of non-school materials in the Discipline Management Plan and Student Code of Conduct, "Distribution of Materials."

From Non-Katy ISD Entities

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 Board 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 Community Relations office for prior review. They will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal for a rejection in accordance with the appropriate district complaint policy. [See Board Policy (DGBA), Board Policy (FNG), or Board Policy (GF)].

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 Board Policy GKD (LOCAL) or a non-curriculum related student group meeting held in accordance with Board Policy FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

For more information, access Katy Corkboard and how to advertise a community flyer. See the Katy ISD Corkboard.

DRESS CODE

The district's dress code is established to prevent disruption and minimize safety hazards. If any article of clothing or grooming that the principal or designee determines to be inappropriate, a safety concern, or can reasonably be expected to cause disruption or interference with normal school operations, is prohibited.

Parents may learn more about the dress code in the Discipline Management Plan and Student Code of Conduct, "Dress Code."

DRIVING AND PARKING PRIVILEGES

Driving and parking are a privilege. Consult your campus administrator for eligibility and guidelines. Parents may learn more about vehicles on campus in the Discipline Management Plan and Student Code of Conduct, "Vehicles on Campus."

DYSLEXIA

Children identified as Dyslexic according to the TEA Dyslexia Handbook Guidelines are eligible to receive intervention

services and accommodations in the classroom and on state mandated testing (as allowed by TEA) through Special Education. If a student is experiencing difficulty in reading, the campus Student Support Team (SST) should convene to discuss possible interventions or referrals for a dyslexia evaluation. This evaluation is handled through the Special Education referral process. At any time, a parent may request an evaluation for dyslexia, and the campus should convene an SST to discuss the parent's concerns and determine if a referral for an evaluation is warranted.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Katy Independent School District has established an extremely competitive, highly recognized, and well-respected extracurricular program. Achieving a reputation for excellence takes the diligent efforts of coaches, directors, students, parents, and community supporters, as well as the support and encouragement of administration. It is up to each of us in the district to continue to meet the demands placed on us to maintain this high standard of distinction. This section has been designed to aid the coach/director, students, and parents in the knowledge of policies and procedures of the extracurricular program in Katy ISD, which will help us maintain a level of prestige among other districts.

Please note that some student competition participation or scholarship events may be sponsored by organizations outside of Katy ISD. These events are voluntary opportunities for students to compete, participate, and/or apply. Katy ISD students historically have demonstrated great success when electing to participate in non-Katy ISD events. However, as Katy ISD does not have oversight of outside applications and/or participation questions, parents are encouraged to review the questions and requests for Information with their students. Questions related to this can be directed to the student program coach, director, or sponsor.

EXTRACURRICULAR PROGRAM OBJECTIVES

The Extracurricular/Co-Curricular Coaches and/or Directors are dedicated to Katy ISD being recognized as a premier program in the state of Texas. To obtain this extraordinary level of competence in an incredibly competitive area, each person within the program must demand excellence of himself/herself as well as each individual for whom he/she is responsible.

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships. Participation, however, is a privilege, not a right. Some extracurricular activities may include off-campus events. Students are required to use district transportation when provided by the district to and from the events. Exceptions may be only made with the approval of the activity's coach or sponsor. Student safety in extracurricular activities is a priority of the district. A student enrolled in a district or who participates in an extracurricular activity, or a University Interscholastic League (UIL) competition is subject to district policy and UIL rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of a board. See Board Policy FM (LEGAL).

Expectations For Participating Students

Students selected for a Katy ISD extracurricular program must recognize this distinction as an honor and privilege and must be held accountable to a greater standard than that of the general school population. The students involved in extracurricular activities are recognized as representatives of the individual school as well as the district, and, as such, must demonstrate the highest levels of character and behavior. It is the responsibility of each coach/sponsor/director to ensure this high level of expectation. Coaches/directors must monitor the character and behavior of their student members in and out of season, in and out of uniform, and on and off campus. The amount of time coaches/directors spend on various curricular and co-curricular activities provides a unique opportunity to observe, assist, and to help the students make good decisions. Therefore, this Code of Conduct extends beyond the Katy ISD Discipline Management Plan and Student Code of Conduct. not only in types of behavior prohibited, but also in corresponding consequences and jurisdiction for imposing discipline. Extracurricular programs may have additional guidelines/expectations which are given to students upon participation in the program.

Absences

Katy ISD shall make no distinction between absences for UIL and Absences for other competitive extracurricular activities approved by the Board of Trustees. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state and maximum of two absences for state competition. Students that may accrue additional absences due to participation in multiple student programs are recommended to contact their campus administrator prior to exceeding the maximum allowed.

All students participating in a Katy ISD extracurricular activity make a commitment to the organization, their teammates, and their school. Each program demands the dedication of time and energy of the student. Part of this commitment is to be a student first and strive for Academic Excellence. Another integral part of the commitment is to place the Katy ISD organization above participation in any non-school sanctioned activities and attend all practices and performances scheduled by Katy ISD sponsors.

Booster Club

Booster clubs are designed to help enrich participation in extracurricular activities. The primary role of booster clubs is fundraising. Booster clubs shall organize and function in a way consistent with the District's philosophy and objectives, within adopted board policies, and in accordance with UIL regulations as applicable. The vision of each booster club is set by the principal and/or the sponsor of the program and should reflect Katy ISD's philosophy and objectives. Additional information regarding extracurricular expectations ca be found in their respective guidelines.

UIL Booster Club Guidelines

Katy ISD Financial Management Handbook for Parent/Booster Organizations

Fees for Student Participation

These fees are outside the instructional needs of the school day and are intended to give our students an enriched perspective about excelling in the extracurricular program.

Fundraising (All Grade Levels)

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

The District will not provide funding for travel competitions beyond the state level. National competitions will be at the expense of the respective campus activity funds, the booster club treasury, donations, or a combination thereof.

Schedule Conflicts

Students participating in more than one activity could possibly have conflicts from time to time. Please notify the coaches/sponsors/directors as soon as the conflict arises. The following order will be used to help settle these conflicts:

- State
- Regional Events
- Area
- Bi-District
- District
- Non-District
- Local Performances
- Scrimmages
- Practice

Social Media Standards

Students who elect to participate in extracurricular activities are required to maintain high standards of academic performance as well as exemplary citizenship at all times. They serve as positive role models for the student body and in the community as representatives of our school and school district. One of the primary purposes of extracurricular activities

is to impart knowledge and skills to students so that they will graduate with characteristics that will enable them to make a meaningful and successful contribution to both society and the workforce as outlined in the Katy ISD *Discipline Management Plan and Student Code of Conduct.* Being a member of an extracurricular organization is a privilege, not a right. Any student who represents himself/herself, other participants, school staff, or members of the student body through electronic media (e.g., websites, personal home pages, blogs, text messages, chat/rooms/applications) or using electronic communication devices (e.g., camera phones, digital phones, electronic descriptions) in a way that causes school officials to reasonably anticipate substantial disruption of, or material interference with, the activities of the organization or school will be subject to disciplinary actions determined by appropriate school officials. 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 as defined in the Katy ISD's *Discipline Management Plan and Student Code of Conduct,* whether the equipment used to send such messages is district-owned or personally owned, 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 *Discipline Management Plan and Student Code of Conduct.* Students 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. Engaging in this type of behavior can lead to bullying or harassment. In addition, any student who engages in conduct that results in a breach of the District's computer security will be disciplined in accordance with the *Discipline Management Plan and Student Code of Conduct,* and, in some cases, the consequence may rise to the level of expulsion.

Travel

Students who have the opportunity to travel in connection with the Katy ISD extracurricular events are representatives of the District and must always exhibit exemplary behavior. Students who dress or act inappropriately while traveling to or from a Katy ISD activity may be suspended or removed from the scheduled event and/or extra-curricular program. All students who participate in school-sponsored trips are required to ride in transportation provided by Katy ISD to and from the event. An individual exception may be made due to extenuating circumstances if the student's parent request is approved by the extracurricular sponsor and the *Katy ISD Permission for Student/Parent-Provided Transportation* is approved by the campus principal. It is the responsibility of each Katy ISD Sponsor to submit a *Request for Student Trip* (found on Online Forms). Requests for Transportation Exceptions must be made and approved no later than 24 hours before the scheduled event. Students are not allowed to drive themselves to in-district or out-of-district school-sponsored events. Students involved in travel shall:

1. Be on time for all trips;
2. Dress neatly and in compliance with the District's dress and grooming policy;
3. Be on their best behavior in restaurants, hotels, buses and/or other vehicles;
4. Take care of any equipment assigned and return it to the proper storage location upon return to the school; and
5. Promptly obey all instructions given by either the coaches/sponsor(s) and/or school-approved adult chaperones.

Transportation Options

1. Katy ISD school buses are to be used to transfer groups whenever possible.
2. When a school bus is not practical because of distance and/or size of group, transportation may be in a contracted vehicle (through District Approved Rental Company) or school vehicle (like White Fleet).
3. Students may not be transported in a Katy ISD staff's personal vehicle at any time.
4. Bus Transportation requests are submitted online through the Transportation Department.
5. To drive a bus for Katy ISD, sponsors must have a valid CDL passenger bus driving license and be approved by the Katy ISD Transportation Department. Katy ISD sponsors will drive buses whenever possible.
6. During the school day no student is allowed to transport himself/herself to any off-campus facility unless, prior to the trip, a parent has completed a *Katy ISD Permission for Student/Parent-Provided Transportation* form.
7. All Katy ISD students must travel with their group. All students must return with the team unless, prior to the trip, a parent has completed a *Student Travel Release* form that entitles the student to be released to the custody of the parents at the completion of the activity or event.

Transportation, Overnight

1. Overnight travel for Katy ISD group is permitted by the District.

2. Board Policy: Any in-state overnight trips taken by student organizations and other student groups shall require approval in accordance with administrative regulations.
3. All trips require a *Request for Student Trip Form* request to be turned in before the trip, for approval by your campus principal.
4. Hotel Rooms: Max 4 students per room.

UIL Rules And Eligibility

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 at UIL Parent Information Manual. To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463- 9581 or curriculum@tea.texas.gov. [See UILtexas.org for additional information on all UIL- governed activities.]

Websites

For more information about our extracurricular activities, please visit the specific program's website:

Academics

Athletics

Career and Technical Education

Fine Arts

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1,000-feet of any District-owned or leased property or campus playground.

Parents may learn more about gang-free zones in the *Discipline Management Plan and Student Code of Conduct*, "Gang-Free Zones."

HEALTH-RELATED MATTERS

Clinics

All Katy ISD campuses have a campus clinic that is staffed with a Registered Nurse, whose duties and responsibilities can be found on the District website at the Katy ISD Health Services webpage.

Clinic Procedures

Students who become ill, injured, or have an emergency during the school day should alert their teacher and obtain a pass to go to the School Nurse. The School Nurse will assess the student's level of illness or injury, administer the appropriate care and/or first aid, and determine if the student should remain in school for the remainder of the day. If the School Nurse determines that the student cannot finish the day because the illness or injury will impede the student's school performance, needs prompt medical attention, or is possibly a communicable disease, he/she will notify the parent of the student's condition and request that the student be picked up from school. No student may leave school until he/she has been released by the School Nurse or Principal. Failure to do this may result in the student being considered truant.

In the event of a severe or life-threatening illness, injury, or emergency, and the School Nurse determines the student needs immediate medical attention, the nurse will administer the appropriate nursing care and/or first aid and notify emergency personnel so that the student can be properly assessed, treated, and transported to the appropriate medical facility (Board Policy FFAC). In the event of such an emergency, the parent will be notified as soon as possible. If the student is transported to a hospital or emergency facility, school personnel will remain with the student until the parent arrives. The

school district is not responsible for any costs of medical care, emergency care, or transportation.

Students should never use their cell phones or classroom phones to request parents to pick them up. All calls should be made through official school notifications. Students leaving for home from the clinic must sign out in the attendance office and have their mode of transportation approved by the parent before leaving.

It is the responsibility of the parent to provide transportation promptly for students who need to be picked up from school due to illness or injury, and to seek medical care if the student's condition warrants.

It is also the responsibility of the parent to provide school personnel with current home, work, and emergency phone numbers so that they can be reached if their student becomes ill or injured during the school day. Parents should update email and phone numbers in the Home Access Center (HAC). If a parent is unable to electronically update information on the HAC, a note should be sent to the campus registrar so the change can be made to the school records used by the nurse.

Communicable Disease Control Measures

Katy ISD encourages all students to attend school every day unless they are prevented by severe injury, illness, or hospitalization. For the protection and well-being of all students, do not send a sick child to school; performance is generally lower when a child is ill. Katy ISD follows the Texas Department of State Health Services (DSHS) and the Center for Disease Control guidelines for communicable diseases in the school setting. To help control the spread of communicable diseases, the following health measures must be followed:

- Parents /Guardians must keep their child at home if the child has a temperature elevation of (100.0 F or greater), is severely ill, or is known to have (or suspected to have) a contagious health condition.
- Parent must keep their child at home if a child vomits two or more times within a 24-hour period, the child will need to stay home for at least 24 hours, without the use of suppressing medication, to ensure he/she is not contagious.
- Students with any diarrheal illness must be excluded from school until they are diarrhea free for 24 hours without the use of diarrhea suppressing medication. Diarrhea is defined by the Texas Department of Health and Human Services as having 3 or more episodes of loose stools in a 24-hour period.

Students must be symptom-free for at least 24 hours without preventive medication. For a student sent home from the clinic, at a minimum, the 24-hour rule will begin when the student is signed out at school.

Should any campus experience an unusually high number of students with the same illness, Katy ISD is required to report certain contagious (communicable) diseases or illness to the Texas Department of State Health Services (TDSHS) or our local/regional county health department. The campus nurse is required to assist health authorities with demographic information on students to assist with their investigation of a reportable communicable disease issue on campus. Additional Information and guidance of the District communicable disease control measures can be found at Department of State and Human Services Communicable Disease Chart including information on Bacterial Meningitis, can be found at the Katy ISD Bacterial Meningitis webpage.

Diabetic Care

For information and school guidance on a student diagnosed with diabetes, contact your campus nurse or refer to the District website at: Katy ISD Diabetes Webpage

Food Allergy

The district has developed a Food Allergy Management Plan for life threatening food allergies. Board Policy FFAF.

The District encourages parents and students to be respectful of students with severe, life-threatening allergies when bringing lunches and/or other snacks to school. In addition, food allergy plans may require limitations that are permitted by law. No peanut products are offered on the main menu at elementary schools; however, some a la carte products may contain or be processed in a facility that also processes nut products. Therefore, students with severe allergies are highly encouraged not to purchase foods from the a la carte menu at school. For information and school guidance on a student with life-threatening food allergies, contact your campus nurse or refer to the District website at: Katy ISD Food Allergy

webpage.

Immunizations

In accordance with the Texas Department of State Health Services, a student/parent/guardian will show acceptable documentation of vaccination or exemption prior to school entry or transferring to a public school in Texas. For a list of immunization requirements and exemptions for student enrollment entry or attendance, contact your campus nurse or refer to the District website for further information at the Katy ISD Immunization Requirements webpage.

Medications

All medications, prescription, and non-prescription, including cough drops, brought to the school must be taken to the school clinic immediately upon arrival. Students may transport prescription/nonprescription medication to and from school if the medication is not a controlled substance. Parents are strongly encouraged to personally drop off and pick up medications in the campus clinic. No more than a 30-day supply of prescription medication can be stored in the campus clinic area.

Students may not be in possession of any prescription or non-prescription drug on school grounds during school hours unless officially authorized by the campus nurse for possession. According to Texas Education Code 38.013, a student with diabetes, asthma or anaphylaxis is entitled to possess and self-administer his/her emergency, prescription medication while on school property or at a school-related event. Before a student can possess and self-administer his/her diabetes, asthma or anaphylaxis medication, all required paperwork must be completed and on file in the school clinic. Forms can be obtained from the campus nurse. For a complete reference to the Katy ISD medication forms, policy, and procedures, contact your campus nurse or refer to the District website for further information at the Katy ISD Health Services webpage.

The following procedures are to be followed regarding medications:

1. All prescription drugs dispensed through a physician's office must be in their original pharmacy container or packing and labeled by the pharmacist or physician. The label must include:
    - Student's name;
    - The physician's name;
    - The name and strength of the drug;
    - Amount of drug to be given;
    - Frequency of administration; and the
    - The date prescription was filled.
2. All non-prescription drugs must be in their original container. The written request for administration of these over-the counter drugs, made by parent, guardian, or physician, must contain the following:
    - Full name of student;
    - Name of drug;
    - Amount of drug to be given;
    - Scheduled hours when the drug is to be given;
    - Reason drug is to be given;
    - Date; and
    - Appropriate signature.
3. All prescription and non-prescription drugs to be administered or kept at school for longer than 15 days must be accompanied by a written request signed and dated by the prescribing physician and the parent requesting this service.
4. All prescription and non-prescription drugs to be administered at school for 15 days or less must be accompanied by a written request, signed, and dated by a parent or legal guardian.
5. Medications prescribed or requested to be given three (3) times a day or less are not to be given at school unless a specific time during school hours is prescribed by a physician or the campus nurse determines that a special need exists for an individual student.
6. There shall be no more than one drug per properly labeled container.

7. All medications will be stored and dispensed in the school clinic. Exceptions must be approved by appropriate school authorities in advance.
8. Students may not be in possession of prescription or non-prescription medications during school hours or at school-sponsored or school-related activities, on or off campus. Exceptions must be approved by appropriate school authorities in advance.
9. Natural and/or homeopathic-like products, not FDA approved, will not be dispensed in the school setting by school district personnel.
10. In accordance with the Texas Nurse Practice Act, Rule 217.11, the campus nurse has the responsibility and authority to clarify any medication order with appropriate licensed practitioner and/or refuse to administer medication that, in the nurse's judgment, is not in the best interest of the student.
11. It is District procedure to return or destroy any unused medication a student has been taking at school once it has been discontinued or at the end of the school year. If authorization is given by the parent to transport medication home on the Administration of Medication of School forms (Less than 15 Days or More than 15 Days), then the Disposition of Excess Medication form will not be necessary. It is preferred that a parent retrieve the unused portion or request that it be destroyed. No controlled substances can be sent home with a student. However, if the parent is unable to retrieve the medication, an adult representative may be designated to pick up the unused portion.
12. No more than a 30-day supply of prescription medication can be stored in the clinic area.

