



# KILLEEN ISD **DISCIPLINE ALTERNATIVE EDUCATION PROGRAM**

PROCESS IMPROVEMENTS FROM DISCIPLINE  
INFRACTION THROUGH RETURN TO HOME CAMPUS



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# OBJECTIVE

- Explain DAEP processes that ensure safety and security
- Present expectations for parental involvement and partnership
- Address supports for students' academic, emotional and behavioral needs
- Outline orientation and exit meeting procedures
- Present the transition plan for successful student reintegration
- Explain continued monitoring and support for students beyond the probation period



# HB 6 & SCOC Impact on DAEP Enrollment



- E-cig/vape now option of ISS for first offense
- Felony offenses occurring off campus are now mandatory placement
- Virtual education for expelled students returned to KISD
- Parents involved via Parent Behavior Agreement , at the Board's discretion



# Student Code of Conduct

Under Texas Education Code Chapter 37, a student may be placed in a Disciplinary Alternative Education Program (DAEP) when their behavior meets specific criteria outlined in Sections 37.006 through 37.009.

These placements can be either mandatory (required by law) or discretionary (allowed at administrator's discretion).



# **Mandatory versus Discretionary Placement**

<b>Discretionary</b>	<b>Mandatory</b>
<b>Administrator's discretion</b>	<b>Required by law or policy</b>
Engages in cyberbullying	Commits a felony on campus
Engages in bullying that encourages the student to commit suicide or to attempt suicide	Sells, gives, delivers or is under the influence of a controlled substance, THC, or alcohol while on campus (amount not resulting in felony)
Involved in criminal street gang activity	Fighting or assault
Any behavior that is classified as a Serious Offense (local code)	Commits behavior that is defined as public lewdness or indecent exposure.
Assault with threat of imminent bodily injury	Conduct that is defined as harassment against an employee under Penal Code 42.07(a)(1), (2), (3) or (7).

# Federal & TEC Due Process Requirements



## Elements of Due Process

- Notice of alleged conduct
- Explanation of evidence
- Opportunity to respond
- Hearing before expulsion
- Right to representation
- Right to present evidence
- Right to appeal expulsion

## Campus Level Hearing:

- Exceeds Federal requirements
- Aligned with TEC requirements
- Provides opportunity for parental voice

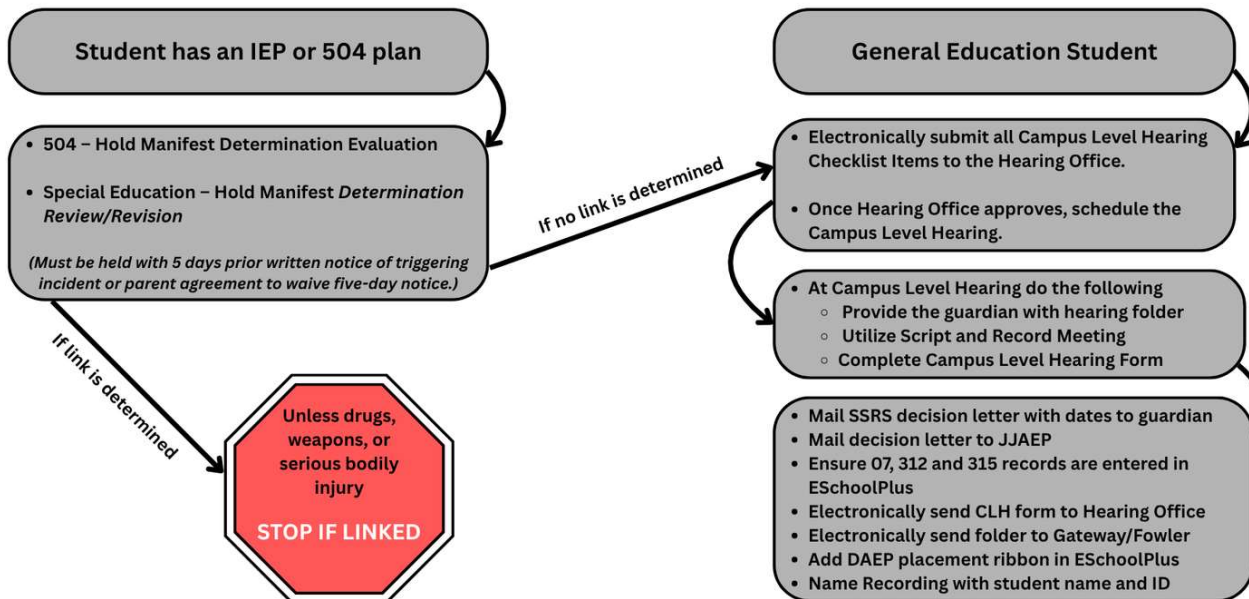
The Texas Education Code meets or exceeds the minimum due process protections established in *Goss v. Lopez* and TEC 37.009—particularly for expulsions and long-term placements. While *Goss* set a constitutional floor, TEC § 37.009 builds in procedural safeguards that reflect the severity of the consequence and provide structured opportunities for parental engagement and appeal.

# Hearing Process Prior to Placement



## Campus Level Hearing Process

With triggering referral, Discipline Administrator will inform the parent/guardian that the campus will be moving forward with a recommendation for placement to DAEP. Provide them with Parental Rights (get signature) and pre-schedule a DAEP intake meeting with Gateway/Fowler. This meeting will be canceled if student is NOT placed.



Principals may request that another principal / hearing officer facilitate the hearing.

