

The Student Handbook and Student Code of Conduct are available in Spanish. Please contact the school principal to request a copy. Updates will be posted on line at www1.pasadenaisd.org/handbooks throughout the year.

El manual del estudiante y el código de conducta estudiantil están disponibles en español. Póngase en contacto con el/la director/a de la escuela para obtener una copia. Las actualizaciones se publicarán en línea en www1.pasadenaisd.org/handbooks durante el año.

Dear Parent:

Involved parents, dedicated teachers and committed principals form an invaluable partnership to improve the quality of education for all children in the Pasadena Independent School District. By working together with other members of our community, we can create a safe, healthy and orderly environment that will help your child get the most out of his or her education. We need your help.

The Student Handbook and Code of Conduct outlines our high expectations for student behavior and explains some of the procedures in which we believe you will be interested. The guidelines contained in this booklet are based on policies developed and approved by the Board of Trustees.

We strongly urge you to take the time to read through the booklet with your child. You and your child need to sign this page and return it to the school. This lets us know that you have read the Student Handbook and Code of Conduct and that you understand the procedures and consent to the responsibilities contained in this booklet.

The Board of Trustees, administration, teachers and support staff want the best for your child. We appreciate your cooperation and support, and we look forward to a great year in partnership with you and your child.

Respectfully,



DeeAnn Powell, Ed.D.
Superintendent of Schools

..... **PLEASE PRINT**

Student's ID Number: _____ **Homeroom:** _____

Student's Last Name: _____ **Student's First Name:** _____

I have received, understand and consent to the procedures and responsibilities outlined in the Student Handbook and in the Code of Conduct for 2020-2021.

X _____	_____	X _____	_____
Student Signature	Hm/Sec.	Parent Signature	Date

I have read and understand the school district attendance policy outlined on pages one, two and three of the Student Handbook.

X _____	_____	X _____	_____
Student Signature	Hm/Sec.	Parent Signature	Date

I have read and understand the school district directory information process and understand that I must inform the school in writing if I wish to restrict release of my child's information further than Pasadena ISD currently does.

X _____	_____	X _____	_____
Student Signature	Hm/Sec.	Parent Signature	Date

PLEASE SIGN, DATE AND RETURN THIS PAGE TO YOUR CHILD'S SCHOOL.

Pasadena Independent School District

September, 2020

Dear Parent / Guardian;

We want the best for your children. We know that children learn best when they attend school on a regular basis. Under Texas Law, compulsory school attendance is mandatory for all children between the ages of 6 and 18 and any student who is voluntarily enrolled in prekindergarten and kindergarten.



DeeAnn Powell, Ed. D.
Superintendent of Schools

This letter is to inform you of the law and district policies regarding failure to attend school. It is important that all parents and guardians are aware of the consequences of unexcused absences from school. Under Texas Law, unexcused absences may result in a civil offense for students and a criminal offense for parents.

If your child accumulates three (3) unexcused absences within a 28-day period, a warning letter will be issued. A parent conference will be requested to discuss your child's attendance. If unexcused absences continue to accumulate, your child and/or you may be placed on an attendance contract, which may include outside counseling. If, however, your child continues to have additional unexcused absences or does not follow the intervention measures of the contract, the school may file truancy charges in the court system. You and your child may have to appear in court and may be required to submit to a social services evaluation and possibly pay fines.

To avoid unexcused absences, the student must bring or upload a written excuse upon return to school/virtual classes. If the excuse is accepted by the principal, the absence will be excused. All written excuses must be turned in within two days of the student's return to school.

Students are required to attend school through the age of 18. When students reach their 19th birthday and accumulate 5 or more unexcused absences, they may be subject to withdrawal from school due to non-attendance.

Please take advantage of the opportunity to explain the importance of attendance to your child and the implications of not attending school. Please contact the campus administration of your child's school if you have any questions or need assistance.

Sincerely,

DeeAnn Powell, Ed. D.

Pasadena Independent School District

***PK - High School
Student Handbook
and
Code of Conduct
2020 – 2021***

**The Student Handbook and Student Code of Conduct are available in Spanish.
Please contact the school principal to request a copy.**

**El Manual Para Estudiantes y Código de Conducta está disponible en español.
Favor de ponerse en contacto con el/la director/a para obtener una copia.**



SUPERINTENDENT OF SCHOOLS

DeeAnn Powell, Ed.D.

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Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

EMERGENCY SCHOOL CLOSING

When severe weather conditions or other factors pose a threat to the normal operation of school, the Superintendent of Schools shall evaluate the hazard and determine if school closing is necessary. Please check the Pasadena ISD web page at www.pasadenaisd.org or sign up for closings alerts at the Pasadena ISD Twitter account at www.SafeSchoolAlerts.org. Please refer to the following radio stations for directions:

KILT 610 AM	KRBE 104.1 FM	KIKK 650 AM	KILT 100 FM	KTRH 740AM
KKMX 95.5 FM	KPRC 950 AM	KKBQ 93 FM	KXYX 1320 AM	KNUZ 1230 AM
KODA 99 FM	KLOL 101.1 FM	KLTN 102.9	KOVE 106.5	KQBU 93.3

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Preface/Overview

The Pasadena ISD Student Handbook and Code of Conduct is designed to provide basic information that you and your child will need during the school year. Both students and parents should become familiar with the Pasadena ISD Student Handbook and Student Code of Conduct. The Student Handbook is designed to align with board policy and The Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance. The Student Handbook and Code of Conduct can be found on the district's website at www1.pasadenaisd.org.

The information in this handbook is subject to change by the Texas Commissioner of Education or by recent Legislative action.

The Student Handbook is updated yearly; however, policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

A hard copy of either the Student Code of Conduct or Student/Parent Handbook can be requested at the student's campus.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws – one dealing with the required presence of school-aged children in school, e.g. compulsory attendance, the other with how a student's attendance affects the award of course credit – are of special interest to students and parents. They are discussed below.

Compulsory School Attendance **PreKindergarten and Kindergarten**

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

Ages 6-18

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

Any student who misses any part of a school day may be in violation of the law. By law, the district is required to notify all parents/guardians at the beginning of each school year that if a student is absent without acceptable excuse* for ten or more days (or parts of days) within a six month period, the school may file charges against both the parent (or person standing in parental relation) and student. A warning letter will be issued to students and their parent/guardian after the 3rd (third) absence without an acceptable excuse.* School authorities may investigate absences.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan. If the student's enrollment is revoked, the student's presence on school property thereafter would be unauthorized and may be considered trespassing.