Insect Repellant and Lotion Use During School Hours

Concerned parents are strongly encouraged to use a repellant and/or lotion on their child before they leave for school, especially younger children who may have difficulty applying the repellant safely. No repellant sprays or lotions will be provided by or applied by school personnel during the school day unless the proper medical documentation is provided.

Parents who are concerned about mosquito exposure during the school day may send a lotion, wipe-on, or wristband type of repellant for use by their child. (Sprays pose the risk of accidental exposure and will not be allowed.) Parent written permission must also be provided. Parents should instruct their child in the proper use and application of an acceptable repellant and/or lotion, since it will be retained in the child's possession (backpack, etc.) for use when going outside for activities or practices.

Students with physical limitations that make it impossible to self-apply a repellant will also need to bring a parent's note giving written permission for assistance with the repellant or lotion.

Efforts will be on-going through Maintenance and Operations to prevent standing water and tall grass in play and practice areas. Please contact the student's campus nurse if you have any questions.

Screenings on Campus

Vision, hearing and scoliosis screenings will be conducted per Department of State Health Services guidelines in selected grade levels or age to identify those children with problems that may hinder their academic performance at school. If a problem is detected by the campus nurse, a parent will be notified and referred for a professional examination.

Acanthosis Nigricans (AN) is an additional screening that will be conducted in selected grade levels by the campus nurse. This screening is to identify any student that may be at risk of developing Type II diabetes.

A student may be exempt from screening if the student's parent does one of the following:

- Submit documentation to the campus nurse, by September 1st, showing the student's professional screening results conducted during the grade year in question or during the previous year.
- Submit documentation to the campus nurse, by September 1st, that the student will be tested by a person other than the certified screener at school within 60 days.
- Submit documentation to the campus nurse, by September 1st, that the screening conflicts with their religious beliefs or practices.

Seizure Care

For information and school guidance on a student diagnosed with a seizure disorder, contact your campus nurse or refer to the District website at the Seizure Disorder webpage.

Specialized Healthcare Procedures at School

When students have special procedures (i.e., diabetic care, nebulizer treatments, catheterizations, suctioning, tube feedings, tracheostomy care, etc.) that must be done during the school day, a doctor's order **and** parent permit must be presented to the campus nurse **before treatment can be started.** Parents are responsible for providing all equipment and supplies for these procedures. For information and school guidance regarding specialized healthcare procedures at school, contact your campus nurse or refer to the Katy ISD Specialized Healthcare Procedures webpage.

INTERRUPTIONS OF INSTRUCTIONAL TIME

To avoid interruption of classes, messages will be delivered to students only in extreme emergencies. Delivery to students of flowers, balloons, food (including birthday treats), and other such items are prohibited at school.

LAW ENFORCEMENT AGENCIES

Questioning 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 if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The Administrator will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The Administrator ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The Administrator or designee ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Parents may learn more about questioning of students by law enforcement in the Discipline Management Plan and Student Code of Conduct, "Questioning of Students by Outside Authorities."

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 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, Texas Department of Family and Protective Services, 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; or
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will ordinarily attempt to notify the parent unless the officer or other 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 law enforcement officer, any notification will most likely be after the fact.

Parents may learn more about questioning of students by law enforcement in the Discipline Management Plan and Student Code of Conduct, "Questioning of Students by Outside Authorities."

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 arrested or referred to the juvenile court for any felony offense or for certain misdemeanors; and
- All instructional and support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see Board Policy GRA (LOCAL).]

SAFETY

Student safety is foundational in all District events on campus and at school-related off campus events as well. Although the District has implemented safety procedures, the cooperation of students is essential to ensuring school safety.

A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Discipline Management Plan and Student Code of Conduct, as well as the additional protocols for behavior and safety as outlined in the District Emergency Response Guide (ERG) or as set by the principal, teachers, or bus drivers.

Emergency Response Guide

Emergency Response Guide

- Wear your student ID at all times when at a Katy ISD facility. Students must always wear their ID badges during school hours, while on school property. Failure to follow this procedure may be considered a violation of the Discipline Management Plan and Student Code of Conduct.
- Remain alert to and promptly report to a teacher or the principal about any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.

The Speak UP App is available to use for anonymous reporting of criminal activity, threats, or other safety concerns. A QR

code linking to the application can be found on the back of your student ID.

- Know emergency evacuation routes and signals.
- During a crisis, immediately follow the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.
- From time to time, students, teachers, and other District employees will participate in 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.
- Students should take the time to become familiar with the District safety protocols outlined in the following paragraphs. These protocols are always available for review in the Emergency Response Guides (ERGs) that are posted in every District classroom and workspace.

LOCKDOWN

If there is a situation where there is a threat or hazard INSIDE a campus, the LOCKDOWN protocol will be implemented. From parent custody disputes to intruders to an active shooter, LOCKDOWN uses classroom security to protect students and staff from a threat. Students should proceed to the nearest room, if not already in one, lock the doors, turn out the lights, and remain out of sight. In a room with FlipLok, engage the lock to provide additional reinforcement of the locked classroom door.

The district has provided an additional security measure in classrooms, known as FlipLok, to allow those inside to have a visible assurance of the classroom door being thoroughly secure during a LOCKDOWN. This is an addition to doors and door hardware already exceeding state safety standards and teachers being required to teach with their doors closed and locked. Anyone in a room with the FlipLok device can simply remove the protective yellow cap and flip the device to secure the door during a LOCKDOWN event. Students are only allowed to touch and use a Fliplok device during an actual emergency or during a LOCKDOWN drill. Any other time, students are restricted from touching or employing the FlipLok device just as they are restricted from using fire alarm pull switches, staged medical equipment or other emergency equipment during emergency incidents only. Failure to follow this procedure may be considered a violation of the Discipline Management Plan and Student Code of Conduct.

All normal campus activity is suspended during the implementation of this protocol until the campus is provided with an ALL CLEAR from proper authorities.

Suspension of normal campus activity includes curriculum activities, class period changes (to include UIL, Miller Career & Technology Center and other off campus classes) and checking out or dismissal of students.

SECURE

If there is a situation where there is a threat or hazard OUTSIDE a campus in the surrounding area, the SECURE protocol may be implemented. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous

animal in the playground, SECURE uses the security of the physical facility to act as protection. All students should go inside and remain inside of the classroom during this protocol. Classroom doors should be shut and locked, but classroom activity may continue as normal. All movement within the physical facility should be kept to a minimum, and no one should be allowed to exit until it is announced that the facility is removed from a SECURE condition.

All normal campus activity is suspended until the campus is provided with an ALL CLEAR from proper authorities.

Suspension of normal campus activity includes curriculum activities, class period changes (to include UIL, Miller Career & Technology Center and other off campus classes) and checking out or dismissal of students.

EVACUATION

If a situation arises that requires a campus to be cleared due to an existing or potential threat, the EVACUATION protocol may be implemented. Fire or Utility Problems are examples.

Each campus / facility is required to have an evacuation map posted in each classroom / workspace delineating the primary and secondary routes individuals should follow from that specific classroom to a pre-designated rally point outside. Once outside, the campus will conduct accountability and be prepared to take further actions if required.

Should an individual find themselves separated or alone during an EVACUATION, they should proceed to the nearest exit and report to the nearest rally point (even if it is not their normal rally point) and report to the person in charge at the rally point to be included in campus accountability efforts.

All normal campus activity is suspended until the campus is provided with an ALL CLEAR from proper authorities.

Suspension of normal campus activity includes curriculum activities, class period changes (to include UIL, Miller Career & Technology Center and other off campus classes) and checking out or dismissal of students.

SHELTER

If a natural hazard spontaneously occurs requiring personal protection, the SHELTER protocol may be implemented. Natural hazards can include Tornados, Earthquakes, or Hazmat spills as examples. Depending on the hazard, specific guidance will follow when the protocol is announced over the facility public address system.

RECOMMENDED ACTIONS (Dependent to the hazard, the following strategies are further explained).

Tornado

Move to inner classrooms and inner hallways away from windows.
Avoid areas with high ceilings.

Hazardous Material (HazMat)

Seal the Room – close doors and windows. Place material (i.e. jackets or paper) at the base of the door.

Earthquake

Drop under a desk or any additional cover and HOLD in place until told to move or to avoid danger.
All normal campus activity is suspended until the campus is provided with an ALL CLEAR from proper authorities.

Suspension of normal campus activity includes curriculum activities, class period changes (to include UIL, Miller Career & Technology Center and other off campus classes) and checking out or dismissal of students.

HOLD

There may be situations that require students to remain in their classrooms, though there is not a threat to them. An example would be EMS responding to an injured person on campus or safety hazard requiring repair. This protocol can be used by itself or in collaboration in the execution of other protocols.

All normal campus activity is suspended until the campus is provided with an ALL CLEAR from proper authorities.

Suspension of normal campus activity includes curriculum activities, class period changes (to include UIL, Miller Career & Technology Center and other off campus classes) and checking out or dismissal of students.

REUNIFICATION

Circumstances may occur at a campus that requires parents to pick up their students in a formalized, controlled release. The REUNIFICATION protocol may be necessary due to weather, a power outage, a hazmat event, or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. The reunification protocol can be applied at the student's campus (on-site) or at a different location (off-site) dependent on the extent of the crisis at the campus. Parents will be notified by District communication.

Accident Insurance

Katy ISD does not provide insurance coverage for students in case of an accident or injury; however, parents are provided information annually about insurance that may be purchased for their children. Please check the Katy ISD Risk Management Student Accident Insurance webpage.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close or restrict access to the building because of an emergency, the District will alert the community through District communication.

LIBRARY MEDIA CENTER MATERIAL USAGE POLICY

Library Media Center Materials Usage Policy

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The District's libraries provide a diverse selection of materials to serve the needs of the school community. The library media center may contain print and non-print materials that may not match the values of your family. Students have access to most materials in the library media center, and the library staff will not restrict the child's choice of library materials. Self-selection is encouraged. If the student checks out a resource that does not meet your family's values, the resource should be returned so another resource can be checked out. It is the parent's responsibility to determine any restrictions limiting access to materials for his/her child and to discuss those restrictions with the child. The Katy ISD Library Media Specialists seek to foster the student's academic achievement as materials are provided to meet the student's reading and informational needs.

Parent Library Book Notifications

Parents will be notified via email if their child checks out a book from the campus library. Parents may opt out of this notification when filling out the online Annual Student Update. Parents may go to the Parent Option tile in MyKaty to make changes to their selection. Parents may also download the Katy OnTheGo app to review the library books that their student

has checked out.

Campus Book Fairs

Curating a love of reading is important to educators and families in Katy ISD. Campuses host book fairs to encourage the love of reading and build excitement around literacy. It is important for parents to assist their child in selecting books that garner student interest and engagement in reading. Participation in the book fair is voluntary, and parents must opt-in students in order for them to purchase books and other items included in the book fair. **Please note:** Students are not required to attend or purchase books/items from the book fair. The book fair may also include books available for purchase; however, the books are not currently within the Katy ISD library circulation inventory.

Parents may opt-in their child to participate in the campus book fair by selecting the opt-in option via the Online New Student Enrollment & Registration or the Return to School Student Enrollment Update. At any time parents may change their child's participation status via the Parent Option Portal.

The student's campus will communicate the specific dates and times of the scheduled book fairs for this school year.

> ***Disclaimer:***
> *I understand that the books available for purchase at the book fair may not have been reviewed by Katy ISD personnel prior to inclusion in the book fair. Inclusion in the book fair does not constitute an endorsement or approval by Katy ISD of any of the products, services, or opinions of the corporation, organization, or individual.*

High School Parent Opt-In for Local Policy FA Content

No materials in elementary and junior high libraries shall contain material adopting, supporting, or promoting gender fluidity as defined in Local Policy FA. Material in any high school library collection that adopts, supports, or promotes gender fluidity requires parent opt-in for student access. Parents may log in to MyKaty to access the authorization to all student access to gender fluidity content Board Policy FA(Local).

Library Fees

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the day and as established by the campus principal.

- Fines may be assessed for overdue, damaged, or lost library books.
- Parents will be expected to pay library fines.
- Failure to pay library fines will result in loss of school privileges and/or final exam exemptions.

Parents are responsible for any materials checked out by their children. If a book, resource, or device is lost or damaged, a replacement fee is required so the material can be replaced by the library media specialist. The damaged item will then be disposed of as per Katy ISD's property disposal procedures.

Student Withdrawal, Rezoning, or Transfer Within Katy ISD:

Prior to withdrawal from a campus, students must return all books, resources, or devices that have been checked out from the campus library. Academic records can be held for up to ten school days for failure to return materials.

Instructional Resources Review

Katy ISD provides a wide range of instructional resources for students and faculty which present varying levels of difficulty, diversity of appeal, and a variety of points of view to enrich and support the educational program. For more information regarding instructional materials and related complaints, see Board Policy EFA (Local) and Board Policy EFB (Local).

Formal Request to Review Instructional Resources

Parents may request a formal challenge of an instructional resource in accordance with Board Policy EFA - Instructional

Materials and Board Policy EFB - Library Materials *see Formal Request to Review an Instructional Resource*. For more information, please visit the EFA Formal Review Request located on the parent MyKaty.

PARENT AND FAMILY ENGAGEMENT

Working Together

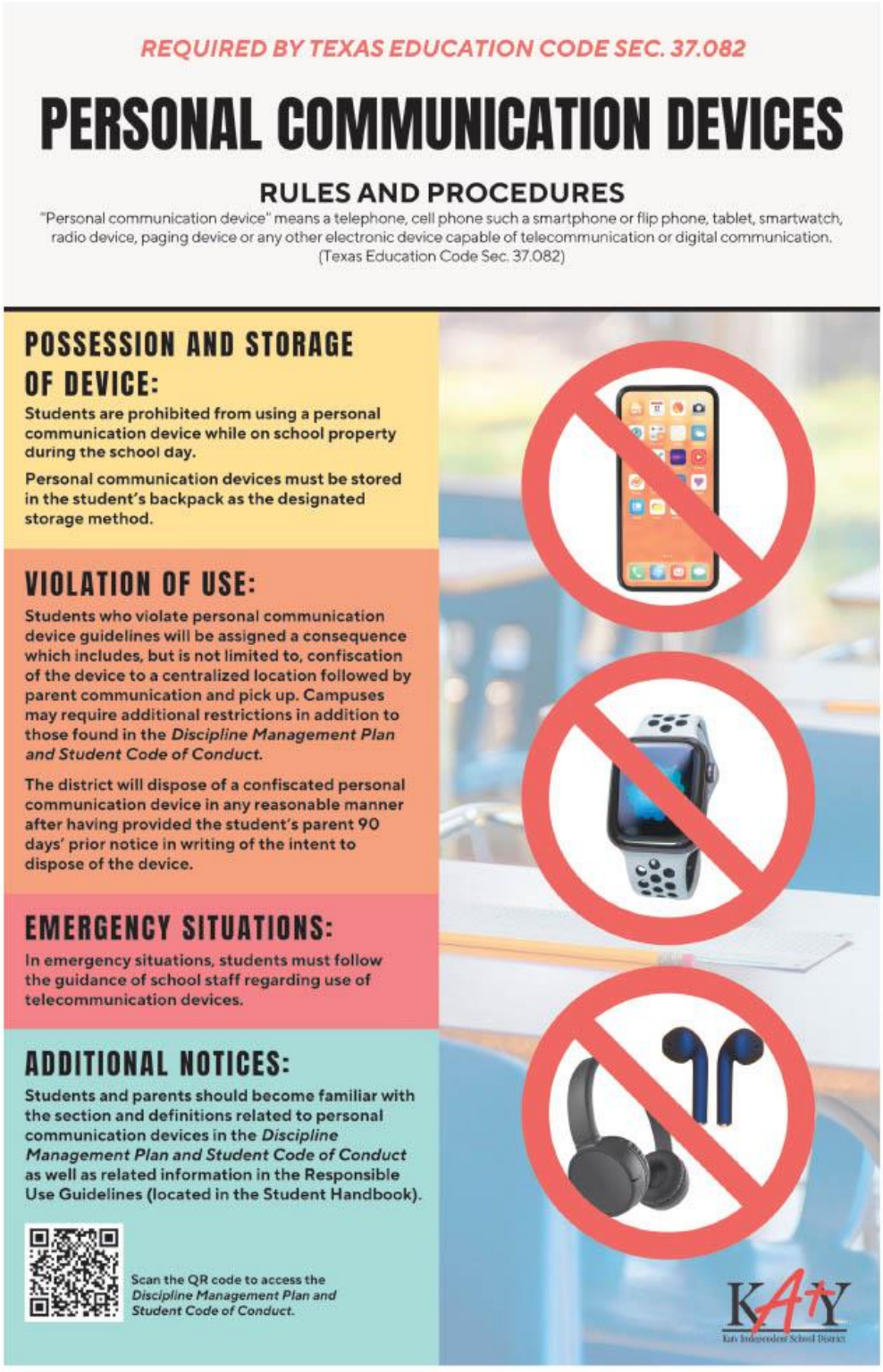
Both experience and research tell us that a child's education succeeds best when there is effective communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging the student to put a high priority on education and working with the student daily to make the most of the educational opportunities the school provides;
- Ensuring that the student completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn;
- Becoming familiar with all the student's school activities and with the academic programs, including special programs, offered in the District;
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to the student;
- Reviewing the requirements of the graduation programs with the student, once the student begins to enroll in courses that earn high school credit;
- Monitoring the student's academic progress and contacting teachers as needed;
- Attending scheduled conferences and requesting additional conferences as needed;
- Participating in campus parent organizations;
- Serving as a parent representative on district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see Board Policies at BQA (Local) and BQB (Local), and contact your campus.];
- Serving on the School Health Advisory Council, assisting the District in ensuring Local community values are reflected in health education instruction. More information can be found on the District website: Katy ISD SHAC Webpage; and
- Attending board meetings to learn more about District operations. Katy ISD Board of Trustees Webpage

PERSONAL COMMUNICATION DEVICES

Personal Communication Devices

Parents may learn more about cell phones in the *Discipline Management Plan and Student Code of Conduct*, "Cell Phones" and Personal Communication Devices"



PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States 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.