# Campus Level Hearing Checklist



## **Documentation provided to the District Hearing Officer for approval prior to conducting the Campus Level Hearing**

- Due Process Hearing Information Summary Form
- Student Data Worksheet
- SCOC Acknowledgment Card
- Due Process Hearing Procedures and Parent Rights
- RtI/MTSS documentation
- IEP for Special Education Students, including BIP
- 504 Documents including full 504 Report
- Smart ISS tracking documents
- Truancy Prevention Measures
- Campus Probation Contract
- Student Transition Plan and Student Success Plan (SSP) documentation

# Orientation for Students and Families



Orientation is required as a part of the enrollment process and must be attended by the student and parent.

The parent and student receives a copy of the DAEP Handbook that details the expectations and procedures.

# Orientation for Students and Families



The orientation process is conducted with an emphasis on:

- Behavior expectations
- Academic expectations
- Dress code (required uniform)
- Arrival and dismissal procedures
- Cell phones are prohibited

# Required Dress Code



<b>Elementary Dress Code</b>	<b>Secondary Dress Code</b>
<b>Black pants or shorts - No denim</b>	<b>Black pants - No shorts or cargo pants</b>
<b>Solid white top - No logos or emblems</b>	<b>Black collared shirt, T -shirt or Crew neck shirt</b>
<b>Belt (3rd - 5th) if pants have belt loops</b>	<b>Black or brown belt</b>
<b>Coats/Jackets must be removed while in the classroom</b>	<b>One jacket or sweatshirt, No hood allowed</b>
<b>No head coverings</b>	<b>Pants must be worn at the waist, No shorts allowed under pants</b>
<b>No jewelry allowed</b>	<b>No jewelry allowed</b>

# Structures in Place for Safety



- Multiple KISD officers on duty throughout the day
- Student cell phones are not permitted on campus
- Conduct daily metal detector/wand sweeps for every student as they enter the building
- Block scheduling will provide only three classroom transitions per day limiting time in the hallways
- Students are tiered based on severity of behaviors

# Student Entry into the Building



Every student is screened upon entry, including:

- Entrance through a metal detector (and handheld detector)
- Remove shoes for inspection
- Pat-down conducted by trained staff
  - Middle School remain on the bus as small groups are removed at a time
  - High School all exit the bus and stand in line

**Administrators are all monitoring the students**

# Student Dismissal Process



- Student dismissal category is verified daily and sent to staff
  - Bus rider
  - Walker
  - Parent pick-up
- Admin staff monitors hallways and exit points
- Middle School and High School students are kept separate during dismissal process

# Student Dismissal Process



## Walkers

- Released as a group first
- Exit the rear of the building
- Immediately leave campus

## Bus riders

- Remain in classroom until called
- Students called by bus number as the bus arrives for loading

## Parent Pickup

- Begins 10 minutes before bell
- Students remain in classroom until called
- Parent is verified by staff member
- Student is called by walkie

# Transition Periods



- All staff are on duty during transitions
- High school students have a three-minute transition period
- Middle school students transition by grade level (6th, then 7th, then 8th)

# Escort Protocols



- Instructional aides escort students to the restroom, nurse, or any non-classroom area
- During lunch, one class at a time is escorted to pick up meals and return to class
- Restroom breaks are also scheduled one class at a time and supervised by staff

# Bathroom Safety



- High school bathrooms remain locked
- Only one student is allowed inside at a time unless accompanied by an adult
- After each use, bathrooms are checked and re-locked by an adult



# Successful Days of Attendance

- Only successful days count toward completion of the student's DAEP assignment
- A student will be credited with a successful day only when all of the following conditions are met:
  - Behavior expectations are followed (no discipline referral)
  - The student is present for more than half of the school day
  - All academic expectations are completed

# Helping Students Change Behavior



- Social and Emotional Learning (SEL) lessons and group sessions to help students build emotional, social, and academic skills
- Academic and behavioral progress
- Targeted interventions to address challenges that led to DAEP placement
- Staff and community agencies to remove barriers and advocate for student success

# Transition Support System



Required under Texas Education Code 37.023

- Transition meeting prior to exiting DAEP to create an Individualized Transition Plan
- Transition meeting lead by Social Emotional Learning Specialist and must include student, parent, Assistant Principal, Counselor, and teacher input

# Additional Practices in Place



- Implement targeted weekly interventions during the 45-day district probation
- Weekly progress report communicated to parent
  - Written report or In-person conference
- Conduct post-probation monitoring of student progress
- Monitor academic and behavioral progress
- Principal's report
  - Family Engagement Log
  - Academic performance
  - Intervention provided - Academic and Behavioral
  - Outcomes and changes

# Exit Survey



As part of our ongoing efforts to strengthen the transition experience for students exiting DAEP and returning to their home campuses, we will provide a brief survey to parents.

- Gather feedback on the effectiveness of the support provided
- Communication during the process
- Collect overall perceptions

The insights gained will help us strengthen our re-entry procedures, address any gaps, and ensure families are engaged during this critical period.

# Home Campus Case Management



## SEL Specialist on Home Campus

- Continues to monitor the academic, social-emotional, and behavioral success of the student
- Tracking student goals helps reduce recidivism by ensuring support and accountability after DAEP transition

# Summary



Updates focus on strengthening student accountability, engaging parents, and supporting academic growth alongside behavioral change. Safety measures have been reinforced on home and DAEP campuses, with targeted interventions and transition plans aimed at reducing repeat incidents and promoting long-term student success.

**Thank you**



**Questions**