** Without an acceptable excuse means any Unexcused Absence and includes truancy and any excuse note with a reason not accepted by a principal.*

Attendance for Credit or Final Grade (Kindergarten – Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

A parent/legal guardian may submit a written appeal, including any information about the absences, to the school's Attendance Committee. The Committee will review the information regarding the extenuating circumstances causing excess absence. The Attendance Committee may accept or reject the request. All absences whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days.

Consecutive Absences

A student absent three (3) or more consecutive days for personal illness must provide medical verification of illness. District policy establishes guidelines for determining extenuating circumstances and ways for students to make up work or regain credit lost because of absences.

Daily Attendance (Official ADA)

For state auditing purposes, **9:30 a.m. is the Official ADA (Average Daily Attendance) Snapshot** time for our district. Students who are present at 9:30 a.m. are officially marked present in school. Students who are absent at 9:30 a.m. are officially marked absent from school. Middle, intermediate and high school attendance is taken period-by-period for credit and promotion purposes.

Students must be in attendance for at least four (4) hours of the school day to be eligible to participate in any extracurricular activity that day afternoon, or, evening. The principal may determine participation due to extenuating circumstances

Exemptions to Compulsory Attendance

All Grade Levels

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

The following are legal exceptions to the Absent/"Snapshot" rule:

- **Religious Holy Days** - Students are excused for observance of religious holy days if the parent, guardian, or person having custody or control of the student submits an acceptable written request to the principal. A holy day is a day that all members of an established religious community are obligated to observe as a tenet of the faith. A note from a church official verifying attendance is required.

A student whose absence is excused for the purpose of holy days shall not be penalized for the absence and shall be counted as having attended for the purpose of calculating the average daily attendance in the district. Education Code 25.087, 19TAC 129.21. Documentation will be required of all religious organizations. It is the student's responsibility to complete all work missed. Students will not lose credit for absences marked as a holy day, or for absences marked Excused due to religious observances.

- **Health Care Appointments** - Absences due to doctor or dentist appointments for the student or the child of a student are excused and not counted as a day of absence if the student commences classes or returns to school on the same day of the appointment or treatment and completes any missed assignments. Students with such appointments must submit a note signed by the health care provider or their representative verifying the appointment. The note must include the name of the doctor or clinic, the doctor's or clinic's telephone number and the date and time of the appointment.

The original note must be signed and dated by the appropriate official confirming the appointment. Parents are encouraged to arrange routine appointments at times other than regular school hours.

- **U. S. Naturalization Appointments** - The student is required to visit U. S. Naturalization to complete required paperwork or attend a student's own citizenship ceremony. A note is required listing the exact date of the absence, the reason, and signed by the parent.
- **Court Appointments** - A student who is required to appear in court or attend a foster care meeting with the Department of Family and Protective Services may be excused if the clerk or other officer of the court provides a written excuse, signed and dated. This may not apply if the student is a defendant as determined by court officials.
- **College Visits** – A junior or senior student's absence of up to two days relating to visiting a college or university will be excused, provided the student returns proper documentation to verify the visit and makes up any missed work.

- **Military Visitation** - A student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

All items listed above require proper documentation and require all work missed be made up. When both are completed, the absence is coded appropriately and the student is counted as present.

Other "Excused" Absences

In addition to the "exceptions" listed above, state law defines "excused" as any cause for absence which the principal accepts as excused.

"Unexcused" Absences

- Failure to submit a written note of explanation within two days of returning to school,
- Truancy
- Any reason not accepted by the principal as "Excused" will be marked as "Unexcused", whether or not there is a note.

Excuses

If it is necessary for a student to be absent from school, the student must bring a written excuse upon return to school. Assuming the reason for the absence is accepted by the principal, students bringing a note the following day will be given an excused absence. If the student fails to bring a note within two school days of returning to school, the absence may be recorded as unexcused and considered as truancy. The teacher/campus will keep the excuse on file for the school year.

Excuses should be written on a full sheet of paper and must contain:

- The full name and homeroom section of the student
- The date(s) of the absence
- The reason for the absence for each and every date listed
- The telephone number of the parent/guardian
- The date the excuse is written
- The signature of the parent/legal guardian/person listed on the Enrollment Form as the person who enrolled the child.

<p>September 23, 2020 Please excuse John Doe (HR 9-12) for his absences on September 21-22. He was ill with the flu. Jane Doe 713-740-0000</p>

A student must not sign a parent's name even with the parent's permission. Such a signature may be considered forgery and will result in disciplinary action. Absences not documented with written excuses will be considered unexcused.

Make-up Work

Whether "Excused" or "Unexcused", students are obligated to make up all work missed when absent. Teachers will establish reasonable deadlines for students to complete make-up work. Students experiencing short-term absences from school may obtain their assignments from classmates and the school office may secure textbooks with appropriate notice. For extended absences, defined as three (3) consecutive days, parents may request from the school office to secure assignments from teachers. **Requests for these assignments should be made twenty-four (24) hours in advance.**

Parent Responsibility

Until age 18, parents are responsible for their children. That includes attendance in school. To assist, the school will place a phone call to the parent through an automated dialer when a child misses a class or a day of school. The phone will call the number a parent has listed on the Enrollment Form. Attendance is reported on report cards that are issued on a regular basis. Parents may also monitor their child's attendance and grades through "Skyward Family Access", an internet service of the district. Instructions on participation may be obtained through the child's school or the PISD website.

Release of Students from School

For the protection of your child, the school cannot release students to leave earlier than the regular dismissal time unless the parent has sent written permission to secure a release for the child. Students will remain in class until called for by school personnel upon request of the parent or guardian. A student can only be released through the office.

Required:

- The person seeking release of a child must be listed on the Enrollment Form.
- Identification shall be required (i.e. picture ID) before students are released.
- The person must be at least 18 years old.
- If the parent authorizes someone else to pick up the child, the authorization must be in writing, signed and dated, and confirmed by school personnel before the child may be released.

All notes are subject to verification.

A minor child may *not*, under any circumstances, be sent to sign a child out early.

Students who must leave during the day must sign out through the main office or the attendance office. The time of departure is to be noted, and the official daily Sign In/Sign Out Sheet signed by the parent. If a student must leave because of a doctor's appointment, he or she will be excused for the time of the appointment only and must return with a doctor's verification showing the doctor's name, phone number, and time of appointment.

Any student sent home by the nurse must still be checked out of school. Each campus will have a specific procedure for checkout. A student sent home from school by the nurse is not automatically excused. If the student returns to school the following day, a parent note is still required. The note may refer to the action taken by the nurse. The principal shall decide whether or not the partial day absence is excused.