One minute of silence at each campus will follow the 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 at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See Board Policy EC (LEGAL) for more information.]

PRAYER

In accordance with Senate Bill 11, each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instruction or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

RELEASE OF STUDENTS FROM SCHOOL

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as reasonably possible. Also note, picking up a child early on a regular basis results in missed opportunities for learning. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The District has put the following procedures in place to document parental consent:

- For all students, a parent, emergency contact, or otherwise authorized adult must sign the student out of school at the Attendance Office. Please be prepared to show photo identification. A student will be released to a parent or emergency contact during the school day. For someone other than the student's guardian or emergency contact, to sign a student out from the school day the parent must email the Attendance office; the email must include the student's full name, reason for leaving, time the student will be signed out from school, and the person's name signing out the student. The parent must also email the Attendance Office a copy of his/her valid government-issued photo identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the Attendance Office. For safety purposes and stability of the learning environment, the District will NOT allow a parent, guardian, or authorized adult to go to the classroom or other area unescorted 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 Attendance Office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For high school student drivers, the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the Attendance Office in advance of the absence. A phone call received from the parent may be accepted, but the school may require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the Attendance 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 directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released.
- Campuses may designate a time after which no student will be released early prior to the end of the instructional day.
- Students will not be released at any time to a Rideshare service such as Uber, Lyft, etc. during the school day.

SCHOOL FACILITIES

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities, on District premises, and at school-sponsored events off District premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Discipline Management Plan and Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

KatyISD Safety: CAMPUS EXTERIOR DOORS SAFETY SIGNAGE

All campuses exterior doors have safety signage indicating that exterior doors must remain closed and locked. The purpose of the signage is to reinforce and remind all staff and students to take the extra precaution of ensuring that doors are closed and locked at all times, and to not open a door for anyone trying to enter. All campus exterior doors already have signage directing all visitors to utilize main entrance for access to campuses and not side entrances. All staff and students should avoid allowing anyone without a District identification badge from "tailgating" or following them into a District facility.

Use for Non-Curriculum-Related Group Meetings

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 Board Policy FNAB (LOCAL). A list of these groups is available in the principal's office.

Use by Students Before and After School

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 the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Use of Hallways During Class Time

A digital hall pass is a contactless hall pass system for secondary staff and students to create passes to other teachers, restrooms, and offices using a computer or app. These digital passes limit hallway traffic, track student time out of class, manage appointments and improve instructional time. A digital hall pass provides students with regular notifications regarding upcoming appointments and also helps administration control hallway traffic, put limits on passes to certain locations, and aids in locating students in the case of an emergency.

Loitering or standing in the halls during class is not permitted. During class time, 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 *Discipline Management Plan and Student Code of Conduct.*

KatyISD Safety: SCREENING DEVICES AT KATY ISD LARGE EVENT VENUES

Katy ISD, in its continued efforts to ensure student, staff, and patron safety, utilizes security screening devices at Katy ISD

large event venues. The devices are non-intrusive narrow towers that seamlessly screen visitors for objects prohibited within large event venues. They do not require removal of any personal effects prior to walking through them. Please take a moment to review the District's guidelines for Clear Bags and Prohibited Items at large event venues.

Asbestos Management Plan

The District is committed to providing a safe environment for workers, building occupants, students, parents, and legal guardians. An Asbestos Management Plan has been developed to address all Asbestos Hazard Emergency Response Act (AHERA) and Texas Asbestos Health Protection Act (TAHPA) requirements. A copy of the District's Asbestos Management Plan is available at each campus for review. The plan contains information on friable and/or non-friable asbestos-containing building materials (ACBM). 40 CFR 763.93 and Katy ISD Board Policy CKA (LEGAL) If you have any questions, please contact the Director of Maintenance or the Environmental Department at (281)396-2514.

Pest Management Plan

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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States 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 further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the IPM Coordinator at (281)396-2235.

SEARCHES

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the Board Policy FNF (LEGAL) and Board Policy FNF (LOCAL) for more information regarding investigations and searches.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the District. Desks, lockers, district-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Parents may learn more about interrogations and searches in the Discipline Management Plan and Student Code of Conduct, "Interrogations and Searches."

Trained Dogs

The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs, alcohol, ammunition, weapons and explosive devices. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Trained dogs may also conduct searches of classrooms, common areas, or student belongings when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Screening Devices

In addition to all large venue sites in Katy ISD, screening devices are used at the Opportunity Awareness Center campus.

Drug-Testing

For further information, see Board Policy FNF (LEGAL)

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, emergent bilingual students, migrant students, and students with disabilities, including dyslexia. The director and/or coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations.

STUDENT NONCURRICULUM ORGANIZATIONS AND CLUBS

Students wanting to organize a noncurricular-related club or organization must meet the following criteria to be eligible to meet on campus. See Board Policy FNAB (LOCAL).

1. The proposed club has a District employee sponsor approved by the principal.

2. No other club exists on the campus that addresses the same or similar goals and purposes of the proposed club.

3. Membership does not discriminate based on an individual's race, national origin, religion, gender, or disability.

4. The primary purpose of the club will not negatively impact the general welfare of the student body.

STUDENTS IN FOSTER CARE

A student or parent with questions about these programs should contact the campus principal.

When a child cannot safely remain at home, and an appropriate non-custodial parent, relative, or close family friend is unwilling or unable to care for them, the court can give temporary managing conservatorship to the Department of Family Protective Services (DFPS). DFPS temporarily places these children in foster care. Foster care settings include:

- Foster family homes;
- Foster family group homes;
- Residential group care facilities; or
- Facilities overseen by another state agency.
- Foster care is meant to be temporary until a permanent living arrangement is found. However, it can become permanent, usually when a foster parent adopts or accepts permanent managing conservatorship of a child. A student who is placed in the conservatorship of DFPS has the right to be enrolled immediately in school, without immunization or academic records, and birth certificate. For more information on enrollment, services, and school of origin options for foster care students, contact the District's Foster Care Liaison at 281-396-2222.

STUDENT SPEAKERS

The District provides students the opportunity to speak at open forum. Student speakers at school events must follow Board Policy FNA (LOCAL).

As determined by the principal, students who have been selected for special honors, such as a captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen, may also address school audiences at designated events.

STUDENT SUPPORT SERVICES

Mental Health Support

Katy ISD is committed to supporting student well-being by providing access to qualified school mental health professionals, including school counselors, school social workers, and school psychologists. These professionals offer

specialized expertise in both academic counseling and mental health to address the diverse needs of students. Parents or guardians seeking support for a student are encouraged to contact the school counselor for additional information and guidance on resources available within the school and in the community.

Katy ISD partners with the Texas Child Health Access Through Telemedicine (TCHATT) program, which is funded by the Texas Legislature. TCHATT can provide students with telemedicine or telehealth mental health services at no cost to schools or families that participate or access services. Please see a school mental health professional for more information on support and resources available in and outside school. Additional information about outside resources can be found in the Community Resource Directory on the District website under District Links and Handbooks.

For further information on District procedures regarding mental health support, please visit Board Policy FFEB (Legal).

Suicide Awareness and Prevention

The District is committed to partnering with parents and community members to ensure the safety of all students for their physical and mental health. If you are worried about the student, please access Texas Health and Human Services or Texas Suicide Prevention Collaborative for resources and hotlines.

The National Suicide Prevention Hotline is available by dialing 988. The hotline is available 24/7, and callers will be connected to trained counselors. This information is also on the back of all student ID's for grades 4-12.

SpeakUP

Students play a vital role in maintaining a safe and supportive school environment. Concerns related to safety, well-being, or personal issues should be reported directly to a trusted adult on campus or submitted through the District's anonymous reporting system, SpeakUP.

Digital platforms such as Canvas, SchooLinks, or email are not monitored for urgent or safety-related matters and should not be used to report threats, personal crises, or immediate concerns.

Additional information about student safety and reporting procedures can be found in this handbook under the *Safety* section.

Beacon

Beacon is used to ensure student safety. Katy ISD screens online activity whenever students are logged into district accounts, whether utilizing a district-issued Chromebook or personal device. Katy ISD uses GoGuardian Beacon as part of its comprehensive district safety efforts to support student safety and well-being. The screening process detects content that may be related to suicidal ideation, self-harm, threats and violence, including guns and bombs.

Crisis Intervention- Harm Against Self

Katy ISD takes **all** comments, drawings, "jokes," threats, and writings related to potential self-harm or suicide seriously. The District will screen all reported incidents that suggest the possibility of suicidal ideation. All school mental health professionals are trained to assess and screen students for signs of suicidal thoughts. This screening will help determine the level of risk to the student and guide appropriate intervention and support both within the school setting and through recommendations for external resources and intervention for the student. Parents will also be provided with recommendations for additional outside resources and support. For more information on the District's procedures for crisis intervention, please refer to Board Policy FFB(LEGAL) and FFB(LOCAL).

Crisis Intervention and Threat Assessment - Harm Against Others

Katy ISD takes all comments, drawings, "jokes," threats, and writings related to violence or harm toward others seriously. The District carefully reviews all reported incidents that may indicate a threat or potential act of violence. If a threat is identified, a behavior threat assessment screening will be conducted to determine the level of concern/risk and guide appropriate interventions. Parents or guardians will be notified, and the District may recommend outside support or services, as appropriate, to help maintain the safety and well-being of everyone involved. For more information about the District's

crisis intervention procedures, please refer to Board Policy FFB(LEGAL) and FFB(LOCAL).

Substance Abuse Prevention and Intervention

Parents or guardians concerned that their child may be experimenting with, using, or abusing illegal drugs or other prohibited substances are encouraged to contact the school counselor. The school counselor can provide a list of community resources that may assist in addressing the situation.

The Texas Department of State Health Services (TDSHS) also offers information about children's mental health and substance abuse intervention services on its website: https://www.hhs.texas.gov/services/mental-health-substance-use

TESTING PROGRAMS

Advanced Placement (AP) Tests

Students may earn units of credit in courses specified by Texas Education Agency. Questions about advanced placement examinations may be discussed with the student's counselor. College Board Advanced Placement (AP) courses are college level courses and are offered in grades 9-12. Students enrolled in these courses are expected to take the Advanced Placement (AP) exam at the end of each course. Scores of 3 or higher on these exams are usually recognized by colleges and universities across the nation and may result in the student receiving credit for the course and/or placing out of that course at the college or university of his/her choice. Consult the high school counselor for additional information.

It is important to keep in mind that not all colleges and universities accept credit earned in all 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.

Armed Services Vocational Aptitude Battery (ASVAB)

High School 10th, 11th and 12th grade students interested in exploring careers or enlisting in the Armed Forces (Army, Navy, Air Force, Coast Guard, Space Corps or Marines Corps) may take the ASVAB test to start the process for finding their career path. For more information, please contact your high school College and Career Facilitator.

Credit By Exam – Credit Recovery

A student who has previously taken a course or subject—but did not receive credit for it—may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or correspondence courses from non-credentialed entities.

The student must score at least 70 on the exam to receive credit for the course or subject. A maximum grade of 70 will be recorded on the transcript.

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. For further information, see the counselor, and Board Policy EHDB (LOCAL).

Credit By Exam – Elementary Advancement

A student will be permitted to take a series of exams which include English Language Arts, Math, Science, and Social Studies. A minimum score of 80 on all four exams is required to advance to a grade level.

Credit By Exam – Original Credit

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The testing window during which exams may be given will be announced each year by the District and campuses. Parents may obtain applications and details from campuses.

A student will earn credit with a passing score of at least 80 on the exam.

The District may not honor a request by a parent to administer a test on a date other than the published dates. If the District agrees to administer a test other than the one chosen by the District, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see Board Policy EHDC (LOCAL).]

Additionally, students may be granted credit with no prior instruction for College Level Examination Program (CLEP) or Advanced Placement (AP) tests. Please contact your Campus Counselor for more information.

Industry Based Certifications

Students in Career and Technical Education (CTE) programs have the opportunity to earn Industry-Based Certifications (IBCs). An IBC is a credential awarded by an independent, third-party organization and recognized by industry professionals. It demonstrates that a student has successfully mastered the knowledge and skills expected in a specific field.

Earning an IBC can strengthen a student's resume and improve their ability to enter the workforce. Students who complete a CTE Program of Study (POS) and earn an IBC aligned with their program also demonstrate College, Career, and Military Readiness.

A Program of Study is completed by taking three or more courses totaling at least four credits, including at least one Level 3 or Level 4 course.

PSAT/NMSQT

The PSAT/NMSQT is administered to all **tenth and eleventh** graders in KISD in the fall and is a standardized test designed to prepare students for the SAT. The scores from the eleventh grade PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program.

SAT/ ACT

Many colleges require either the ACT or SAT for admission. Students are encouraged to talk with their counselor or College and Career Facilitator early during their junior year to determine the appropriate exam to take as these exams are usually taken at the end of the junior year.

Registration deadlines for most college entrance/placement tests are approximately four weeks before the test. Registration material is available on the testing center's website or in counselors' or College and Career Facilitator's offices; Students are responsible for registering.

In the Spring semester, Katy ISD offers the SAT during the school day to all Junior level students. Junior students are automatically registered by Katy ISD for the SAT School Day exam.

STAAR (State of Texas Assessments of Academic Readiness)

STAAR will be administered to students each spring in grades 3-11. State testing is a state requirement for enrolled students, including students in the virtual high school.

For grades 3-8, the following tests are administered:

- Grade 3: Math and Reading Language Arts (RLA)
- Grade 4: Math and Reading Language Arts (RLA)
- Grade 5: Math, Reading Language Arts (RLA) and Science
- Grade 6: Math and Reading Language Arts (RLA)
- Grade 7: Math and Reading Language Arts (RLA)
- Grade 8: Math, Reading Language Arts (RLA), Science, and Social Studies

Students in grades 7-11 taking core area courses for high school credit may be required to take the STAAR End of Course (EOC) assessments. These assessments correlate to the following courses:

- ELA: English I and English II
- Math: Algebra I
- Science: Biology
- Social Studies: U.S. History

Per HB 1416, each time a student fails a STAAR or STAAR EOC assessment, the school shall provide the student accelerated instruction in the applicable subject area during the subsequent summer or school year. In the case that a student has failed more than 2 subjects, the school will prioritize accelerated instruction for Math and Reading.

STAAR Alt 2 (State of Texas Assessments of Academic Readiness Alternate 2)

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Students must meet participation requirement to take this test. If the ARD committee decides a student meets the requirement to participate in the STAAR Alternate 2, the student must take the STAAR Alternate 2 of ALL subjects required for the student's enrolled grade or high school course(s). STAAR Alternate 2 is available for the same grades and subjects assessed in the general STAAR and EOC program and is administered individually to each eligible student.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students make in learning the English language. TELPAS fulfills federal Every Student Succeeds Act (ESSA) requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS for grades K-1 includes holistically rated observational assessments of listening, speaking, reading, and writing, and in grades 2-12 includes: online tests of listening & speaking, and reading & writing.

Texas English Language Proficiency Assessment System (TELPAS) Alternate

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate proficiency level descriptors (PLDs). This assessment is designed to address the specific access needs of emergent bilingual (EB) students in grades 2-12 with the most significant cognitive disabilities. TELPAS Alternate fulfills the Every Student Succeeds Act (ESSA) requirements for assessing the English language proficiency of EB students with significant cognitive disabilities in four language domains: listening, speaking, reading, and writing.

Texas Success Initiative Assessment (TSIA2)

Prior to enrollment in a Texas public college or university, some students must take a standardized test called the Texas Success Initiative Assessment (TSIA2). The purpose of the TSIA2 assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have to perform effectively in undergraduate certificate or degree programs 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. SAT or ACT scores meeting the TSIA2 benchmark may be used to fulfill the college readiness requirement for college placement.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

State Approved instructional materials are provided to students free of charge for each subject or class. Students in grades 3 – 12 will be loaned a Chromebook for school and home use. Students have full responsibility for the instructional materials, and technological equipment issued to them. Students should have a secure place to put their instructional materials and technological equipment when they are not being used. Fines will be assessed for damage to instructional materials and technological equipment. A student who is issued damaged instructional materials should report the damage to the teacher. Full payment must be made for lost instructional materials and technological equipment.

If instructional materials and technological equipment are not returned in an acceptable condition or paid for, the District may withhold student privileges which include:

- Campus functions or events;
- Field Trips (not related to instruction);
- School Dances, including prom;

- Parking Permits; and
- Semester and End of year examinations exemptions.

Texas Education Code 31.104(d) states: Each student, or the student's parent, is responsible for all instructional materials and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued, but not returned in an acceptable condition are paid for by the student, parent, or guardian. As provided by Board Policy CMD (Legal) of the board of trustees or governing body, a school district or open-enrollment charter school may waive or reduce the payment requirement if the student is from a low-income family. The district or school shall allow the student to use instructional materials and technological equipment at school during each school day. If instructional materials and technological equipment is not returned in an acceptable condition or paid for, the district or school may withhold the student's records. A district or school may not, under this subsection, prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma. The commissioner by rule shall adopt criteria for determining whether instructional materials and technological equipment are returned in an acceptable condition.

TRANSPORTATION

Bus Transportation Safety Rules and Responsibilities

The following rules apply to students that are boarding, riding, and exiting a school bus.

SMART Tag Parent Portal

Katy ISD will be utilizing a student transportation accountability system, SMART tag. This system will require students to have a "smart" student ID card that will be used by the student to scan onto and off the school bus. Parents will be able to view the location of the student's bus, be notified when the student gets on or off the bus and view the student's bus riding history via the SMART Tag Parent App found on the Google Play or Apple App stores.