Tardy to School

Students who arrive after the morning tardy bell has sounded must check in (with signature and time on the official daily Sign In/Sign Out sheet) through the attendance office. Late arrival to school is a violation of the state compulsory attendance law.

Car trouble, traffic, or missing the school bus are not accepted excuses for arriving on campus late. Official daily attendance is taken at 9:30 am and if the student is not present at that time, he/she will be counted absent for the entire day. Students who are late should arrive with a note explaining the tardiness or provide a note within two days of the late arrival. Even with a note approved, schools may impose disciplinary sanctions.

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the campus office or at <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>, which the student will need to submit to DPS upon allocation for a driver license.

Students may receive the Verification of Attendance Certification only if they:

- Have met the 90 percent attendance requirement for course credit in the current semester the VOE application is submitted
- Have not failed to receive credit for any course(s) during the previous semester due to excessive absences
- Are clear of all obligations, financial or otherwise

After request is submitted, V.O.E. will be available after 2:30 PM the next business day.

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (all grade levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www1.pasadenaisd.org. Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

Arrival and Dismissal

Parents are responsible for their children's safety before and after school. Therefore, parents should deliver their children to school (or to the school bus stop) no earlier than necessary. School officials are obligated to report to the appropriate authorities cases in which children are left unattended for excessive periods.

If any arrangement differs from the normal way a student is to go home, a note must be written or faxed to the office. All notes are subject to verification. Otherwise, the students will be sent home the usual way. The school encourages all students to exit the building upon dismissal and to go immediately home or to another designated place each day. Students should not arrive prior to the time designated by the campus or remain on the school campus after their dismissal time unless they are participating in an

authorized school activity. We encourage parents to be prompt in dropping off and picking up students. Students who are consistently picked up late may be referred to the appropriate authorities.

It is very important that students know in advance what arrangements have been made to get home on rainy days. Do not expect to reach the school office by telephone when it begins to rain at dismissal time.

Parents or other responsible parties that are listed on the registration and emergency cards must present proper identification when picking up a student (e.g., Texas Driver's License, Texas I.D. Card).

Assemblies

Students will be expected to report quickly to assembly as scheduled, just as you would report to class. Absence from assembly will be treated the same as absence from a class. Misconduct in assembly carries the same punishment as misconduct in the classroom.

Obligations of the audience to the American Flag-Posting the Colors:

Students are to rise to their feet as the American Flag is carried down the aisle to the stage, and to remain standing and quiet until the posting of colors is completed. A student should face the American Flag and place his or her right hand over his or her heart when joining in the Pledge of Allegiance.

Courtesy of the audience to those on the stage:

Attention to the speaker, performer, or master of ceremonies is required. Talking while someone is performing or speaking from the stage may be distracting or discouraging to the speaker and is not proper assembly etiquette. Students should applaud only by clapping hands. Booming, whistling and cadenced handclapping are inappropriate. Laughter and applause suitable to the occasion is very encouraging to the performers and certainly shows correct training and refinement. Laughter and applause at the wrong time show poor taste.

Assistance to Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

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

Special Education Referrals

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. The Districts 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 to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than forty-five (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 the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies.

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district 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 school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Kevin Melgaard, Coordinator of Evaluation, at 713.740.0873 or kmelgaard@pasadenaisdorg.

Section 504 Referrals

The District must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Erika Chapa, Coordinator Dyslexia, Intervention, and 504 at 713.740.0067.

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

Awards and Honors

PK-8

In their efforts to maintain high expectations of student performance, individual elementary, middle, and intermediate campuses may determine criteria that exceed the guidelines outlined below.

Honor Roll

Students who excel in their classes may be eligible for the Honor Roll compiled each grading period.

Elementary students must have all A's on their report card, including conduct. Grades in all classes are used to determine eligibility for the Honor Roll.

Middle and intermediate school students must have a grade point **average** of at least 3.71 with no grade below a B. In addition, all students must not have a conduct grade below a B. Grades in all classes are used to determine who qualifies for Honor Roll. A grade adjustment is made for honors classes when determining Honor Roll (see Grade Point Calculation - Weighted Grade Point System - Middle and Intermediate School section of this handbook).

Merit Honor Roll

Elementary students must have all A's and no more than one B in all courses to be named to the Merit Honor Roll. In addition, all conduct grades are no lower than a B.

Presidential Academic Award

The Presidential Academic Award program is coordinated by the United States Department of Education. Criteria for receipt of this award are established yearly, and information is available from the counselor.

Academic Excellence

To be honored for Academic Excellence, students must make a yearly average of A in each subject, based on a weighted grade point system. Conduct grades are not used in determining this award. A grade adjustment is made for honors/pre-AP classes when determining Academic Excellence (see Weighted Grade Point System section of this handbook).

Certificates

Certificates of merit or certificates of recognition may be given to students for achievement in academic and special activities as well as attendance.

Honor Society (Grades 5-6)

Membership in the National Elementary Honor Society has become recognized nationally as one of the highest honors that can be bestowed upon a middle school student. Membership, however, is more than an honor; it carries with it a responsibility and should be considered the beginning of an obligation, not merely the successful culmination of an effort to achieve recognition and honor. Members are selected from grade five.

Grades must average 92%. Students must complete the application process which includes an essay. The application is reviewed and the selections are made by a faculty committee on the basis of character, scholarship, leadership and service.

A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long term or short term off campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC) or has been suspended or expelled from school.

Once a member, the student must maintain a 92% grade point average and a B in conduct.

National Junior Honor Society (Grades 7-8)

Membership in the National Junior Honor Society (NJHS) has become recognized nationally as one of the highest honors that can be bestowed upon an intermediate student. Membership, however, is more than an honor; it carries with it a responsibility and should be considered the beginning of an obligation, not merely the successful culmination of an effort to achieve recognition and honor.

Members are selected from seventh and eighth grade.

Grades for the grading period immediately preceding the induction must average 4.2 on the weighted grade-point system in Language Arts, Math, Science and Social Studies. Students are then selected by a faculty committee on the basis of a completed NJHS Application, GPA, character, leadership, service and a personal essay. A full copy of the application and requirements is available from the campus principal or the NJHS's campus advisor. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had an assignment to In-School Suspension (ISC), or has been suspended or expelled from school.

Once a member, the student must maintain a 92% grade average and a B in conduct.

High School

In their efforts to maintain high expectations of student performance, individual campuses may determine criteria that exceed the guidelines outlined below.