Bus Stop Expectations

- Arrive at the bus stop five (5) minutes before the scheduled stop time and wait in an area visible to the driver and a safe distance away from the curb.
- Students will board and exit the bus in an orderly manner at the bus stop assigned by the Transportation Department.
- Stand at least ten (10) feet back from the bus stop.
- Permit younger students to load first.
- Load and unload quietly without pushing or crowding.
- Have Student ID in hand and ready to scan when loading or unloading the bus.
- If the student does not have a Student ID, the student should wait until all other students are loaded before loading.
- Move away from the bus after unloading. Do not loiter at the stop.
- If crossing the roadway, move at least ten (10) feet in front of the bus and stand on the shoulder or curb and wait for the driver to signal for the student to cross. Always use caution when crossing the roadway. Do not cross the roadway behind the bus.
- Do not approach the bus until it has come to a complete stop, and the air brake has been set.
- Students will go to the student's assigned seats and sit in a safe position.
- Kindergarten students must have a responsible adult or older sibling receive them at the bus stop.

Parents are responsible for the supervision of their students at the bus stop prior to the arrival of the bus, while students are loading, and after the bus departs from unloading students. Parents are not permitted to board the bus and conversations with bus drivers should remain professional and courteous. If you have concerns, please contact the Transportation Department at 281-396-2700.

Bus Conduct Rules

The following rules will apply to student conduct on KISD Transportation, whether during an extra-curricular activity or regular route.

1. Students shall observe the same rules of conduct while riding the bus as they do in the classroom.
2. Students shall ride the student's assigned bus.
3. Students should have their Student ID and must scan the ID while loading or unloading. Lost or damaged ID's should be replaced immediately.
4. Students are not allowed to ride home with a friend. In case of an emergency, please speak with your campus administrator for written approval.
5. Students shall load and exit the bus at the designated stop as assigned by the Transportation Department.
6. Students shall remain seated and facing forward in the student's assigned seat to and from school. Bus drivers are authorized to assign seats as needed.
7. Students shall remain seated until the bus comes to a complete stop, and the driver instructs the students to exit.
8. Students shall speak in a normal tone of voice (inside voice).
9. Students shall use acceptable language. Obscene, profane or unacceptable language and/or gestures directed at other students, the bus staff or others outside the bus is prohibited.
10. Students shall keep all hands, feet, and other objects to themselves.
11. Students shall keep their head, arms, elbows, and legs inside the window.
12. Students should never throw any object inside or out of the bus.
13. Students shall keep feet, books, instruments and cases, and other objects out of the aisle and stairwell.
14. Objects too large to be held in the lap that interfere with the safety of other bus riders will not be transported (i.e., large band instruments).
15. Live animals or dangerous objects of any nature may not be brought on the bus.
16. For the safety of students, eating or drinking is not permitted on buses. Water in plastic containers is allowed.
17. Students shall not damage the bus in any way and may be held responsible for repairs.
18. Students should not tamper with or obscure the cameras on the bus.
19. Students shall not use the emergency door except in an emergency. Tampering with emergency equipment, latches, and handles is not allowed.
20. Students are required to properly wear seatbelts if the vehicle is equipped with seatbelts.
21. Follow all rules outlined in the District's Discipline Management Plan and Student Code of Conduct, as well as safety rules, established by the driver.

Important Notes Regarding The student's Transportation

- Parents should review these bus rules with the student(s).
- Parents and students should visit the bus stop location prior to the student's first time riding the bus and make sure the student knows the safest way to and from the bus stop.
- Encourage the student to stay on the bus if they do not recognize the location at which they are getting off the bus. The bus driver will take the student back to the school and the parent will be contacted.
- If the student feels unsafe getting off the bus for any reason, the student should request the driver return them to their campus.
- Parents and students should know the route number, school name, and stop location. This information can be found in the Smart Tag app.
- Pick-up and drop-off times may change due to route adjustments. Written notice will be provided to bus riders if there is a significant change in the permanent schedule. Traffic and/or weather conditions may impact the schedule.
- Bus stops must be in the school's attendance zone, at a parent/guardian's or grandparent's residence, or a state-recognized daycare in a transportation-eligible area. The stop location must be consistent for morning and afternoon pickups for regular education students. Special Needs students can get transportation within their campus and home address zones.
- If you have questions, contact the Transportation Department at 281-396-2700.

Guidelines For Disciplinary Action

- The driver or other district employees will attempt to correct the misbehavior of the passengers.

- If the district employees are unable to resolve the problem, the parent of the student will be notified.
- If the problem is still unresolved, the principal will be notified as soon as possible.
- The principal or designee will investigate the incident and notify the driver and Transportation Department of the action taken.
- If the misconduct is a violation of the Student Code of Conduct, the principal will send written notice of the violation to the student's parents within 24 hours.
- If determined necessary by the principal, a conference involving the principal, the student, and the parents/ guardians will be held.
- The principal may suspend the student's riding privileges or take additional disciplinary action in accordance with the Discipline Management Plan and Student Code of Conduct.

Disciplinary actions and changes in transportation for a student with a disability will be made in accordance with provisions in the student's Individual Education Plan.

SPECIAL NEEDS TRANSPORTATION:

Parent Responsibilities

- All students should be fully dressed, toileted and bus ride ready at the bus stop five minutes before pick-up time.
- Accompany the student to the curb.
- Notify your Transportation Center on a daily basis when the student does not need transportation.
- Notify the school in advance if the address, phone number or childcare arrangements change.
- If the driver must wait at your stop longer than two minutes for the parent and/or the student, the bus driver is instructed to proceed.
- At drop off, the parent or a responsible party should meet the student at the curb so that the driver can make custodial transfer of the student. The Bus Driver will not ring the doorbell or honk the horn.
- Students who are not met at the PM bus stop will be returned to the school.

Student Behavior

- All students are expected to follow the School Bus Safety Rules for the safety of the student and others who ride the bus.
- Bus behavior issues are reported to the school by the Bus Driver or Attendant.
- Campus administration determines disciplinary action, such as: detention, suspension from school, suspension of bus riding privileges, and parent conferences to ensure safe behavior on the bus.

Appropriate student behavior is essential to the safe operation of the school bus.

Vehicle Accidents and Breakdowns

At the scene of a bus breakdown, incident or accident, students will not be allowed to leave or be turned over to a parent without direct permission from the Transportation Director, Assistant Director or school principal following release by the investigating law enforcement official.

Car Riders

Parents are expected to follow the campus procedures for picking up students in the car rider line. Parents should refrain from parking near the school and loading students in an area other than the designated car rider line. The campus issued car rider tag (elementary only) should be displayed in the dashboard for student pick up. Cell phone use in the car rider line is always prohibited.

Student safety and proper supervision are top priorities. We understand that unforeseen circumstances can occasionally lead to delays. However, repeated late pickups present a serious safety risk and a burden to campus staff. Parents should use emergency contacts to pick up students in the event of an unforeseen delay.

Walkers (Elementary)

Students in PreK, Kindergarten, and 1st grade who walk home from school require the use of a dismissal tag to ensure they are matched to a parent or designated adult. If the student walks home with an older sibling, parent permission should be submitted in writing. If someone is not there to receive the student or the person picking up the child does not have the identification tag, a staff member will return the student to the front office, and a parent will be contacted.

TUTORIALS / SUMMER SCHOOL

Tutorials

The purpose of a tutorial session is to provide assistance to students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students needing assistance. These tutorials may be provided in a variety of ways. The teacher may choose to help students before, during, or after school. Secondary campuses may offer extended day tutorials for students who need STAAR/EOC remediation. Each campus will supply students and parents with extended day notification that will include the days of the week offered, times, and other details. Campuses have the option to offer tutorials during the summer for students needing to retake one or more STAAR EOC exams. Contact the students' home campus for more information regarding available tutorial opportunities.

Summer School

Summer school is offered for students in grades 6-12. More information can be found on the Katy ISD Summer Programs webpage.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended, both this year and for years to come, littering, defacing, or damaging school property will not be tolerated. This includes, but is not limited to, the uploading or creating of computer viruses.

The use of any software having the purpose of damaging the District's system or other user's system is prohibited. 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 Discipline Management Plan and Student Code of Conduct.

Reference: TX Penal Code §28.03 - Criminal Mischief

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used except as required by Senate Bill 507 and Senate Bill 1398.

The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Parents may learn more about videotaping/recordings and cameras in the Discipline Management Plan and Student Code of Conduct, "Videotapings/Recordings and Cameras." Due to confidentiality issues related to directory information and to privacy concerns, parents, students, and visitors may not use video recorders, voice recorders, or cameras unless used during a performance open to the public or during a private conference with permission by an administrator. If a recording or photo is taken, the item in question will need to be deleted.

Public events are those events that occur when the general public has an opportunity to view students (i.e. outside for field day) or when students are not required to participate (i.e. a talent show performed after the end of the school day). If the

event is during the instructional day (i.e. classroom or grade-level performance), students are considered a "captured" audience and directory information and privacy rules apply. This is true even if parents are invited to observe.

The principal at each campus has the authority to determine which school-related events will be considered public performances at which photographs or videos can be taken.

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, speak with the principal or Director of Special Education, who the District has designated to coordinate the implementation of and compliance with this law. [See Board Policy EHBAF(LOCAL) or the Katy ISD Cameras in the Classroom for more information.]

VISITORS TO THE SCHOOL

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 first report to the main office, sign in as a visitor, present a valid government issued ID, and wear a visitor's badge. To protect our students, visitors, and staff, all KISD campuses screen for registered sex offenders. A valid government issued ID is required to enter all campuses.

The District practice allows for thirty (30) minutes of classroom observation with prior approval of the principal. This practice is to minimize interruption of classroom instruction and must be scheduled with the campus principal.

First Day of School Visitors – Elementary

Parents of elementary students may walk their student to their classroom on the first day of school per the District's instructional year calendar. After the first day of school, parents will follow all campus and District guidelines when visiting their student's campus. Questions regarding campus expectations and procedures when visiting your student's campus may be directed to campus administration.

Lunch Visitors – Elementary

All lunch visitors must follow established campus check-in and check-out procedures. Visits are limited to the 30-minute lunch period. Due to space and safety concerns, lunch visitors are restricted to parents/guardians, non-school-aged siblings age four and under, and campus mentors. Special circumstances may be addressed/approved by the principal; please see campus-specific procedures in your campus handbook.

Instructional Day Events – Elementary

Visitors' attendance at instructional day events is at the discretion of the campus principal. Guests may be limited based on campus determination (space limitations, safety concerns, etc.)

VOLUNTEERS

We appreciate the efforts of parents, guardians and community member volunteers who are willing to serve our District and students. Parents or guardians interested in volunteering at their student(s)' campus, please contact your school administration office for more information. For those who wish to volunteer at other campuses and/or student support sites across the District, please contact Katy ISD's Partners in Education (PIE) office at (281)396-2461 or partnersineducation@katyisd.org. Katy ISD requires all volunteers serving on or off-campus during or after the instructional day to register annually with the District through its Raptor security system. The registration link will be available via campus eNews and on district and campus websites.

WITHDRAWING FROM SCHOOL

A student under 19 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parent signature; however, the parent will be notified of the withdrawal. Withdrawal paperwork will be provided when the leaver form is received.

When a family moves to a different attendance zone during the school year, a parent has the option to request a transfer allowing the student to complete the balance of the school semester before having to change buildings to the campus that serves the new home address. This privilege is contingent upon district administration approval, the parent providing transportation for the student, the student's regular attendance with prompt arrival and pick-up, and a good disciplinary record. Note that applications for transfer to Legacy Virtual High School are reviewed and approved only at semester breaks.

Parents or guardians of students in homeless situations can keep their children in their schools of origin (to the extent feasible) or enroll them in any public school that students living in the same attendance area are eligible to attend.

SECTION IV: RESPONSIBLE USE GUIDELINES

Katy Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students and its employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Mandatory Review

To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Student Responsible Use Guidelines for Technology (hereinafter referred to as the Responsible Use Guidelines as part of their review of the Discipline Management Plan and Student Code of Conduct. Employees supervising students who use the District's system must provide training emphasizing its appropriate use.

Definition of District Technology System

The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts;
- Servers;
- Computer hardware, tablets and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, email, digital images, and video and audio files;
- Internally or externally accessed databases, applications, tools (Internet- or District-server based);
- Externally accessed databases (such as the Internet); and,
- District-provided Internet access;
- District-filtered public Wi-Fi;
- Virtual environments;
- New technologies as they become available; and
- District-provided cloud resources and devices.

AVAILABILITY OF ACCESS

Acceptable Use

Computer/Network/Internet access will be used to enhance learning consistent with the District's educational goals. The District requires legal, ethical and appropriate computer/network/Internet use.

Privilege

Access to the District's computer/network/Internet is a privilege, not a right.

Access to a Computer/Network/Internet

Access to the District's electronic communications system, including the Internet, shall be made available to students for instructional purposes. All Katy ISD networks including public Wi-Fi have filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

STUDENT ACCESS

Student Internet access will be under the direction and guidance of a District staff member. Students must use a Katy ISD issued device at school. Personal devices will not be permitted during class time.

Students 13 or Younger

For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires additional parent permission for educational software tools. Parents wishing to deny access to these educational tools must do so during registration or in writing to the campus principal indicating their child should be denied access to these educational software tools. Examples of these tools are Discovery Education, Encyclopedia Britannica, Pebble Go, and informational databases and educational interactive tools. These tools can be assessed through the District's MyKaty student portal.

Use of Cell Phones & Other Personal Devices

Students in grades 3-12 are provided with a District-Issued Chromebook for use during the instructional day. Use of cell phones is restricted, and personal computers are not permitted. Please refer to Personal Communication Devices/Electronic Devices Policy: Board Policy FNCE(Local)

Security

A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk, or as having violated the District's Responsible Use Guidelines, may be denied access to the District's system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Board-approved *Discipline Management Plan and Student Code of Conduct*. Any criminal law violation will be referred to law enforcement.

Content/Third-Party Supplied Information

Students and parents of students with access to the District's system should be aware that use of the system may provide access to other information on the Internet that may contain inaccurate and/or objectionable material.

Subject to Monitoring

All District computer/network/Internet/Learning Management System (LMS) usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the computer system will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Personal communication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Responsible Use Guidelines have been violated.

STUDENT COMPUTER / DEVICE / NETWORK / INTERNET RESPONSIBILITIES

District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Board-approved Discipline Management Plan and Student Code of Conduct.

Digital Tools

The use of a learning management system, blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other District-approved digital tools. Digitally transmitted content that includes inappropriate language, images, or content is prohibited.

Social Media Sharing

Students must have a "Y-Yes" code in order for their information to be shared on social media.

Use of System Resources

Students are asked to purge email or outdated files on a regular basis.

Password Confidentiality

Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person's system account.

Reporting Security Problem

If knowledge of inappropriate material or a security problem on the computer/network/Internet is identified, the student should immediately notify the supervising staff member. The security problem should not be shared with others.

The following guidelines must be adhered to by students using a personally owned telecommunication device at school:

- Internet access is filtered by the District on personal communication devices in the same manner as District-owned equipment. If network access is needed, connection to the filtered, wireless network provided by the District is required.
- These devices are the sole responsibility of the student. The campus or District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged, or stolen, and only a limited time or resources will be spent trying to locate stolen or lost items.
- These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including school buses, and at school-sponsored or school-related activities on or off school property.
- Each student is responsible for the District-issued device. Charging, responsible use and care are the responsibility of the student.
- District issued devices are only to be used for educational purposes at the direction of a classroom teachers
- Campus administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e., STAAR testing, classroom testing situations, campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- An appropriately trained administrator may examine a student's personal communication device and search its contents, in accordance with disciplinary guidelines and applicable law.

District Chromebooks & Other Digital Devices

The CLASS 1:1 Student to Device initiative is all about connected and accessible learning, grounded in classroom instruction that is enhanced through technology-integrated learner experiences. Katy ISD loans a Chromebook to students in grades 3 – 12.

Appropriate Care and Use of District Owned Devices

Students in grades 3 – 12 are loaned a Chromebook to use at school and home. Students are instructed on proper use and care of the device and digital responsibility instruction. Katy ISD staff along with parents will partner to ensure our

students work and act responsibly in this digital environment. Important instructions for the use of the Chromebook are detailed below:

- Katy ISD provides a Chromebook to students in grades 3 – 12.
- This Chromebook must be brought to school each day.
- The Chromebook must be charged each night at home.
- The case must be kept on the device.
- No additional stickers may be added to Chromebook or case.
- Students will be instructed and evaluated on proper use and care.
- If a device or Chromebook is broken, damaged, lost, or stolen, the student must report this to a Katy ISD Staff member and the ticketing system.
- To ensure the longevity and proper functioning of the device, it should not be left in a car, near water, or in extreme temperatures, and it should be protected from being dropped or subjected to any other physical impacts that could cause harm.
- The Chromebook will be filtered no matter the network the student has connected to. However, the student must be under the supervision of a staff member at school and a parent at home when accessing online resources.
- Electronic files sent, received, viewed or stored anywhere in the computer system are available for review by any authorized Katy ISD staff for any purpose.
- Modifying or changing device settings and /or internal or external configurations without appropriate permission is prohibited.
- Personal information such as, but not limited to, last name, home address, phone numbers, email addresses, or birthdates must not be shared online by students.
- Using obscene, threatening or disrespectful language in any electronic communication tool is prohibited.
- Katy ISD uses filtering technology protection measures to prevent access to material considered harmful or inappropriate to students. Despite our best efforts and beyond the limits of filtering technology, a student may run across some material that is objectionable. Katy ISD has a 3-layer approach when students are using the Internet. The device is automatically routed through KATY ISD's filter for appropriate content which provides the first layer. The second layer is the monitoring by an adult, and the third is the responsibility of the student to use their digital responsibility skills when using a device.

Insurance

Each school year, parents may purchase insurance for their student's Chromebook. This insurance will cover 2 breaks or 1 total loss (physical or internal damage) whichever comes first. Insurance must be purchased no later than 30 days from the first day of attendance. Insurance coverage begins upon receipt of payment. Additional information will be added to the Annual Student Update and New Student Enrollment. Chargers and cases are not covered by insurance.

INAPPROPRIATE USE

Inappropriate Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in appropriate disciplinary actions.

Violations of Law

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- Threatening, harassing, defamatory or obscene material
- Copyrighted material
- Plagiarized material
- Material protected by trade secret, or

- Blog posts, Web posts, online comments or discussion forum/replies posted to the Internet which violate federal or state law.

Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Internet Searches

Students who search for inappropriate material are subject to disciplinary action in accordance with the Board-approved *Discipline Management Plan and Student Code of Conduct.*

AI–Generated Content

Students shall not create, possess, distribute, transmit, publish, solicit, display, or threaten to distribute deepfake or AI-generated content that:

- Depicts another student, employee, volunteer, or community member without consent;
- Creates a false representation of another person;
- Harasses, intimidates, bullies, humiliates, or threatens another individual;
- Depicts nudity, sexual conduct, or intimate imagery;
- Causes substantial disruption to the educational environment;
- Damages the reputation, safety, or emotional well-being of another individual; or
- Violates federal, state, or local law.

Modification of Computer

Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited.

VPN and Proxy Use

The use of VPNs or proxy avoidance software can compromise network security, expose student data to external threats, and violate District policies designed to protect students from inappropriate or harmful online content. Any attempt to use such tools will be considered a violation of the District's Responsible Use Guidelines and may result in disciplinary action, including but not limited to loss of technology privileges, parent notification, and further consequences.

Transmitting Confidential Information

Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed, or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information (such as, but not limited to, home addresses, phone numbers, email addresses, birthdates) about oneself or others is prohibited.

Commercial Use

Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal, is prohibited.

Marketing by Non-KISD Organizations

Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

VANDALISM / MISCHIEF

Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District's system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism, as defined above, is prohibited, and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences. [See the Board-approved *Discipline Management Plan and the Student Code of Conduct*.]

Intellectual Property/Copyright Violations

Students must always respect copyrights and trademarks of third parties and their ownership claims in images, text, video and audio material, software, information, and inventions. The copy, use, or transfer of others or machine's' materials without appropriate authorization is not allowed. Downloading or using copyrighted information without following approved District procedures is also prohibited.

Plagiarism/Use of Artificial Intelligence (AI)

Fraudulently altering or copying documents or files authored by another individual is prohibited. Additionally, the use of Artificial Intelligence (AI) generating tools for written or other work and claiming it as one's own is prohibited.

Impersonation

Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student's access to computer/network/Internet and disciplinary actions as deemed appropriate by the campus.

Illegally Accessing or Hacking Violations

Intentional or unauthorized access or attempted access of any portion of the District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited. Downloading unauthorized software, spreading viruses, or hacking is strictly prohibited. Using the District's technology resources for any illegal activity is strictly prohibited. This includes cyberbullying, harassment, threats, and the distribution of illegal content.

File/Data Violations

Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration

Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

STUDENT EMAIL ACCOUNTS AND ELECTRONIC COMMUNICATION TOOLS

Students in grades 5 - 12 are given access to a District student email account. This account is set up with the student's user ID. Students must abide by the guidelines established in this document. Student email accounts will be available for use by students in grades 5 -12 while they are currently enrolled in the District. Parents wishing to deny access to District email must do so in writing to the campus principal. As appropriate, project email accounts may be granted for educational activities for students in grades K-5 at the request of the classroom teacher.

Email and other digital tools such as, but not limited to, blogs and learning management systems, are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs. Email is subject to monitoring by appropriate staff.

Students in grades 5 - 12 should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations. Students in grade 5 will begin using their email account in the spring to make course selections. Email attachments are limited to 2MB or smaller. Internet access to personal email accounts is not allowed.

Students should keep the following points in mind:

Perceived Representation

Using school-related email addresses, blogs, wikis, and other communication tools might cause some recipients or other readers of the email to assume that the student's comments represent the District or school, whether or not that was the student's intention.

Privacy

Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

Inappropriate Language

Using obscene, lewd, inflammatory, threatening, or disrespectful language in emails blogs, wikis, or other communication tools is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

Political Lobbying

Consistent with State ethics laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references regarding any political advertising.

Forgery

Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person's user ID and/or password is prohibited.

Junk Mail

Students should refrain from forwarding emails which do not relate to the educational purposes of the District. Emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

CONSEQUENCES OF AGREEMENT VIOLATION

Any attempt to violate the provisions of this agreement may result in revocation of the student's access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

Denial, Revocation, or Suspension of Access Privileges

With just cause, the System Administrator and/or building principal, may deny, revoke, or suspend computer/network/ Internet access as required, pending an investigation.

WARNING

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate, or controversial. Each District computer with Internet access has filtering software that blocks access to sites that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

DISCLAIMER

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

SECTION V: ELEMENTARY STUDENT GRADING AND REPORTING INFORMATION

COMPENSATORY PROGRAMS

Accelerated Instruction

Under Texas House Bill 1416, students who do not achieve "approaches or higher" on STAAR grades 3 through 8 or EOC assessments must receive accelerated instruction. To learn more about HB 1416 Accelerated Instruction, please visit the Texas Education Agency's web link below:

https://tea.texas.gov/academics/learning-support-and-programs/accelerated-instruction

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Support (MTSS) is a proactive approach to meeting identified academic and/or behavioral needs of individual students through tiered interventions of increasing frequency and intensity. It is a systematic way of thinking about and planning for teaching from a student-centered perspective that can expand the District's capacity to support students' needs. The goal of MTSS is to foster classrooms where teaching is directed toward the variable learning and behavioral needs of a diverse student population. To achieve this goal, school personnel enrich and supplement the curriculum through analysis of individual student performance, consultation/collaboration among campus teachers/staff, differentiated instruction, and progress monitoring of interventions for instructional and behavioral adjustments. As a piece of personalized adjustments, students in general education classes may require accommodations to address their individualized learning plan through MTSS. Contact the campus MTSS Coordinator for questions regarding the MTSS process.

Tutorials

Tutorials provide support to students who have not mastered grade-level TEKS and/or to connect newly introduced concepts to prior learning during any given grading period. Tutorials serve as instructional reinforcement for students needing academic assistance to accelerate instruction. They may be provided in a variety of ways by the teacher or teacher team before, during, or after school. Teachers should communicate tutorial schedules directly to students during the school day and post their schedules to their Canvas course.

Additionally, campuses may offer extended day tutorials for students who need STAAR accelerated instruction. Each campus will supply students and parents with extended day notification that will include the days of the week offered, times, and pertinent details.

EMERGENT BILINGUAL (EB)

EB students are expected to master grade level standards. To achieve this goal, students shall receive instruction by certified teachers using second language acquisition methods that are linguistically and culturally responsive in grade level reading and language arts, math, science, and social studies classes to master content and develop academic language proficiency.

Teachers of EB students are expected to:

- Provide instruction in all subject areas to ensure that the students master the required essential knowledge and skills and higher order thinking skills using second language acquisition methods.
- Address the affective, linguistic, and cognitive needs of EB students.
- Use knowledge of the student's proficiency levels descriptors (PLDs) to instruct, commensurate with their linguistic needs, in content-area classrooms.

- Provide linguistically accommodated instruction by routinely and effectively implementing linguistic accommodations selected and monitored by the LPAC (Language Proficiency Assessment Committee).
- Provide intensive instruction in listening, speaking, reading, and writing in accordance with the English ELPS (English Language Proficiency Standards).
- Provide additional supports that are focused, targeted and systematic to EB students in grades 3-12 that are at the beginning or intermediate levels of English language proficiency on TELPAS (Texas English Language Proficiency Assessment System).

If a current EB student who is receiving language services does not demonstrate adequate measurable progress after routinely and consistently being provided appropriate linguistic accommodations, then the student will be referred to the LPAC. The committee will review current academic data, linguistic progress, and teacher input to develop an action plan to support student academic and linguistic achievement.

GRADING SCALE

Pre-kindergarten and Kindergarten

Prekindergarten and Kindergarten teachers will use the District's electronic grade book to report progress four times per year using E (Emerging), D (Developing), and P (Proficient).

Grades 1 Through 5

First Grade Report card and progress report grades in science/health and social studies will be reflected as E, S, N, or U. The grade conversion is as follows:

- E - Excellent (90 – 100)
- S - Satisfactory (75 – 89)
- N - Needs Improvement (70 – 74)
- U - Unsatisfactory (69 and below)

The numeric grades on progress reports and report cards indicate the following for grades first through fifth:

90-100	A	Outstanding progress and mastery of subject matter
80-89	B	Above Average progress and mastery of subject matter
70-79	C	Average progress and understanding of material
69-below	F	Class requirements have not been met
	I	Incomplete
	EX	Exempt from semester exam (high school)

Student performance is reported using numerical grades. An incomplete (I) grade is given when a student has not completed required work prior to the end of the reporting period due to an absence. The incomplete grade should be replaced within a week of the end of the reporting period. Exceptions for extenuating circumstances may be granted by the campus administration. All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. If a student gets a 40 on a graded work, the 40 is recorded in the grade book. There is not a minimum grade requirement.

LATE WORK

Campuses will communicate the late work procedures for their school.

MAKE-UP WORK

It is the student's responsibility to complete work missed while absent from class. The campus will communicate that assigned work is important and must be completed by all students in addition to communicating make-up work expectations with students and parents.

MAJOR / MINOR / OTHER ASSIGNMENTS

Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.

Grades 1-5 Katy ISD Template A

Major	40%	Tests, in-class projects, formal assessments
Minor	50%	Class work, quizzes, projects completed at home, daily assignments
Other	10%	Homework, participation, effort, process, etc.

REASSESSMENT

A teacher shall provide corrective instruction and a reasonable opportunity to reassess failure to master TEKS on major grades. The highest possible grade that can be earned and recorded on the reassessment is a 70. The teacher will make a note in the electronic grade book of the dates and grades of the reassessment. Creation of guidelines for implementation of the policy is the responsibility of the campus. Please contact the student's campus teacher or a campus administrator with questions regarding campus assessment implementation.

Students whose rate of learning does not meet successful mastery of grade level material will have interventions monitored through the Multi-Tiered Systems of Support (MTSS) process.

REPORTING PROGRESS TO STUDENTS AND PARENTS

Home Access Center

The Home Access Center (HAC) allows parents to log into a secure account and see each of their student's assignments, grades, averages, attendance, discipline information, and grade reports. This Home Access Center also allows for parents to see student's daily attendance and messages from the classroom teacher.

As in previous years, families will be able to access detailed information about their child's areas of strength, as well as any gaps in learning, by reviewing STAAR, STAAR EOC, and TELPAS results. Parents will need to access the state's Family Portal for all testing results by logging into the Home Access Center. Direction for Automatic Access to State Testing Result is located on the Katy ISD Research, Assessment, and Accountability webpage under How To Access Test Scores and the Unique Access Code section.

To access the Home Access Center, parents will click on the Home Access Center link on the main Katy ISD webpage and be directed to log into MyKaty Cloud. Select the Parent Home Access Center icon. For more information on creating an account or getting support, refer to Family Technology Resources & Support page located on KatyISD.org.

Interim Progress Reports (IPR)

IPRs shall reflect all grades including at least three minor and one major grade. IPRs will be available electronically during the fourth week of the grading period. Grades shall be updated in the student management system at least once a week. Interim Progress Reports are viewable in the Home Access Center (HAC).

If at any time after the progress report the grade drops below passing, the teacher will make a reasonable effort to notify the parent (i.e., phone call, written notice).

For students who are served through special education, case managers will provide periodic Individualized Education Plan (IEP) progress reports concurrent with the issuance of report cards.

Report Cards

Grade reports shall be available electronically every nine weeks for grades PK-5via the HAC. Performance shall be

measured in accordance with this policy and the standards established in.

Grade reports indicate the numerical averages for each class, conduct status, and absences. Report cards are viewable on HAC the week following the end of the grading period.

Parent Communication

Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences between parents, teachers, campus administrators, and students are often necessary. Conferences may be held in person, virtually, or over the telephone. This conference may be requested by the parent or initiated by the teacher. These conferences should be positive, constructive, and informative. The objective of the meeting should always be to clearly articulate the goals of the school and the level of performance the student has attained. Recommendations should be solicited from parents as well as offered by school personnel.

RETENTION AND PROMOTION

Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Standard for Promotion

- At the elementary level (Gr. 1-5), to be promoted from one grade level to the next, a student shall attain a combined overall average of 70 or above for the year in each of the following subject areas: language and reading, math, science, and social studies. Additionally, a grade of 70 or above is required in each of the following subject areas: reading and language, and math.
- At the junior high level, the overall average shall be derived by averaging the final numerical score for all courses taken. In addition, students shall attain an average of 70 or above in three of the four core academic areas: language arts, mathematics, social studies, and science.
- At the high school level, promotion is dependent entirely on the number of credits earned by passing courses with a grade of 70. The campus representative shall notify, as soon as practical, the parent of each student who has failed a course for any semester of all summer programs available in the district that provide an opportunity for the student to successfully complete the failed course(s). Please refer to “Classification of High School Students” in Section VI: Secondary Student Grading and Reporting Information.

Retention of Students

The District shall establish procedures designed to reduce the retention of students at a grade level, with the ultimate goal being the elimination of the need to retain students. [See Board Policy EHBC.]

STUDENTS WITH DISABILITIES

Special Education Students

An ARD committee meeting must be conducted if a student receives failing grades at the end of each semester to address the causes for the failure and lack of progress. If the student’s failure is due to lack of effort or materials at an appropriate instructional level, the ARD committee may devise additional motivation and support strategies or services or may adjust goals and objectives for the course. It is critical that teachers provide all instructional accommodation and modifications that have been agreed to by the ARD Committee.

General and special education teachers must have documentation of accommodation and/or modifications and service time provided. Such documentation may include work samples, lesson plan adjustments, grade book notations, and notes on the teacher copy of the IEP document. Service time can be tracked in a variety of ways. This documentation should reflect the number of minutes or sessions provided to students in accordance with the IEP and schedule of services. Additional contacts, discussions, and interventions used for all students should also be documented.

If a student with disabilities refuses to make reasonable effort, despite appropriate accommodations or modifications, the student may receive a failing grade, but the ARD committee needs to review the reasons for the student's refusal to work and ensure it is addressed in a Behavior Intervention Plan (BIP).

The ARD Committee can recommend compensatory strategies to promote student success. For more information, see Board Policy EIE (LOCAL).

Section 504 Students

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination on the basis of disability. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as students without disabilities. Students who qualify for Section 504 services may receive individualized accommodations.

In the context of Section 504, "placement" refers to the general education classroom or program with individually planned accommodations or interventions. An identified Section 504 student is entitled to the same access to programs and standards for participation as students without disabilities. There is no modification of the essential knowledge and skills for Section 504 students. The intent of Section 504 is to provide eligible students with reasonable accommodation that will give them an equal chance to achieve.

SECTION VI: SECONDARY STUDENT GRADING AND REPORTING INFORMATION

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

Parents may learn more about cheating and/or plagiarism in the Discipline Management Plan and Student Code of Conduct, "Cheating and/or Plagiarism."

Academic integrity is a core expectation for all Katy ISD students, including those enrolled in virtual courses through Legacy Virtual High School (LVHS). LVHS upholds the same standards outlined in the Katy ISD Discipline Management Plan and Student Code of Conduct and applies them in a virtual instructional environment. Students are responsible for ensuring that all work submitted is their own and that their actions reflect honesty, integrity, and responsibility. LVHS uses a variety of tools and monitoring practices to ensure that student work meets integrity expectations. Students should understand that attempts to hide dishonest behavior are often detectable.

CLASSIFICATION OF HIGH SCHOOL STUDENTS

At the high school level, classification is dependent entirely on the number of credits earned by passing courses with a grade of 70 or above. A student is classified according to the number of credits successfully completed. Classification is calculated using the number of credits on file at the beginning of each school year. Off-cohort students (grade level) may be reclassified at the end of each semester and related questions can be directed to the Campus Professional Registrar.

Refer to the following chart to determine classification:

Grade Level Classification

Grade	Classification	Credits
9	Freshman	0 – 5.0
10	Sophomore	5.5 – 11.5
11	Junior	12.0 – 18.5
12	Senior	19+

COMPENSATORY PROGRAMS

Accelerated Instruction

Texas law, through House Bill 1416, requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. To learn more about HB 1416 Accelerated Instruction, please visit the Texas Education Agency's web link below:
https://tea.texas.gov/academics/learning-support-and-programs/accelerated-instruction

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Support (MTSS) is a proactive approach to meeting identified academic and/or behavioral needs of individual students through tiered interventions of increasing frequency and intensity. It is a systematic way of thinking about and planning for teaching from a student-centered perspective that can expand the District's capacity to support students' needs. The goal of MTSS is to foster classrooms where teaching is directed toward the variable learning and behavioral needs of a diverse student population. To achieve this goal, school personnel enrich and supplement the

curriculum through analysis of individual student performance, consultation/collaboration among campus teachers/staff, differentiated instruction, and progress monitoring of interventions for instructional and behavioral adjustments. As a piece of personalized adjustments, students in general education classes may require accommodations to address their individualized learning plan through MTSS. Contact the campus MTSS Coordinator for questions regarding the MTSS process.

Tutorials

Tutorials provide support to students who have not mastered grade-level TEKS (Texas Essential Knowledge and Skills) and/or to connect newly introduced concepts to prior learning during any given grading period. Tutorials serve as instructional reinforcement for students needing academic assistance to accelerate instruction. They may be provided in a variety of ways by the teacher or teacher team before, during, or after school. Teachers should communicate tutorial schedules directly to students during the school day and post their schedules to their Canvas course.

Additionally, secondary campuses may offer extended day tutorials for students who need STAAR accelerated instruction. Each campus will supply students and parents with extended day notification that will include the days of the week offered, times, and pertinent details.