Awards and honors in the high schools shall include Academic Excellence, the ten highest ranking graduates, President's Award for Educational Excellence, Who's Who, science awards, literary awards, leadership and citizenship awards, Girls and/or Boys State, vocational awards, scholarships, University Interscholastic League Awards, Academic Decathlon and language societies.

Academic Excellence

Academic Excellence Awards will be presented to students according to the following criteria:

1. The weighted grade-point system will be used.
2. Students must be enrolled in a Pasadena school both semesters and carry a full load of subjects.
3. All semester course grades earned by a student during the regular term shall be used in computing the grade-point average for that year. Grades earned during the regular school term in Extended Day, Virtual School, and Dual Credit courses will be included in the computation; grades in supplementary coursework (such as correspondence, summer school or Community School) shall not be included.
4. A student must maintain an overall 4.0 grade-point average for the year's work.
5. The semester average in each course must be at least 90 (for regular classes) or 80 (for state-approved honors and premium classes).
6. The nature of the award shall be determined by the homeroom placement of the student: freshmen, sophomores, and juniors shall receive medals, and seniors shall receive a plaque. Upon earning a second high school Academic Excellence Award, a student shall receive a letter and may receive a jacket. Seniors will not be eligible for this bonus award.

Honor Roll

An Honor Roll will be published at the end of each six weeks during the school year. The following criteria **must be** met in order to be eligible for the Honor Roll.

1. The weighted grade-point system will be used.
2. All course grades earned by a student during the regular term shall be used in computing the grade-point average for that six weeks. Grades in supplementary coursework (such as correspondence, extended day, summer school, credit by exam or Community School) shall not be included.
3. A student must have a 4.00 grade-point average.

Mu Alpha Theta

Membership in Mu Alpha Theta is based on the following:

1. The student shall have completed four semesters and be enrolled in the fifth semester of college preparatory mathematics.
2. The student shall have a 4.00 average with no grade less than 80 in the mathematics courses already completed.
3. The student shall have a 3.75 overall average in all courses.
4. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school.

National Honor Society (Grades 10-12)

Membership in the National Honor Society has become recognized nationally as one of the highest honors that can be bestowed upon a high school student. Membership, however, is more than an honor; it carries with it a responsibility and should be considered the beginning of an obligation, not merely the successful culmination of an effort to achieve recognition and honor. Members are selected from grades ten, eleven and twelve.

Grades for the grading period immediately preceding the induction must average 4.50 on the weighted grade-point system. Then an over-all average beginning with the ninth grade must be 4.50, also on the weighted grade-point system. Students are then selected by a faculty committee on the basis of character, scholarship, leadership, and service.

A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school.

Once a member, the student must maintain a 4.50 grade-point average.

Who's Who

At the close of each school year, faculty members honor exemplary senior students by electing them to Who's Who (Semper Donantes at South Houston High; Trailblazers at Dobie High). Election to this honor recognizes the student's academic achievement and service to the school. To qualify for consideration, a student must have a 2.5 grade point average the previous semester. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school. No other "Who's Who" or similar awards by outside commercial companies shall be recognized through the school district in any way.

"Mr. and Miss"

At the close of the school year, the senior class honors one senior girl and one senior boy by electing them Mr. and Miss. Election to this honor recognizes the students who epitomize the spirit of their school. To qualify for consideration, a student must have a 2.5 cumulative grade point average beginning with the ninth grade. A student shall be ineligible if he or she, in either the previous or

current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school. "Mr." and "Miss" are not considered social honors.

President's Award for Educational Excellence

The President's Award for Educational Excellence program is coordinated by the United States Department of Education. Criteria for receipt of this award are established yearly, and information is available from the counselor.

Superintendent Scholars Program

The Pasadena ISD Superintendent Scholars Program encourages students to set high academic course goals and rewards successful progress toward those goals. Class of 2021 graduates who complete the Distinguished Achievement Program Plan with an endorsement will receive a special medallion and be recognized at graduation activities. In addition, by completing the Distinguished Achievement Program students who meet the family income requirement may be eligible for the Texas EXcellence, Access and Success Grant Program (TEXAS Grant) from the State of Texas.

Class Ranking

At the end of the second, fourth, sixth and seventh semesters of high school, rankings of the academic performance of all students will be determined. All grades on the high school academic achievement record (transcript), excluding intermediate school credits shall be used in the computation of the grade point average for the purpose of ranking students. Besides standard courses taken in the day school program, these grades include summer school, evening school, correspondence courses, dual credit courses, credit by exam, and virtual school (on-line and two-way video conferencing classes).

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=237492> for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Refer to **Immunization** for further information.

Bullying (All Grade Levels)

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, actual or perceived sexual orientation, gender identity, or any other basis prohibited by law. The District prohibits bullying. Retaliation against anyone involved in the complaint process is a violation of district policy.

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

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

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

A cellular or other type of telephone
A Computer
A camera
Electronic mail
Instant messaging

Text messaging
A social media Application
An internet website
Any other internet-based communication tool

Bullying is prohibited by the district and could include

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

Any student who believes that he or she has experienced bullying should immediately report the alleged act to a teacher, school counselor, principal, other district employee or electronically through the Say Something – Anonymous Tips link available on the PISD and campus websites. (Refer to the Pasadena ISD web site - Local Policy FFI and FFH)

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

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website.

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

Career and Technical Education

Career and Technical Education programs are available for all students who desire to develop marketable skills and occupational knowledge and experience.

The District offers career and technical education programs in Agriculture, Food & Natural Resources, Architecture and Construction, Arts, AV Technology & Communications, Business, Management & Administration, Computer Science, Education & Training, Finance, Government and Public Administration, Health Services, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections and Securities, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, and, Transportation, Distribution and Logistics. Admission to these programs is varied depending on the program and prerequisite course requirements. Please contact your campus counselor for more information.

Descriptions and requirements for each of these programs are contained in the *High School Course Selection and Registration Guide*. The District will take steps to ensure the lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

The school counselors are available to assist students in selecting appropriate courses and programs geared to meet the students' career goals. Applications for certain Career and Technical courses are available in the Counseling Offices prior to spring registration.

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

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

The Pasadena district has established a plan for addressing child sexual abuse and other maltreatment of children; refer to policies FFG (EXHITIT), FFG (LEGAL), FFE (LEGAL), GRA (LEGAL), DGC (LEGAL), and DMA (LEGAL).

By state law, all school employees, or anyone who suspects that a child has been or may be abused or neglected, are required to report such abuse to law enforcement or to Child Protective Services (CPS) and cooperate with the investigative authorities. A report of abuse shall be made not later than forty-eight (48) hours after the person suspects that the child has been or may be abused or neglected.