COMPUTING SEMESTER AVERAGES

Junior High School

At the junior high level, semester exams will be given in high school credit courses and 8th grade core classes (RLA, math, science, and social studies). Campuses may elect to give exams in 7th grade core classes. A semester grade is calculated by weighting the average of the three grading periods as 85% and the grade earned on the semester examination as 15%. If a student fails either semester of a full-year course and passes the other semester, the two (2) semester grades will be averaged to determine if the student's average for the year is greater than 70. (See calculation example below "High School")

High School

Credits for high school courses, taken in junior high or high school, are awarded on a semester-by-semester basis-- 1/2 credit per semester. A semester grade is calculated by weighting the course grade for each of the three grading periods as 85% and the grade earned on the semester examination as 15%. Each individual semester grade earned is included in the calculation of a student's GPA (Grade Point Average). Beginning with the Class of 2029, junior high Algebra 1 will not factor into the student's GPA (Grade Point Average) if the student successfully completes 4 additional credits of high school math. However, if a student fails either semester of a full-year course and passes the other semester, the two (2) semester grades will be averaged to determine the student's average for the year.

If a student earns an average of 70 or higher for the year, credit will be awarded for both semesters. Each individual semester grade earned is included in the calculation of a student's grade point average (GPA). A student's semester grade is the average of the three grades for each grading period and the grade earned on the semester examination.

Example

Six Weeks Grades	Semester Exam	Semester Grade
80+85+89= 254	100 x .15= 15	72+15= 87
254÷3= 85		
85 x .85 = 72		

GPA = quality points divided by courses attempted. Academic grades are awarded quality points. To determine the quality points used in the GPA calculation, points are assigned to each semester grade earned by the student. The points are totaled and then divided by two to change the status of the points from semester status to year or course status. To determine the courses attempted, the number of semester grades are totaled and then divided by two to change semesters attempted to courses attempted.

DUAL CREDIT COURSES

Dual Credit Courses

Students taking courses for dual credit receive credit for both high school and Houston City College. The standard for grading dual credit courses is set by the college. See the school counselor or College and Career Facilitator for course offerings, applications, requirements, fees, and deadlines to enroll in a dual credit course offered through Katy ISD. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit 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.

Grades in Dual Credit Courses

For all dual credit instructors (embedded and HCC Faculty), the grade reported to the registrar will be a **letter grade**. The high school registrar will convert the letter grade to the Katy ISD grade as indicated in the conversion chart below.

Dual Credit Conversion Chart

Course Letter Grade	Grade	Katy ISD Grade
A	90-100	95
B	80-89	85
C	70-79	77
D	60-69	72
F	59 and Below	65

EMERGENT BILINGUAL (EB)

Emergent Bilingual

EB students are expected to master grade level standards. To achieve this goal, students shall receive instruction by certified teachers using second language acquisition methods that are linguistically and culturally responsive in English language arts, math, science, and social studies classes to master content and develop academic language proficiency.

Teachers of EB students are expected to:

- Provide instruction in all subjects to ensure that the students master the required essential knowledge and skills and higher-order thinking skills using second language acquisition methods.
- Address the affective, linguistic, and cognitive needs of EB students.
- Use knowledge of the student's proficiency levels descriptors (PLDs) to instruct, commensurate with their linguistic needs, in content-area classrooms.
- Provide linguistically accommodated instruction by routinely and effectively implementing linguistic accommodations selected and monitored by the LPAC (Language Proficiency Assessment Committee).
- Provide intensive instruction in listening, speaking, reading, and writing in accordance with the ELPS (English Language Proficiency Standards).
- Provide additional supports that are focused, targeted and systematic to EB students in grades 3-12 that are at the beginning or intermediate levels of English language proficiency on TELPAS (Texas English Language Proficiency Assessment System).

If a current EB student who is receiving language services does not demonstrate adequate measurable progress after routinely and consistently being provided appropriate linguistic accommodations, then the student will be referred to the LPAC. The committee will review current academic data, linguistic progress, and teacher input to develop an action plan to support student academic and linguistic achievement.

EXTRA CREDIT ASSIGNMENTS

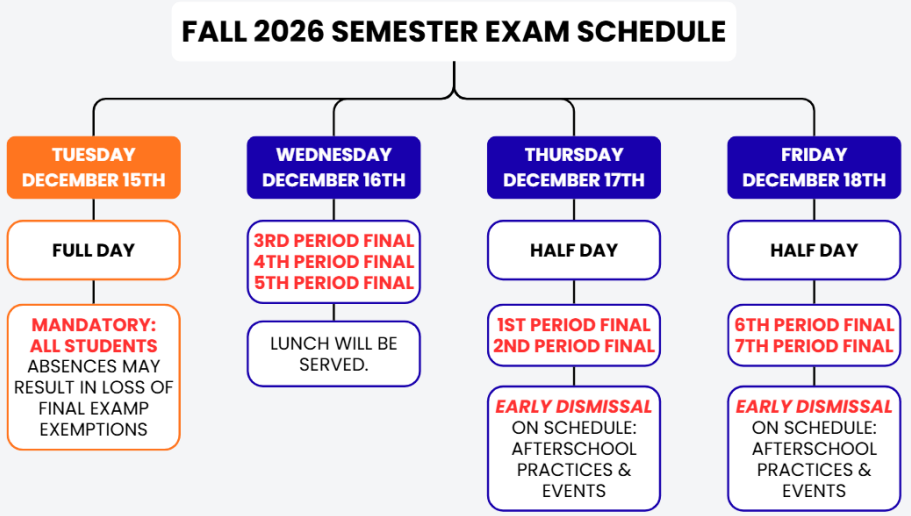
Extra Credit Assignments

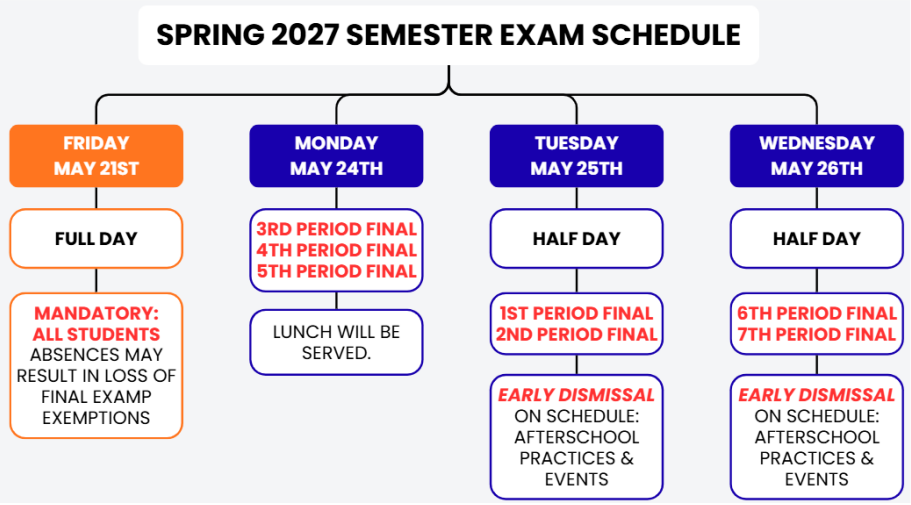
Extra credit may only be awarded based on an academic product that can be directly related to the Katy ISD curriculum objectives. If a teacher makes extra credit available to one student, he/she must give all students in the same course an equal opportunity for extra credit. Extra credit must not be given for providing classroom supplies or materials nor for performing an administrative task such as turning in a form or bringing in the textbook. A campus may adopt additional procedures for extra credit such as no extra credit in a certain grade or course or no extra credit on major grades. The maximum value, with extra credit points, which can be entered into the computer gradebook is 110.

FINAL EXAM EXEMPTIONS (GRADES 9-12)

2026-2027 Katy ISD Semester Exam Exemption Requirements

Semester exam exemptions will be offered during Fall & Spring Semesters for the 2026-2027 school year. Below are the required semester exemption requirements.





Spring 2027 Semester Exam Schedule

In KISD, Semester Exam Exemptions are offered as attendance and behavior incentives for students. ***Exemptions are determined by course***.

To qualify for an exam exemption in a course, a student must have met the following criteria **per semester per course**:

1. An average of 80 or higher for the semester.
2. No more than **FIVE (5)** non-school-related absences (see note below).
3. No more than **FIVE (5)** tardies.

4. No N in conduct for the course and no U in conduct for *any* class.
5. No ISS, OSS, OAC/DAEP Placement, or JJAEP Placement.
6. No outstanding fees or fines.
7. Must have been enrolled in the course by the 10th day of instruction; and
8. Meet campus specific requirements related to exemption submission deadlines and verification procedures for securing their exemptions.

The number of available **exemptions per grade level** is as follows:

Grade Level	Available Exemptions (Fall)	Available Exemptions (Spring)
9th	1	1
10th	2	2
11th	3	3
12th	7	7

Please note: The following absence codes do NOT count toward the five (5) allowable excused & unexcused absences:

- P: Present but not in class
- S: School-sponsored curricular and extra-curricular activity that is not UIL related
- V: UIL and other competitive activity
- W: Two absences for a college, career, or military visit for 11th and/or 12th grades
- **UPDATED 9/29/2026:** R: Approved documented serious and/or life-threatening illness and/or related treatment. (FEA Exhibit C).

Final Exam Exemption Clarifications:

- Except for seniors, students may not exempt the same course final for both the fall and spring semesters.
- Advanced Placement (AP) Exams:
  - Students enrolled in an AP course who successfully sit for the AP exam for that course may elect to exempt the final exam in the Spring semester. However, students must meet the discipline and attendance criteria above and be passing the course to be eligible for the exemption.
  - The final exam exemption for an AP exam does not count toward the maximum number of exemptions for that student's grade level. However, students must meet the discipline and attendance criteria above and be passing the course to be eligible for the exemption.
- Industry Based Certification Exams
  - Industry Based Certifications (IBC) do not qualify as a course final exam exemption. Students enrolled in courses with an IBC are encouraged to register and successfully pass the IBC and must meet all final exam exemption requirements to exempt the course final exam.
- HCC Dual Credit & College Prep courses CANNOT be exempted.
- Tuition-based, virtual courses taken outside of the instructional day, may not be exempted.

FOREIGN EXCHANGE

It is the goal of Katy Independent School District (KISD) to provide international students from diverse cultures, who are approved for enrollment, the opportunity to experience the rewards of participating in quality educational programs, to meet and interact with students with a variety of interests, and to become more fluent in both written and spoken English.

Foreign Exchange Students must work through an accredited Foreign Exchange Agency and attend the high school to which their host family residential address is zoned. Acceptance is granted on a first-come/first-serve basis after all required components of the application process have been met. Please select the link for more details Katy ISD Foreign Exchange Program webpage. [See Board Policy FD (LEGAL).]

GRADE / COURSE TRANSFERS

Students entering a Katy ISD school from accredited or non-accredited public, private, or parochial schools shall provide evidence of prior schooling outside the District. [See Board Policy FD (LOCAL) for guidelines regarding awarding credit]. When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District. For a course to receive weighted factors for the purpose of class rank other than Advanced Academic level, the transferred course must be clearly designated as an advanced course on the student's transcript and be a course offered at an advanced level in Katy ISD.

Letter Grade from Out-Of-State Schools and Non-Public Texas Schools

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade as required in Texas. When this occurs, the registrar will notify the parent of the scale Katy ISD uses to transcribe the letter grade to a numeric grade. If the parent chooses, the parent may contact the previous school and request an authorized (school seal) transcript with semester numerical grades. When received those numeric averages will be used on the transcript and to calculate GPA. Parents/students will have 30 business days from enrollment to provide the appropriate high school registrar with the authorized numerical transcript, if desired.

Katy ISD conversion scale for out of district alpha grades:

A+ =100	B+ =89	C+ = 79	D+ =74	F=65
A =95	B =85	C =77	D =72	P=70
A- =90	B- =80	C- =75	D- =70	

An exception to this practice will be made if a transcript from an out-of-state or another district records a 65 as passing. In this event, a grade of 70 will be assigned.

Earning High School Credit Course Grades for Students who Enroll Late

Secondary students who enroll in Katy ISD nine weeks after the start of the fall and spring semester and have not been previously enrolled or attended another school, are ineligible to earn course credit during the semester in which the student enrolls in Katy ISD. The semester grade(s) and transcript will reflect a "NG" and no credit earned for the course(s). In order to earn credit, students will meet with a campus counselor to:

1. Create an instructional day campus schedule.
2. Receive information regarding Raines Academy and accelerated learning opportunities.
3. Receive information regarding Legacy Virtual School (LVHS) opportunities.
4. Receive information regarding Katy Summer Program opportunities, and
5. If 12th grade, receive information regarding Edgenuity Original Credit opportunities.

GRADING SCALE

The numeric grades on progress reports and report cards indicate the following for grades:

90-100	**A**	**Outstanding progress and mastery of subject matter**
80-89	B	Above Average progress and mastery of subject matter
70-79	C	Average progress and understanding of material
69-below	F	Class requirements have not been met

	I	Incomplete
	EX	Exempt from semester exam (high school)
	NG	Not Graded due to lack of seat time in course for semester grades only

Student performance is reported using numerical grades. An incomplete (I) grade is given when a student has not completed required work prior to the end of the reporting period due to an absence. The incomplete grade should be replaced within a week of the end of the reporting period. A student receiving an incomplete in a course is considered ineligible at the end of the 7-day grace period until the incomplete is replaced with a passing grade for the grading period. Exceptions for extenuating circumstances may be granted by the campus administration. All grades earned by a student will be recorded as the actual number grade or percentage the student answered correctly. If a student gets a 40 on a graded work, the 40 is recorded in the grade book. There is not a minimum grade requirement.

HIGH SCHOOL CLASS RANK AND WEIGHTED GRADES

The following weighted factors shall be used for the academic levels. For the purpose of ranking students, these weighted factors shall only be used with final semester grades. Students will have access to class rank via HAC beginning the Spring of their 9th grade year in Katy ISD.

Calculation of students' official class rank is governed by Board Policy EIC (LOCAL). For the purposes of class ranking, semester grades are weighted as follows:

Academic Level Weighted Factor

Grades 9 – 12

Graduating Classes of 2023 and Thereafter

	(90-100) A	(80-89) B	(70-79) C	(69-Below) F
KAP/AP Courses*	5	4	3	0
Dual Credit Courses	4.5	3.5	2.5	0
Academic Core and Elective Courses	4	3	2	0
Fundamental/Applied Courses	3	2	1	0

District shall categorize and weight eligible courses as Advanced, Dual Credit, and Academic and Elective in accordance with provisions of the policy and designated in appropriate District publications.

- Advanced - Eligible Advanced Placement (AP), KAP, and IB courses shall be categorized and weighted as Advance courses.
- Dual Credit - Eligible dual credit courses shall be categorized and weighted as Dual Credit courses.
- Academic and Elective - All other eligible courses shall be categorized and weighted as Academic and Elective courses.

Successful completion of a two-semester course is based on a minimum of 70 percent mastery, represented by the yearly average of the two semester averages. Therefore, if a student has earned a 68 and a 76 for the two semester averages, the student passes the course with a yearly average of 72. This is calculated as follows: (68 + 76) ÷ 2 = 72. [See Board Policy EI(LOCAL)]

- All grades, including those of Legacy Virtual High School, other external on-line courses, correspondence courses, credit by examination with prior instruction, credit by examination without prior instruction, summer term courses, and high school courses taken in junior high are counted in the GPA. Exceptions are: student assistant, off- campus PE waiver courses, driver's education and courses taken by students as GPA-exempt. Beginning with the Class of 2029, junior high Algebra 1 will not factor into the student's GPA (Grade Point Average) if the student successfully completes 4 additional credits of high school math.

- All attempted courses are averaged in the GPA.
- Courses may not be audited.
- Students cannot drop the lowest average if a course is repeated; both are calculated in the GPA.
- Grades earned on credit by examination with prior instruction for restoring credit are counted as a course attempted with a grade of 70 being the highest grade a student may receive.
- KAP/AP weighted grade points earned through another accredited institution will be accepted and awarded only for courses designated as KAP/AP in Katy ISD. Only the official transcript from the accredited institution will be assessed to determine awarded credits.
- If a student loses credit due to excessive absences, the grade will still be recorded on the student transcript and will be included in computing class rank.
- Students that wish to transfer credit from an accredited institution will be able to take credit validation tests for core courses to receive credit.

KAP / AP GUIDELINES

KAP/AP courses are designed to challenge motivated students and prepare them for success in college level course work in high school and beyond. These advanced or above grade-level courses move at a faster pace, are more academically challenging, and require more independent learning than academic courses.

A few important factors to keep in mind when discussing KAP/AP with students and parents:

- Katy ISD's on-level academic curriculum is a college-bound curriculum.
- While KAP courses are designed to better prepare students for AP, KAP courses are not a requirement for enrolling in most AP courses.
- Some AP courses have course prerequisites that must be completed. Check the course description for prerequisites.
- KAP is not "all or nothing." Students may take as few as one or as many as all four core classes, and some electives, as KAP.
- Students develop academic readiness at different rates and may not be ready for KAP at the same time as their friends or classmates.
- For most courses it is possible to move from academic to KAP sections from one year to the next. In mathematics, it is more difficult due to the acceleration and compacting of the curriculum in 6th and 7th grades. A student who decides to move from academic to KAP mathematics may require additional support in making the transition.

KAP/AP Course Commitment

Katy ISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced academic course credit such as Advanced Placement. Participation in advanced academic courses is a foundation of college readiness. Research shows that students who participate are more likely to complete a bachelor's degree in college and typically have higher college GPAs (Hargrove, Godin and Dodd, 2007; Dodd and Keng, 2008). The intent of this commitment is to maximize each student's potential for success in AP and KAP courses.

Choosing Advanced Academics

KAP and AP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus to be successful in advanced academics.

Students who opt to participate in AP or KAP must successfully complete prerequisite coursework.

Campus Commitment

The campus commits to advanced academics by communicating the value of advanced coursework, recruiting students with potential for success, encouraging student commitment, and supporting advanced academic instruction.

Student Commitment

The student commits to advanced academics by recognizing the long-term benefits of participation and seeking assistance when needed. As a student enrolled in an AP or KAP course:

- I understand that advanced academic courses may seem challenging at first, and initial grades may not reflect later grades in the course.
- If I encounter difficulties with the course content, I will conference with my teacher about my progress and attend recommended tutorials.
- I understand that course changes will be contingent on space availability, extenuating circumstances, the teacher's appraisal of my potential for success in the course, and the timing of the request.
- I understand that successful completion of an AP exam can yield college credit.
- I understand that participation in advanced coursework prepares me well for college, increases my chances of finishing a college degree in four years, and earning a higher college GPA.