Warning Signs of Sexual Abuse

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Warning Signs of Sex Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;

- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

Anyone who suspects that a child has been or may be abused, sex trafficked, 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).

A child who has experienced sexual abuse, trafficking, 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 and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area.

The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in county, please visit:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

The following websites might help you become more aware of child abuse and neglect:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

College Preparation (Secondary Grade Level Only)

This section provides general college preparation information. For specific information concerning graduation requirements and possible endorsements, see the GRADUATION section of this handbook.

High school is, for many students, the stepping stone to college. The high school curriculum offers such students an extremely wide range of choices and opportunities for strengthening and broadening their education. Since college entrance requirements vary widely and change frequently, it is important that the student and parent work closely with the student's counselor to make the most of the high school years and to identify a college or university best serving the student's ability, interests and goals.

Each year the District sponsors a College Fair for juniors, seniors and their parents. Officials representing most colleges and universities in Texas and other schools across the nation present up-to-date information and insights on their institutions. The College Fair is scheduled for **Tuesday, November 17, 2020, 6:00 – 8:00 pm at Pasadena Convention Center; 7902 Fairmont Pkwy; Pasadena, TX 77504**. Information about this important event is available from the school counselor or College NOW Coordinator.

College Credit Courses

Students in grades 9-12 have opportunities to earn college credit through the following methods:

- Certain courses at the high school termed Advanced Placement
- Enrollment in courses termed as dual credit taught in partnership with San Jacinto Community College
- Enrollment in courses taught at other college or universities; and
- Certain CTE courses

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

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

Advanced Placement - AP/PreAP Program

Course offerings that serve the needs of exceptionally capable students vary by campus. When students participate in middle/intermediate school honors/Pre-AP classes, premium points are added to grade-points when determining eligibility for Academic Excellence and Honor Roll (see Weighted Grade Point System section of this handbook).

These courses are designed to move at a faster pace, include a more in-depth study of the subject, and have a more rigorous standard of grading. Eligible students need to carefully consider participation in one or more of these courses because of the increased time commitment and outside work required. Please contact your school counselor for details.

Developed by the College Board, Advanced Placement courses are college level and, consequently, very demanding. They are designed specifically to provide the opportunity for high school students to gain college credit by examination prior to college entrance. Before enrolling for these courses, students should consider carefully their own priorities and make certain they are willing to devote the necessary time commitment to study at the possible expense of social and extracurricular activities. Students will be awarded HONORS GRADE POINTS for Pre-Advanced Placement courses and ADVANCED HONORS GRADE POINTS for Advanced Placement courses. **Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and if so, will affect a student's final course grade.**

It is important to keep in mind that not all colleges and universities award credit in all qualifying Advanced Placement exam scores. Texas state colleges and universities are required to give credit for scores of three or higher for AP tests, which are graded on a five-point scale. However, some AP classes that are a prerequisite for later courses could still require higher scores if the college/university academic officers decide it is necessary for higher qualifying scores. *Students are responsible for ensuring that the college they are planning to attend will accept the Advanced Placement score.* For more information, contact the college admission office and the university web site.

Information about the College Board Advanced Placement examination schedule will be provided by Advanced Placement Campus Coordinators and Advanced Placement teachers.

For further information <http://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=30230237>

Dual Credit Opportunities (San Jacinto Community College)

Pasadena ISD and San Jacinto College Central and South Campuses offer dual credit opportunities for eligible high school students. All dual credit courses are held at the college campus and on some high school campuses. In order to be eligible for these opportunities, a student must demonstrate college readiness by meeting passing standards on certain STAAR EOC exams, ACT exams, SAT exams, or Texas Success Initiative Assessment (TSIA). Students must also demonstrate success in core high school courses, have prior approval from the student's high school counselor, and acquire the signatures of the student's parent and the high school counselor on the Pasadena ISD Dual Credit Approval Form. A student may not register for a class that conflicts with scheduled high school classes. Prior to registration, students and their parents are required to attend one of the scheduled informational meetings at San Jacinto College or the student's high school.

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. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit courses taken in high school for college credit. *Students are responsible for ensuring that the college they are planning to attend will accept transfer credits from San Jacinto College.* For more information, contact the college admission office.

Students will be awarded Advanced Honors points for Level II dual credit courses and Honor points for Level I dual credit courses. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three college semester hours and one-half credit toward high school graduation. Exceptions are ARTS 1301 (Art appreciation) and BCIS 1305 (Business Computer Applications), both of which count as one credit toward high school graduation. Grades of "A" or "B" in core academic courses count as advanced measures for the Distinguished Achievement Program or 12 hours of college academic courses count as performance acknowledgment for the Foundation High School Program. The student's transcript will indicate that

the grade was earned in a dual credit college program and will reflect the numeric average earned in the college class. **Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and if so, will affect a student's final course grade.**

Early College High School

Early College High School (ECHS) provides students with a seamless pathway from high school to college. Students take college courses, along with their high school classes, which give them the opportunity to graduate with a high school diploma and an Associate Degree from San Jacinto College. In ECHS, students begin taking two college classes in ninth grade and progress by taking more college classes each year. By their senior year, most students are nearly finished with their high school requirements and are ready to focus on a full college schedule. Pasadena ISD has a school within a school mode, which means that freshmen and sophomores take their college classes on the comprehensive high school campus, and juniors and seniors take classes at San Jacinto College. For further information http://www1.pasadenaisd.org/departments/departments_c-e/ECHS/

College and University Admissions and Financial Aid

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT or SAT College Readiness Benchmarks

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2021 terms or spring 2022, the University will admit the top six percent (6%) of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgement of that they received the information.

Students and parents should contact the Texas colleges/universities for further information about automatic admissions, the application process and deadlines.

Financial Aid

A number of forms of financial aid are available to students entering college:

1. Scholarship or grant-in-aid
2. Loan
3. Work-study or co-op programs
4. Part-time employment

A student needing financial aid to attend college should contact his or her school counselor and the office of financial aid at the college or university he or she plans to attend. The student will need to contact the college or university also for housing, usually handled separately from admission application. Since, in many cases, a room must be reserved long before application for admission is made, a student should consult college web sites, college catalogs in the school counselor's office, library, or make direct inquiries to the college during his or her junior year.

Scholarships and Grants

Each year high school students receive thousands of dollars' worth of scholarships and awards. Businesses, industries, organizations, and individuals provide monies to encourage education. Each college or university has its own particular scholarships. It is important for the student to check with his or her school counselor, as well as the financial aid department of the college he or she plans to attend, concerning these scholarships.