Parent Commitment

The parent commits to advanced academics by supporting student learning in the advanced academic course; by supporting teacher efforts to provide rigorous, quality instruction; and by valuing the learning that occurs in the advanced academic course. As a parent of a student enrolled in an AP or KAP course:

- I will encourage my child to be prepared for class each day.
- I understand that advanced academic courses may seem challenging at first, and initial grades may not reflect later grades in the course.
- If my child encounters difficulties with the course content, I will expect my child to conference with the teacher and attend recommended tutorials.
- Prior to initiating a petition for my child to exit the course, I will contact the teacher for his/her input.
- I understand that schedule changes will be contingent on space availability, extenuating circumstances, and the teacher's appraisal of my child's potential for success in the course, and the timing of the request.

Teacher Commitment

The teacher commits to advanced academics by encouraging student participation and success, planning for student learning, providing rigorous, quality instruction, and offering assistance for struggling students. As a teacher of an AP or KAP course:

- I will teach the course following the curriculum developed by Katy ISD and as authorized by the College Board (AP Courses).
- I will provide instruction that prepares students for the next level advanced academic course.
- I will provide quality instruction at an advanced level and give ample opportunities for students to be successful.
- I will assign work that is meaningful and relevant to the required learning goals.
- I know that students are enrolled in many other courses and that the workload for this course must not be unreasonably time-consuming.
- I will provide appropriate tutorial opportunities for students who have difficulty with course content.

KAP/AP Entry and Exit Guidelines

Due to the curricular differences between academic courses and KAP and for the benefit of students, entry into a KAP course from an academic course is discouraged after the beginning of each semester. It is recommended that students enter advanced placement (AP) courses at the beginning of the course, typically in the first week of instruction. Exceptions must have principal approval.

Junior High KAP Special Considerations

Katy ISD continues to have an open-enrollment policy in place for all students who wish to participate in advanced

academics. Early enrollment in these courses contributes to student achievement in later years. To broaden student participation in junior high advanced course work, the following procedures are used to place students into KAP courses in junior high (in addition to open enrollment).

Automatic Placement Criteria:	Will be placed in this course*:
Masters on 5th Grade STAAR Reading	6th Grade KAP English Language Arts & Reading
Masters on 5th Grade STAAR Reading	6th Grade KAP Social Studies
Top 40% in Texas on 5th Grade STAAR Math	6th Grade KAP Math
Masters on 5th Grade STAAR Science	6th Grade KAP Science

*Parents who do not wish for their incoming 6th grade student to be enrolled in a KAP class will need to contact the child's campus counselor.

It is recommended that incoming 7th grade students who achieved Masters on Reading or Math STAAR exams in 6th grade should be placed as follows:

Masters on STAAR	Placement
6th Grade Reading	7th Grade KAP English Language Arts & Reading
6th Grade Reading	7th Grade KAP Social Studies
*6th Grade Math	7th Grade KAP Math
6th Grade Math	7th Grade KAP Science

***NOTE:** Students who transition from 6th Academic Math to 7th grade KAP Math will likely require additional support for 7th grade TEKS that were taught in 6th grade KAP Math.

Exit Guidelines for High School or Junior High KAP/AP Courses

Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that, depending on timeline, grades earned in a KAP or AP course follow the student to the on-level academic course. These grades will be included in calculating the academic course grade and may impact UIL eligibility. Consult with the counselor for more detailed information.

- It is expected that students seek assistance when needed to be successful in the course and remain in the KAP or AP course at least one full semester. See KAP/AP commitments above.

Students petitioning to exit a KAP or AP course must conference with the teacher, complete course assignments, and/or attend recommended tutorials. The petition for exit may or may not be granted by the campus. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses, and the timing of the request. Students experiencing success (able to maintain a C or better SEMESTER average) in the course should remain in the course for the semester. Contact the counselor for more information about documenting these requirements.

- Students who earn an "F" at the end of a grading period will be removed from the class unless otherwise recommended by the teacher and administrator.
- The District's Gifted/Talented Intervention & Exit policy will be followed for students who receive a failing grade in a KAP/GT or AP/GT section. Contact the Gifted/Talented Facilitator for more information on this procedure.
- Students who elect to take an AP class for which there is no academic equivalent will be required to remain in the course until the end of the semester unless failing at the end of a grading period or experiences extenuating circumstances and is approved by the principal.
- Recommended Timeline: AP and KAP Exit regulations have been developed to encourage the student to persist in the course rather than requesting to exit. Students who wish to exit a KAP or AP course must discuss their performance and participation in the course with the instructor, attend any recommended tutorials, and complete all assignments. The request is considered after these items have been completed, and the teacher concurs. The student may exit within the following timelines:

First ten days of the course	Petition may be granted by the campus given input from the teacher and availability of space in the replacement course.
Upon the first progress report	Petition may be granted by the campus given input from the teacher and availability of space in the replacement course.
At the end of the first grading period. For one semester courses, this grading period would be the first grading period of the semester.	Petition may be granted by the campus given input from the teacher and availability of space in the replacement course. Students who earn an "F" at the end of a grading period will be removed from the course unless otherwise recommended by the teacher and administrator. Please consult with the GT Facilitator for GT Intervention/Exit procedure.
During the second grading period and throughout the remainder of the semester.	Only students who have earned an "F" at the end of a grading period may exit the course. Exceptions require principal/designee approval of petition for exit.
Students who remain in a yearlong course for the second semester.	Only students who have earned an "F" at the end of a grading period may exit the course. Exceptions require principal/designee approval of petition for exit.
At the end of the semester.	Students may request a schedule change from the course for the second semester of a full year course after completing the first semester.

VIRTUAL LEARNING GUIDELINES

Legacy Virtual High School

Legacy Virtual High School (LVHS) is Katy ISD's authorized virtual high school campus, offering flexible, TEKS (Texas Essential Knowledge and Skills) aligned instruction delivered by certified district teachers through Canvas. LVHS provides fulltime and part-time enrollment options for students across Texas, following all TEA requirements and Katy ISD policies, including the Discipline Management Plan and Student Code of Conduct.

LVHS offers students the opportunity to engage in rigorous coursework, explore areas of interest, and personalize their academic pathways within a virtual, structured-paced, asynchronous model aligned to the district academic calendar.

Offerings & Cost

Katy ISD provides virtual courses during the fall and spring instructional day (no cost), fall and spring outside the instructional day (tuition-based), and summer (tuition-based). For LVHS part-time/supplemental enrollment, courses approved by the home campus counselor are $250 per 0.5 credit for Katy ISD students and $400 per 0.5 credit for non–Katy ISD students;

students scheduled into an instructional day period at a face-to-face KISD campus pay no fee. Full-time LVHS students have no course fees.

Instructional Model

Courses are taught by certified Katy ISD teachers in the district learning management system. LVHS courses follow the Katy ISD Academic Calendar and include learning modules, pacing guides, assessments, teacher feedback, and required instructional elements. Courses are asynchronous but not self-paced; students must meet established due dates, which are set in Central Standard/Daylight Time (CST/CDT).

Scheduling & Advising

Counselors verify virtual and in person selections during the course planning window and support graduation planning and schedule changes per district grading and reporting procedures.

Eligibility & Credit

Virtual courses for original credit and credit recovery count toward the student's cumulative grade point average (GPA). Students taking an LVHS course during an instructional period at a face-to-face campus may be eligible to exempt the final exam if all exemption requirements are met. Students must successfully complete 100% of coursework and the semester exam by the end of term to receive credit.

Technology & Support

Students need a computer, reliable internet, webcam, and microphone. Some courses require the ability to scan and upload files. District technology resources perform best in google Chrome and technical help is available via the district helpdesk. Digital textbooks are provided via Canvas or MyKaty Cloud; no physical checkout is available.

Assessment & Integrity

Designated assessments may require virtual proctoring (Chrome extension; dress code applies). LVHS enforces academic integrity through originality tools, LMS activity logs, and remote proctoring. Violations may result in a zero and other disciplinary actions under the Discipline Management Plan and Student Code of Conduct.

Approvals & External Providers

Virtual credits may be earned through Katy ISD (recommended) or other accredited providers. Students should consult an academic counselor prior to enrolling to ensure alignment to KISD courses, graduation requirements, and TEKS. External credits may be denied if not aligned, per Board Policy EHDE (LOCAL).

Parent Responsibilities

Parents and guardians play an essential role in supporting student success in a virtual learning environment. Legacy Virtual High School (LVHS) relies on strong partnerships between families, students, and teachers to ensure students remain engaged, prepared, and on pace throughout their virtual coursework.

Student Responsibilities

Students enrolled in Legacy Virtual High School (LVHS) are expected to take an active, responsible role in their learning. Virtual coursework offers flexibility, but success requires strong organization, consistent engagement, and effective communication. Student expectations that outline the behaviors and habits necessary for a productive and successful virtual learning experience will be provided.

For more information, review the Legacy Virtual High School Webpage and the LVHS Campus Student Guide.

LATE WORK

Campuses will communicate the late work procedures for their school.

MAKE-UP WORK

It is the student's responsibility to complete work missed while absent from class. The campus will communicate that assigned work is important and must be completed by all students in addition to communicating make-up work expectations with students and parents. Two school days are allowed for each day absent; more time may be given if justifiable.

MAJOR / MINOR / OTHER ASSIGNMENTS

Student homework or schoolwork should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.

Major Grades

- Tests
- Performance evaluation
- Tasks
- Writing assignments
- Major Projects
- Research Papers
- Culmination work
- Internship/Co-op,
- Full Active participation

Minor Grades

- Quizzes
- Products
- Multiday assignments combined for one grade
- Formal lab
- Lab quizzes/projects, classwork
- Class timed writing

Other Grades

- Daily work
- Class work
- Homework graded for completion
- Participation
- Single day assignment
- Worksheet
- Practice records
- Daily skills
- Cognitive assessments
- Oral work

Secondary Grading Template

Class Type	Alpha Template	Weight Options	Major	Minor	Other
AP	F	70% ,20%,10%	70%	20%	10%
DUAL	H	90%, --, 10%	90%	0	10%
	P/F (pass/fail)	100%	HCC final grade will be converted to Katy ISD grading scale		
KAP					
Junior High	D	55% ,30%,15%	55%	30%	15%
High School	E	60% ,30%,10%	60%	30%	10%
ACADEMIC					
Junior High & High School	C	50% ,35%,15%	50%	35%	15%
FUNDAMENTAL					
Junior High & High School	C	50% ,35%,15%	50%	35%	15%
APPLIED	H	90%, --, 10%	90%	__	10%

REASSESSMENT

A teacher shall provide corrective instruction and a reasonable opportunity to reassess failure to master TEKS on major grades. The highest possible grade that can be earned and recorded on the reassessment is a 70. The teacher will make a note in the electronic grade book of the dates and grades of the reassessment. Creation of guidelines for implementation of

the policy is the responsibility of the campus.

Students whose rate of learning does not meet successful mastery of grade level material will have interventions monitored through the Multi-Tiered Systems of Support (MTSS) process.

Semester exams are not subject to the reassessment guidelines.

REPORTING PROGRESS TO STUDENTS AND PARENTS

Home Access Center

The Home Access Center (HAC) allows for parents to log into a secure account and see each of their student's assignments, grades, averages, attendance, discipline information, and grade reports. This Home Access Center also allows for parents to see student's daily attendance and messages from the classroom teacher.

As in previous years, families will be able to access detailed information about their child's areas of strength, as well as any gaps in learning, by reviewing STAAR, STAAR EOC, and TELPAS results. Parents will need to access the state's Family Portal for all testing results by logging into the Home Access Center. Direction for Automatic Access to State Testing Result is located on the Katy ISD Research, Assessment, and Accountability webpage under How To Access Test Scores and the Unique Access Code section.

To access the Home Access Center, parents will click on the Home Access Center link on the main Katy ISD webpage and be directed to log into MyKaty Cloud. Select the Parent Home Access Center icon. For more information on creating an account or getting support, refer to Family Technology Resources & Support located on KatyISD.org.

Interim Progress Reports (IPR)

Interim Progress Reports shall reflect all grades including at least three minor and one major grade. IPRs will be available electronically during the fourth week of the grading period. Grades shall be updated in the student management system at least once a week. IPRs are viewable in the Home Access Center (HAC).

If at any time after the interim progress report the grade drops below passing, the teacher will make a reasonable effort to notify the parent (i.e., phone call, written notice).

For students who are served through special education, case managers will provide periodic Individualized Education Plan (IEP) progress reports concurrent with the issuance of report cards.

Report Cards

Grade reports shall be available electronically every six weeks for grades 6-12 via the HAC. Performance shall be measured in accordance with this policy and the standards established in Board Policy EIE (LOCAL).

Grade reports indicate the numerical averages for each class, conduct status, and absences. Report cards are viewable on HAC the week following the end of the grading period.

Parent Communication

Parent/teacher conferences are a part of the process of reporting student progress to parents. Conferences between parents, teachers, campus administrators, and students are often necessary. Conferences may be held in person or over the telephone. This conference may be requested by the parent or initiated by the teacher. These conferences should be positive, constructive, and informative. The objective of the meeting should always be to clearly articulate the goals of the school and the level of performance the student has attained. Recommendations should be solicited from parents as well as offered by school personnel.

Access to Student Tests

Graded tests shall be scored and posted to the electronic grade book within five (5) school days of the date given except

when extenuating circumstances occur.

Upon request, students shall have graded tests (including test questions) returned for their personal records within ten (10) school days, including teacher-made tests administered in Advanced Placement classes. In some cases, photocopies may be given with the originals kept on file by the teacher for one year. Exceptions to student/parent access are as follows:

- TEA Interim assessments are developed by the state and cannot be viewed.
- District Assessments (DAs) can be viewed at the campus upon request.
- Campus Based Assessments (CBAs) including six/nine-week tests, semester examinations, and final examinations may only be viewed at the campus at the request of the student/parent.
- Screeners, including MAP, may not be viewed.
- Credit-by-examination tests, core-area tests to validate credit from private school, and all standardized tests may not be viewed.

Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

RETENTION AND PROMOTION

Standard for Promotion

- At the elementary level, to be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year.
- At the junior high level, the overall average shall be derived by averaging the final numerical score for all courses taken. In addition, students shall attain an average of 70 or above in three of the four core academic areas: language arts, mathematics, social studies, and science.
- At the high school level, promotion is dependent entirely on the number of credits earned by passing courses with a grade of 70. The campus representative shall notify, as soon as practical, the parent of each student who has failed a course for any semester of all summer programs available in the District that provide an opportunity for the student to successfully complete the failed course(s).

Retention of Students

The District shall establish procedures designed to reduce the retention of students at a grade level, with the ultimate goal being the elimination of the need to retain students. [See Board Policy EHBC.]

SCHOLASTIC AWARDS

Honor Roll

In order to be named on the honor roll, a student must have a GPA of 3.5 or above and passing averages in all courses for a six-week period.

Academic Awards

At the close of each school year, a student may be selected by the faculty to receive a departmental award. In addition, the faculty may select students to receive certain other awards in recognition of outstanding work or service to the school. These awards are presented to the students at the end of the school year during an awards ceremony. [See Board Policy EIC (LOCAL).]

STUDENTS WITH DISABILITIES

Special Education Students

All grading for students with disabilities is determined by the ARD committee.

An ARD committee meeting must be conducted if a student receives failing grades at the end of each semester to address the causes for the failure and lack of progress. If the student's failure is due to lack of effort or materials at an appropriate instructional level, the ARD committee may devise additional motivation and support strategies or services or may adjust goals and objectives for the course. It is critical that teachers provide all instructional accommodation and modifications that have been agreed to by the ARD Committee.

General and special education teachers must have documentation of accommodation and/or modifications and services provided to students. Such documentation may include work samples, lesson plan adjustments, grade book notations, and notes on the teacher's copy of the IEP document. Additional contacts, discussions, and interventions used for all students should also be documented. Service tracking can be completed in a variety of ways but should clearly reflect service, minutes, and/or sessions provided to students in accordance with their IEP and schedule of services.

If a student with disabilities refuses to make reasonable effort, despite appropriate accommodations or modifications, the student may receive a failing grade, but the ARD committee needs to review the reasons for the student's refusal to work and ensure it is addressed in a Behavior Intervention Plan (BIP).

The ARD Committee does not have the authority to change a student's failing grade to passing. The ARD Committee can recommend compensatory strategies to promote student success. For more information, see Board Policy EIE (LOCAL).

Section 504 Students

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination on the basis of disability. The purpose of Section 504 is to ensure that individuals with disabilities are given the same opportunity to participate in programs and activities as their non-disabled peers. Students who qualify for Section 504 services may receive individualized accommodations.

In the context of Section 504, "placement" refers to the general education classroom or program with individually planned accommodations or interventions. An identified Section 504 student is entitled to the same access to programs and standards for participation as their nondisabled peers. There is no modification of the essential knowledge and skills for Section 504 students. Eligibility under Section 504 is not intended to reduce expectations for students with disabilities. The intent of Section 504 is to provide eligible students with reasonable accommodation that will give them an equal chance to achieve.

GRADUATION

- Please see Katy ISD Graduation website for more information.
- Legacy Stadium and Rhodes Stadium rescheduled inclement weather ceremony is at 9:00 a.m. the following day.