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Athletic Scholarships - All athletes seeking an athletic scholarship in college must register with the NCAA Clearinghouse and are required by NCAA to have specific core courses for Division I and II Schools. These requirements include the following: graduation from high school, successful completion of a core curriculum, a specified minimum grade-point average and a specified minimum SAT or ACT score. Further information may be obtained from the NCAA Guide for the College-Bound Student-Athletic, www.ncaa.org, the Campus Athletic Director, or the school counselor.

*The requirements are changing for students who enroll full time at an NCAA Division I school after **August 1, 2016**.*

- Students must graduate high school and meet ALL the following requirements:
- Complete 16 core courses
 - Four years of English
 - Three years of Math (Algebra I or higher)
 - Two years of natural/physical science (including one year of lab science)
 - One additional year of either English, math or natural/physical science
 - Two years of social science
 - Four additional years of either English, math, natural/physical science, social science, foreign language.
- Before the seventh semester of enrollment in high school - Complete 10 core courses including seven in English, math or natural/physical science. Once students begin their seventh semester, they may not repeat or replace any of those 10 course grades to improve their core-course GPA.
- Earn at least a 2.3 GPA in their core courses
- Earn an SAT combined score or ACT sum score matching their core-course GPA on the Division I sliding scale.

For more resources regarding these changes, visit NCAA.org/student-athletes/play-division-i-sports or the [Division I Academic Requirements Guide](#).

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

Communications – Automated (All Grade Levels)

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed, opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

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

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.

Conferences/Resolving Problems

Conferences

Parent-teacher conferences are encouraged. Teachers and parents are partners in helping students learn. During the school year, teachers will share information with parents about students' progress, achievements, talents, and problems or difficulties. Each teacher has a class period devoted to parent contacts, either by telephone, email (**refer to campus website**), or personal conference. The school office will help parents schedule conferences or take messages for teachers to call. To avoid conflicts, appointments should be made a minimum of one day in advance. Instructional time should not be interrupted with conferences or phone calls, no matter how brief.

Resolving Problems

Occasionally academic or discipline problems may arise. School staff members are there to help resolve these difficulties. Frequently, a phone call or conference is all that is necessary. Please contact the school office to arrange for a call or conference with the teacher involved.

When a complaint concerns a District policy or procedure at one of the Pasadena Schools, the first step is to discuss it in conference with the principal of the school.

If the problem is not resolved as a result of the conference with the principal, the parent and student may appeal to the Associate Superintendent for Campus Development. If the problem is still unresolved, it may be appealed to the Superintendent of Schools and the Board of Trustees, in that order.

The final appeal in the complaint procedure is to the Board of Trustees. If no resolution is reached at the Superintendent's level, a written appeal must be submitted to the Board Recording Secretary. The appeal must contain:

- a detailed statement of the complaint and evidence in its support;
- the specific District policy or regulation involved in the complaint, if any;
- the specific remedy you suggest, and
- your signature

Upon receipt of the written appeal, the matter will be placed on the Board agenda for consideration at the next meeting or other mutually agreeable date.

The Board decides whether or not to hear the appeal. The decision by the Board is based on whether or not other avenues of resolution of the complaint have been exhausted and on the appropriateness of the subject matter of the complaint. If it decides to hear the complaint, the hearing will be at a closed session (the press and the public will not be present) unless you request in writing that the hearing be open.

If the Board hears the complaint, it will render a decision within 30 days of the meeting at which the complaint is heard. If it decides not to hear the complaint, the complainant will be notified in writing, and the Superintendent's decision will stand.

Counseling

Pasadena ISD school counselors follow the TEA and ASCA models to provide a balanced developmental and comprehensive guidance and counseling program for all students. School counselors design their guidance and counseling programs to provide direct and indirect services including:

Guidance Curriculum - Guidance curriculum is designed to help all students develop basic life skills in the areas of self-confidence, motivation to achieve, decision-making, communication skills, cross-cultural effectiveness and responsible behavior.

Responsive Services - School counselors intervene on behalf of those students whose immediate personal concerns or problems put their continued personal, social, career and/or educational development at risk. These services include individual counseling sessions, group counseling, parent consultation, crisis intervention, referrals and the interpretation and analysis of assessment instruments.

Individual Planning - School counselors guide all students as they plan, monitor, and manage their own educational, career and personal-social development. Students and their parents are encouraged to utilize this time to talk with a school counselor over a wide range of issues from learning about course offerings, registration, four year plans, graduation requirements, workforce opportunities and post-secondary planning, including financial aid availability and requirements.

System Support - System support describes services and management activities which indirectly benefit the students. School counselors assist in services which include parent education programs, community outreach, training, teacher consultation, school improvement planning and testing.

In some schools, Communities In Schools (CIS) case managers provide counseling-related services. These services may vary based upon individual campus needs.

Parents are welcome to call, email, or schedule an appointment to visit with the school counselor whenever they need help in assisting their child.

Academic Counseling

Elementary, Middle and Intermediate School Grade Levels

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

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

High School Grade Levels

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

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

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

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

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

Personal Counseling (All Grade Levels)

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

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

Course Credit (High School)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Examination

Students are permitted to take an exams to earn credit for academic courses or subjects for the purpose of accelerating to the next grade level or course or at the secondary level to earn original credit for a course or to recover credit for a previously taken course. The exams offered by the District are approved by the Board of Trustees in accordance with state law.

Kindergarten Acceleration

The district has established a process for students to bypass kindergarten and be placed directly into first grade. In order to be eligible for Kindergarten Acceleration, a student entering Kindergarten must be registered for the following fall semester in an PISD school prior to CBE registration. Students enrolled in Kindergarten and first grade must meet the state law age requirement; five years old by September 1 for Kindergarten and six years old September 1 for first grade in order to attempt acceleration. If these qualifications are met then a parent/guardian may request testing of their child test for placement in first grade by contacting the school principal. **No other testing for grade advancement is done during the school year.**

In order to advance to first grade, the student must score 80% or above on the district approved assessments in reading, math, science and social studies. These assessments measure cognitive development and academic skills that are appropriate for students completing Kindergarten. **In addition for advancement, a District administrator and the campus principal must recommend that the student be accelerated, and the student's parent must give written approval of the grade advancement.**

Application Due By	Test Date	Testing Location
August 3-6, 2020	August 10-14, 2020	TBA
May 30, 2021	June 7-11, 2021	TBA
August 2, 2021	August 9-13, 2021	TBA

Grades 1-8 grade acceleration (without prior instruction)

Credit by Examination for Advancement (Without Prior Instruction) is available to first through eighth grade students who wish to test for advancement to the next grade level. Students must take exams in science, mathematics, social studies and language arts. Students must demonstrate mastery of 80% or higher on the first subject test to be eligible to take the next test. Students who demonstrate 80% or higher mastery on all four tests will be considered for advancement to the next grade level. A district administrator and the campus principal must recommend that the student be accelerated and the student's parent gives written approval for the grade placement.