UPDATED 9/29/2026:

Date	Campus	Stadium/Time	Campus	Stadium/Time
Wednesday May 26, 2027	Taylor High School	LEGACY @ 7:15PM	Katy High School	RHODES @ 8:30PM
Thursday May 27, 2027	Cinco Ranch High School	LEGACY @ 7:15PM	Mayde Creek High School	RHODES @ 8:30PM
Friday May 28, 2027	Seven Lakes High School	LEGACY @ 7:15PM	Morton Ranch High School	RHODES @ 8:30PM
Saturday May 29, 2027	Tompkins High School	LEGACY @ 7:15PM	Paetow High School	RHODES @ 8:30PM
Sunday May 30, 2027	Jordan High School	LEGACY @ 7:15PM	Freeman High School	RHODES @ 8:30PM
Monday, May 31 - MEMORIAL DAY HOLIDAY				

Graduation Program Overview

Students who enter the ninth grade in the Fall of 2014 and thereafter must enroll in courses necessary to complete the Foundation High School Program with an endorsement (FHSP+E). This program is a more flexible graduation program that allows students to pursue their passion and interests to prepare for high-wage, high-skill, and in-demand occupations. Students may customize their high school experience beyond the Foundation High School Program by completing requirements for additional components such as Endorsements, Performance Acknowledgments and Distinguished Level of Achievements (DLA).

UPDATED 9/29/2026: My Texas Future

House Bill 2134 introduces a requirement for Texas high school students regarding the My Texas Future program. Under this legislation, students must choose whether to allow their educational data to be shared with higher education institutions for direct admissions. This decision must be made before graduation, and students have the option to opt out with parental consent or through a school counselor. Katy ISD will create a process to ensure all 12th graders are able to complete this graduation requirement.

Graduation Requirements: Credits and Assessment

All students entering high school are on the Foundation High School Program (FHSP) with Endorsement. This graduation plan requires the completion of 22 foundation credits plus four additional credits including a fourth math and a fourth science, and two additional electives for a total of 26 credits. See the Katy ISD online Course Catalog for detailed information on graduation requirements located on the Katy ISD Graduation Overview webpage. For questions and additional information, see the campus counselor. information, see the campus counselor.

A student must meet all state and local requirements, including earning course credits and passing the state-mandated assessment, to earn a diploma.

Graduation Requirements for the Classes of 2027 and Beyond

Graduation Requirements apply to students who enter the ninth grade in the fall of 2026 and thereafter. Students may also earn a distinguished level of achievement by successfully completing Algebra II in their selected coursework. Students should review the graduation plan which outlines requirements for the Foundations High School Program + Endorsement (FHSP+E) (26 credits) and the Foundations High School Plan (22 credits).

Graduation Plan (Class of 2027 and 2028)

FHSP+E Class of 2027 and Class of 2028

FHSP Class of 2027 and Class of 2028

Graduation Plan (Class of 2029 & Thereafter)

Katy ISD will no longer require Professional Communications and Health as a graduation requirement starting with the class of 2029.

FHSP+E Class of 2029 and Thereafter (26 credits)

FHSP Class of 2029 and Thereafter (22 credits)

College Board Advanced Placement and Dual Credit courses may substitute in appropriate areas for both Foundation and Endorsement credits.

Endorsement Overview

An Endorsement is a specialized area of focus, containing a sequence of courses in a specific area of study. To earn an Endorsement, students must complete a coherent sequence of courses for four or more credits which includes one advanced course in the designated program of study in addition to their other graduation requirements. The Five Endorsement Areas are: Science, Technology, Engineering, and Math (STEM), Arts and Humanities, Business and Industry, Public Services, and Multidisciplinary Studies. The Endorsement earned will be reflected on the student's official transcript at the completion of their high school career.

*A student entering 9th grade must indicate an Endorsement he or she plans to follow. A student may change or add an Endorsement at any time. A student may graduate without earning an Endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the Endorsement requirement.

STAAR
End of Course Exams (EOC)

Students must meet passing standards on the 5 End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan, to earn a diploma. Students must meet all graduation course credit requirements and EOC requirements to be eligible for participation in the graduation ceremony.

English Language Arts	Mathematics	Science	Social Studies
English I English II	Algebra I	Biology	US History

Students must complete the following State mandated requirements for graduation:

Financial Aid Application for High School Graduation

State law requires all students enrolled in grade 12 to submit a financial aid application or opt out form to graduate. Financial aid applications inform postsecondary institutions' decisions about student eligibility for federal, state, and institutional funds. To complete the financial aid application requirement for graduation, high school seniors must take one of the following actions:

- Complete and submit a Free Application for Federal Student Aid (FAFSA)
- Complete and submit a Texas Application for State Financial Aid (TASFA)
- Complete and submit a Financial Aid Application Opt-Out Form

Katy ISD students are required to upload proof of completion of one of the above options into SchooLinks during their Senior year. Contact the campus College and Career Facilitator for additional information.

Instruction in Cardiopulmonary Resuscitation (CPR)

Students must receive instruction in CPR at least once in grades 7-12 before graduation.

Instruction in Automated External Defibrillator (AED)

Students must receive instruction in AED at least once in grades 7-12 before graduation.

Instruction on Proper Interaction with Peace Officers

Students must receive instruction in proper interaction with police officers at least once before graduation from high school.

Distinguished Level of Achievement

Distinguished Level of Achievement is a higher performance category when students complete the foundation plan with Endorsement (26 credits), and their course work includes Algebra II as one of the math courses. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. The Distinguished Level of Achievement opens a world of educational and employment opportunities for students beyond high school.

The Distinguished Level of Achievement does the following:

- Allows students to compete for Top 10% automatic admissions eligibility at most Texas public university;
- Makes students more competitive applicants at selective colleges and universities;
- Prepares students for college-level coursework at community/technical colleges and universities;
- Lays a strong foundation for successful completion of an industry workforce credential or college degree.

Texas First Early High School Program

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program (Texas Education Code, Chapter 56, Subchapter K-1), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas. For more information, visit the TEA Texas First Early High School Completion Program website.

The Texas First Diploma and Scholarship Program

Students who graduate two or more semesters before their class receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, to a participating university. Students who graduate one semester early receive a one-semester scholarship to a participating university. Students may also be eligible for additional financial aid at most of these institutions.

The Texas First Diploma does not guarantee automatic admission for students. A student should consult their counselor for guidance on whether the student's grade point average at graduation qualifies the student for automatic admission under the state's top 10 percent law.

Students who graduate early with a Texas First Diploma may apply to any college or university they choose. However, the scholarship will apply only at the Texas public institution of higher education where they have been admitted.

The scholarship offer will expire at the end of the first academic year following a student's graduation, so students are encouraged to attend college directly after high school.

Visit The Texas First Diploma and Scholarship Program website for program details and student eligibility information. Students should contact their counselor to learn more about this program and verify their eligibility. (See Section on Early Graduate)

College, Career and Military Readiness (CCMR)

Katy ISD academics are structured around giving students a well-rounded educational foundation for specialized learning later in life. The purpose of College, Career and Military Readiness (CCMR) is to ensure that all Texas high school students have access to high-quality pathways to career and/or college. CCMR is integrated into the everyday culture of Katy ISD and is supported by state guidelines, partnerships with higher education organizations, and local businesses. It consists of curriculum, resources, programs, and activities that help students prepare for life after graduation.

The Texas Education Agency (TEA) has defined a set of indicators that students can earn to be considered college, career and/or military ready. Visit the College, Career and Military Readiness (CCMR) website for more information.

United States Military Recognition

During each Katy ISD graduation, students who are enlisting in the U.S. military or accepted into one of the five military academies are recognized. To be recognized, students must upload a completed copy of the Department of Defense (DD) Form 4. "Enlistment/Reenlistment Document-Armed Forces of the United States" or a copy of their official Academy Award letter into Schoolinks by May 1 of their Senior year. The DD Form 4 must be completed in full and include all required signatures by the student and the enlistment officer. The Academy Award letter must demonstrate direct entry of the student into the military or academy.

United States Armed Forces and National Guard

- United States Army
- United States Marine Corps
- United States Navy
- United States Air Force
- United States Space Force
- United States Coast Guard

United States Military Academies

- United States Military Academy at West Point
- United States Naval Academy
- United States Air Force Academy
- United States Coast Guard Academy
- United States Merchant Marine Academy

Post-Secondary Pathway Visits for Juniors and Seniors

Students who are classified as a junior or a senior based upon credits earned are eligible for two (2) excused absences per year for the purpose of visiting a post-secondary pathway (college, military, and/or technical school).

Parents may access the form: College/Military/Trade School Visit Form and upon successful submission, the excused absence will be recorded and will not count toward the maximum of five (5) absences to retain final exam exemption eligibility.

Early Graduate

An incoming third-year student who wants to graduate at the end of his/her junior year of high school must submit a letter of intention to graduate early and an early graduation plan to the counselor and principal at the end of his/her sophomore year or beginning of his/her junior year to be eligible for early graduation.

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

The purpose of the Early High School Completion Program, in conjunction with the Texas First Scholarship Program (Texas Education Code, Chapter 56, Subchapter K-1), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

https://tea.texas.gov/academics/graduation-information/state-graduation-requirements/texas-first-early-high-school-completion-program (See section on Texas First Diploma and Scholarship)

Final GPA and Class Rank Calculation

A student's final grade average shall be officially calculated at the end of the second six weeks of the spring calendar semester in which the student is eligible to graduate by multiplying each semester grade by the weight designated for the academic level of the course and then dividing the sum of the factored grades by the total number of semester grades completed. If a student is not ranked in the top 10%, the student will receive only a quartile ranking.

A student's GPA is determined by his/her quality points divided by courses attempted. Academic grades are awarded quality points. To determine the quality points used in the GPA calculation, points are assigned to each semester grade earned by the student. The points are totaled and then divided by two to change the status of the points from semester status to year or course status. To determine the courses attempted, the number of semester grades are totaled and then divided by two to change semesters attempted to courses attempted.

GPA-Exempt Courses

Students are encouraged to pursue their areas of special talents and interests to enrich their academic achievement. Students are eligible to take specified courses on a GPA exempt basis as established by Board Policy EIC (LOCAL) and identified in the District's GPA-exempt information. Login to MyKaty Cloud for the GPA exempt tile.

Graduation Ceremony

Katy ISD conducts the major commencement (graduation) ceremony for each high school at the end of the spring semester. A student who is assigned to the DAEP, JJAEP, or is suspended at the time of graduation is not allowed to participate in the graduation ceremony or any related activities. Diplomas are distributed at a later date. Please note that participating in the graduation ceremony is considered a privilege. Students have no constitutional right to receive their diploma at a specific graduation ceremony. Therefore, Katy ISD can restrict participation for any rational reason. [See Board Policy FMH (LOCAL).]

Students who are ineligible to participate in spring graduation will have the opportunity to participate in either the summer or winter ceremony. A student may only participate in a graduation ceremony once.

Special education students who receive content modifications as described in their individual education plans are also eligible for graduation. The plans have been developed by the Texas Education Agency and must be considered by the student's ARD committee. The requirement for the number of credits earned remains in effect when graduating under an IEP program. Eligible Section 504 students are required to graduate under a regular education graduation plan.

Special education students who have completed graduation requirements and continue with their IEP requirements will receive a certificate of attendance and upon completing their IEP will receive an official high school diploma.

Summer Graduation

Katy ISD holds a summer graduation ceremony for those seniors who have not met the graduation requirements at the time of the spring graduation ceremonies, but who complete requirements prior to the start of the next school year.

Winter Graduation

Katy ISD holds a winter graduation ceremony for fifth year students who complete the required credits/assessments to graduate at mid-year and for students who finish requirements and have applied to graduate in 3-1/2years. This includes students who attend Raines Academy or a comprehensive high school.

Graduation Vendors

Representatives of the companies supplying graduation products (cap and gowns, announcements, picture companies) will be on campus for ordering and for distribution. Students with an "N-No" or "O-Other" Directory Information Code will not receive information directly from a Katy ISD graduation vendor. A parent is given the opportunity to change the Directory Information Code while filling out the Annual Student Update or may complete an Exception to the Directory Information Code for Senior-Related Vendors form to receive information.

Graduation Cords, Cowls and Medals

The approved Cords, Cowls and Medals found on the Katy ISD webpage for Graduation Ceremonies are the only accessories to be worn during graduation ceremonies. See the Katy ISD Graduation Ceremonies webpage.

Top Graduates

The honors listed below are determined at the end of the fifth grading period of the senior year. Students must graduate on the state's 26-credit Foundation High School Program + Endorsement and earn the Distinguished Level of Achievement to be eligible for valedictorian, salutatorian, top ten graduates and honor/ high honor status. [See Board Policy EIC (LOCAL).]

- **Valedictorian** – Highest ranking student
- **Salutatorian** – Second highest ranking student

To be eligible to be valedictorian or salutatorian, students must be enrolled the junior and senior years in the same Katy ISD high school and graduate in no fewer than eight regular semesters. In the event of a tie, valedictorian and salutatorian shall be determined by averaging the grades from courses taken in common by all students involved in the tie.

- **Top Ten Graduates** - Valedictorian, salutatorian, and the students with the next eight highest grade averages.
- **High Honor Graduates** - GPA of 4.0000 and above. These students are awarded a gold cord for graduation.
- **Honor Graduates** - GPA of 3.5000 through 3.9999. These students are awarded a silver cord for graduation.

Students entering a Katy ISD high school during their seventh semester will be allowed honor graduate status commensurate with their earned rank in class.

Students who graduate in fewer than eight semesters will be assigned an equivalent senior class rank based on their grade point average and will be eligible for honor or high honor graduate status.

Honor/High Honor and Top Ten Graduates Calculation

All courses attempted and quality points earned for high school credit are calculated to determine the seven (7) semester GPA. The grades earned during the fourth and fifth grading periods of the senior year are averaged to create a projected semester grade for the final semester (semester 8) and added to the seven-semester GPA. The resulting Commencement GPA is used to rank all the senior students ONLY for the purpose of determining the Top Ten students and the students who earn the privilege of wearing an honor cord.

Students with Disabilities

Katy ISD will issue a certificate of attendance to students, consistent with the decision of their ARD committee, who receives special education services and who has completed four years of high school but has not completed their individualized education program (IEP). Katy ISD will allow students who receive a certificate of attendance to participate in a graduation ceremony with students who are receiving high school diplomas. Students may participate in only one graduation ceremony under this provision. This provision does not preclude a student from receiving a diploma if the student successfully completes an IEP. Education Code 28.025(f).

Participating in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating the *Discipline Management Plan and Student Code of Conduct*. Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the recite the Moment of Silence, recite the pledges, or present the Class Gift at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give any remarks, a student shall not have engaged in any misconduct in violation of the *Discipline Management Plan and Student Code of Conduct* resulting in an out- of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the *Discipline Management Plan and Student Code of Conduct* resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

SECTION VII: STUDENT CONDUCT

The *Discipline Management Plan and Student Code of Conduct* is the District's response to the requirements of Chapter 37 of the Texas Education Code.

Parents may access the document here: Discipline Management Plan and Student Code of Conduct.

SECTION VIII: GLOSSARY*

ACT	American College Testing
ADA	Average Daily Attendance
AED	Automated External Defibrillator
AI	Artificial Intelligence
AP	Advanced Placement
ARD	Admission, Review, and Dismissal
ASVAB	Armed Services Vocational Aptitude Battery
BIP	Behavior Intervention Plan
CCF	College and Career Facilitator
CCMR	College, Career, and Military Readiness
CDL	Commercial Driver's License
CEP	Community Eligibility Provision
CFR	Code of Federal Regulations
CIPA	Children's Internet Protection Act
CLEP	College Level Examinations Program
COPPA	Children's Online Privacy Protection Act
CPR	Cardiopulmonary Resuscitation
CPS	Child Protective Services
CTE	Career and Technical Education
DAEP	Disciplinary Alternative Education Program
DEC	District Executive Committee
DD	Department of Defense
DFPS	Texas Department of Family and Protective Services
DLA	Distinguished Level of Achievements
DMP	Discipline Management Plan and Student Code of Conduct
DSHS	Texas Department of State Health Services
EB	Emergent Bilingual
ELA	English Language Arts
ELPS	Texas English Language Proficiency Standards
EMS	Emergency Medical Services
EOC	End of Course
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
FAPE	Free Appropriate Public Education (Section 504)
FERPA	Family Educational Rights and Privacy Act
FES	Foreign Exchange Student Program
FHSP	Foundation High School Program
FHSP+E	Foundation High School Program with Endorsement
GPA	Grade Point Average

GT	Gifted and Talented
HAC	Home Access Center
IBC	Industry Based Certifications
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IPM	Integrated Pest Management
IPR	Interim Progress Reports
KAP	Katy Advanced Program
LEA	Local Education Agency
LMS	Learning Management System
LPAC	Language Proficiency Assessment Committee
LVHS	Legacy Virtual High School
MAP	Measures of Academic Progress
MCTC	Miller Career & Technology Center
MTSS	Multi-Tiered Systems of Support
NAIA	National Association of Intercollegiate Athletics
NCAA	National Collegiate Athletic Association
NSLP	National School Lunch Program
OAC	Opportunity Awareness Center
PDSES	Parent-Directed Special Education Services
PIE	Partners in Education
PSAT/NMSQT	Preliminary SAT / National Merit Scholarship Qualifying Test
PTA/PTO	Parent Teacher Association / Parent Teacher Organization
RA	Raines Academy
RLA	Reading Language Arts
SAT	Scholastic Assessment Test
SBP	School Breakfast Program
SHAC	School Health Advisory Council
SRQ	Student Residency Questionnaire
STAAR	State of Texas Assessments and Academic Readiness
STEM	Science, Technology, Engineering, and Math
TAC	Texas Administrative Code
TAHPA	Texas Asbestos Health Protection Act
TAPR	Texas Academic Performance Report
TASFA	Texas Application for State Financial Aid
TCHATT	Texas Child Health Access Through Telemedicine
TDA	Texas Department of Agriculture
TDFPS	Texas Department of Family and Protective Services
TDSHS	Texas Department of State Health Services
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills

TELPAS	Texas English Language Proficiency Assessment System
TSIA2	Texas Success Initiative Assessment 2
UIL	University Interscholastic League
USDA	United States Department of Agriculture
VPA	Virtual Private Network

**Katy Independent School District is not responsible for the accuracy, availability, or content of external links and resources that are beyond the District's control and may be subject to change without notice.*

Ken Gregorski, Ed.D. ***Superintendent***

Final: July 1, 2026

Updated - Version 1: July 27, 2026
Updated – Version 2: September 29, 2026