Students/parents interested in credit by examination for grade acceleration should submit a completed application to their school counselor or principal thirty (30) days prior to the testing dates. Applications may be obtained from the school counselor. The application must be returned to the counselor who will sign the form and send it to the Advanced Academics office. Score reports will be mailed to the parents, counselor and registrar after the test session and the scoring is completed. No information on results may be released by phone or email because of privacy laws.

Credit by Examination (CBE) for High School Course Credit

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction as defined in local board policy – EHDB (LOCAL). A student must score 80% on a district approved exam, at least 60 on a CLEP test, or at least a 3 on an AP exam to earn credit. Courses with two (2) semesters, the average of both semester exams must be 80 or greater. If credit is awarded, then both exam scores are recorded on the student's transcript. The score earned on a credit by exam will be calculated in the student's GPA. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student needs to enroll in the course according to the school's high school course sequence, the student must complete the course rather than retest.

Students desiring credit by examination for high school credit should submit a completed application to their school counselor thirty (30) days prior to the chosen test date. A day of testing is necessary for students to complete each one-half (½) credit course. There is no charge for the testing for district students. The results will be mailed to the parents and school counselor after the scoring is completed. Test results cannot be provided over the telephone or by email because of privacy laws.

The District scheduled exam dates are:

Application Due By	Test Date	Testing Location
August 21, 2020	September 12, 2020	TBA
November 9, 2020	December 5, 2020	TBA
February 22, 2021	March 27, 2021	TBA
May 14, 2021	June 12, 2021	TBA
August 23, 2021	September 18, 2021	TBA

Credit by Examination (CBE) - If a Student has Taken the Course/Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

Foreign Language testing is an exception to the schedule outlined above. Credit by Examination for Spanish I, II, and III and Vietnamese I, and II will be held on individual intermediate and high school campuses. Students without prior instruction must score at least 80 on the Spanish Credit by Exam or Vietnamese Credit by Exam. Students may register for the exams in the school counseling office. The actual passing grade will be recorded on the student's transcript. The score will be included in the calculation of the student's high school GPA, if the credit is earned by a student in attendance in a district high school. If credit is earned in middle or intermediate school, the credit score will not be included when computing the student's high school grade point average and class rank. If the score is less than 80, the score is not recorded on the transcript.

The district scheduled exam dates for Foreign Language testing are the grades earned for these intermediate school courses will not be included when computing the student's grade point average and class rank.

Grade Level	Test Date	Testing Location
High School	September 26, 2020	Campus
High School	December 12, 2020	Campus
High School	February 13, 2021	Campus
High School	March 27, 2021	Campus
Intermediate School	November 9-13, 2020	Campus
Intermediate School	December 7-11, 2020	Campus
Intermediate School	January 25-29, 2021	Campus
Intermediate School	March 22-26, 2021	Campus
Middle School	October 26-November 6, 2020	Campus
Middle School	January 21-February 5, 2021	Campus

Dating Violence, Discrimination, Harassment, and Retaliation

The district believes that all students learn best in an environment free from dating violence, discrimination harassment, and retaliation and that 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.

The school 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.

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. (Refer to local policy FFH)

Discipline

(See Student Code of Conduct in this handbook.)

Discipline Management

PISD implements **Positive Behavioral Interventions and Supports (PBIS)**. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

PBIS stresses that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

Using a **multi-tiered system of support (MTSS)** for behavior for general education students, the district's **Behavioral Response Team (BRT)**:

- supports the implementation of school wide and classroom discipline management systems for all students and staff using three evidence based approaches:
 - *Safe/Civil Foundations* which establishes positive discipline policies school-wide;
 - *Safe/Civil CHAMPS* which is a proactive and positive approach to classroom management; and
 - *Conscious Discipline* which is a relationship based whole-school solution for social-emotional learning, discipline and self-regulation.
- provides targeted interventions for small groups of students in need of additional behavioral skill building; and
- provides intensive intervention or one on one support for students who may pose a safety risk to self or others

These services are provided in every PISD school with the goal of preventing school violence and bullying and addressing any behavioral, or social/emotional difficulties that impede a student's academic success.

In addition to the work of our district's Behavior Response Team (BRT), additional school violence prevention and intervention supports are provided through our district's Superintendent's office, Title 1 program, PISD police department, counseling department, School Health Advisory Council (SHAC), and the Afterschool Youth Programs (ACE).

Distance Learning

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

Correspondence Courses

Students may earn a maximum of two credits by correspondence toward satisfying the credits necessary for graduation. The correspondence credits may be earned only from the extension divisions of the University of Texas at Austin and/or Texas Tech University. **Depending on the student's grade level and course for which the student seeks to earn correspondence credit, the corresponding end-of-course assessment (STAAR EOC), if any, may be required for graduation.**

The correspondence course grade will be the grade awarded by the university extension division. The student may choose whether to accept or reject the grade and the corresponding credit earned through these methods. The numerical grades will be considered as any other course grade in the computation of grade point average and class rank. All grades earned in this manner will carry regular grade points.

Pasadena ISD Virtual School and Texas Virtual School Network

Students may earn state graduation credit through completion of courses offered by the Pasadena Virtual School or the Texas Virtual School Network (TxVSN). The on-line courses have been developed with the same requirements as traditional high school courses. The courses have been developed to ensure that the curriculum meets the requirements of district, state, and national standards. Students have the opportunity to interact with experienced and well-trained teachers as they work through the curriculum independently.

In the case of virtual school courses (on-line and two-way video conferencing) the course grade will be the grade awarded by the instructor. The numerical grades will be considered as any other course grade in the computation of grade point average and class rank. All grades earned in this manner will carry regular grade points.

Depending on the student's grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (STAAR EOC) may be required for graduation.

For more information refer to <http://www.pasadenaisd.org/IT/pvs/index.html>.

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

School Materials

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

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

Non-school Materials From Students

Students must obtain prior approval from the assistant principal or designee before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization.

Posters not approved or improperly placed will be removed. Any student who posts printed material without approval is subject to disciplinary action in accordance with the Student Code of Conduct. .

Students will be instructed about where posters and signs may be displayed.

In general, a student posting an approved sign or poster should:

- Take care in attaching posters so that they will remain secure.
- Attach posters with masking tape and, when taking posters down, remove all traces of tape from the display surface.
- Not attach posters or signs to brick, woodwork or windows.
- Remove posters or signs no later than the day following the event advertised.

Non School Materials from Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy. 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 campus principal prior review. The principal will approve or reject the materials. The requestor may appeal a rejection in accordance with the appropriate district complaint policy.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The Pasadena Independent School District has established the following standardized dress code for students.

Face Coverings

As necessitated by the COVID-19 pandemic or the health and safety of District students and staff, Pasadena ISD may require students to wear face coverings/masks/shields while at school or a school-sponsored event, and/or while being transported to/from school or a school-sponsored event in a District bus, or other District vehicle, when the District determines that wearing such a covering is appropriate for students. All face coverings/masks/shields worn by students must cover the nose and mouth area and be free of any writing (with the exception of school logos) and images, expressions, etc., that are lewd, offensive, vulgar, representative of tobacco/alcohol/or drugs, contain profanity, or are otherwise inappropriate for the educational/school environment. Campus approved logos are allowed just as prints, pictures, stripes, and plaids are allowed

The District and/or campus may grant exceptions to this requirement when imposed based on, but not limited to, the following factors: a student's age, health, mental or physical disability and/or impairment, etc.

Shirts

Shirts may be any color. Logos are allowed just as prints, pictures, stripes and plaids are allowed. Logos shall not reference death, sex, drugs, alcohol, gangs or weapons. Shirts shall be appropriately sized with sleeves and free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs or weapons. Shirts must remain tucked in at all times. Undergarments must not be visible through the shirt.

Pants and/or Jeans

Pants and/or jeans may be any color and must be hemmed. The fabric may have appropriate designs. Pants/jeans shall be free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs, or weapons. Pants/jeans must meet the following additional criteria:

- All pants/jeans must be appropriately sized, fitted, and worn at the waist. No hip huggers are allowed.
- All pants/jeans must be fitted in the crotch and legs, not baggy or excessively tight. Pants/jeans with hammer loops or of a cargo style are not permitted. Pockets on pants/jeans are acceptable at the waistline only.
- All pants/jeans must be of proper length and must not touch the floor.
- All pants/jeans must be free of slits.
- Pants/jeans must be free of holes or tears.
- Undergarments must not be visible through pants/jeans.
- Capri pants are permitted as long as they meet all criteria listed above.

Dresses/Skirts/Jumpers

Dresses/skirts/jumpers may be any color and must be hemmed. Prints, pictures, stripes and plaids are allowed. Dresses/skirts/jumpers shall be free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs, or weapons. Dresses/skirts/jumpers shall be worn by female students only. Dresses/skirts/jumpers must meet the following additional criteria:

- All dresses/skirts/jumpers must be appropriately sized, not baggy or excessively tight.
- All skirts must be fitted and worn at the waist. No hip hugger skirts are allowed.

- All dresses must have sleeves.
- Manufacturer slits on dresses/jumpers/skirts can come no higher than 2 inches above the kneecap.
- All dresses/skirts/jumpers must be free of manufactured fading or bleaching.
- All dresses/skirts/jumpers must be free of holes and tears.
- The hem length of all dresses/skirts/jumpers must be no higher than 2 inches above the kneecap.
- Undergarments must not be visible through dresses/skirts/jumpers.

Shorts/Skorts

School Grades PK-6:

Shorts/skorts may be any color, hemmed, appropriately sized, and the length must be no higher than 2 inches above the kneecap. The fabric may have appropriate designs. Shorts/skorts shall be free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs or weapons. Undergarments must not be visible through shorts/skorts. Denim shorts/skorts may be any color, hemmed, appropriately sized, and no higher than 2 inches above the kneecap. Shorts with hammer loops or of a cargo style are not permitted. Pockets on shorts/skorts are permitted at the waistline only. Students will participate in physical education activities with the clothes they wear to school.

School Grades 7-12:

No shorts/skorts will be allowed.

Belts

Belts are required for garments made with belt loops in grades 3 through 12. Belts should be securely fastened at all times.

Spirit/D.A.R.E. Shirts

Spirit/D.A.R.E. shirts may be worn on days designated by the campus principal. Girl Scout and Boy Scout uniforms are appropriate at any time.

Shoes

Students must wear shoes with backs that are appropriate for school. (Students participating in physical education activities must have appropriate shoes.) Skate shoes are not permitted. Shoes with laces or velcro straps must be securely fastened at all times.

Sweaters/Sweat Shirts/Light Jackets/Hoodies

Sweaters/sweat shirts/light jackets/hoodies of any color may be worn over the standardized shirt. Sweaters/sweat shirts/light jackets/hoodies shall be appropriately sized and free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs or weapons. Campus letter jackets or light jackets with an approved campus-specific logo are permissible.

Coats/Jackets

School Grades PK-4:

Coats or jackets worn by students will be placed in an area designated by the teacher upon arrival to the campus, and the coats/jackets will remain in this area while students are in the classroom.

School Grades 5-12:

Coats may be worn by students provided they are placed in the student's locker or designated storage area upon arrival and not removed until the conclusion of the school day.

All other rules and regulations, as defined in the Student Code of Conduct, regarding dress and grooming shall apply.

The principal and assistant principal(s) are authorized to make determinations regarding whether any fashion, fad, hair, jewelry or article of clothing is inappropriate for school wear or disruptive to the educational process or safety of the campus.

In addition, the following standards of student dress and grooming shall be maintained.

1. Hair must be neat, clean, well groomed, and may not have shaved designs.
2. No type of head covering, cap or hat (such as bandannas, sweatbands, etc.) may be worn on campus. No hair rollers or long-handled combs may be worn on campus.
3. Sideburns must be kept neatly trimmed and must not extend below ear level or flare at the bottom.
4. Symbols and/or styles which are identified with gang membership or representation shall not be allowed. A list of prohibited symbols and/or styles is posted next to the Student Code of Conduct in the principal's office. Students are responsible for reviewing the posted list to determine prohibited symbols and/or dress styles.
5. Mustaches and beards are prohibited, and faces must be clean-shaven.
6. Shirts and blouses must be buttoned within one button of the throat.

7. Halter tops and shirts or blouses with plunging necklines are prohibited. Tank tops or undershirts worn as outer garments are also prohibited. The midriff must not be exposed when the student goes through the normal activities of a school day (bending, stretching etc.).
8. Articles of clothing, garments, make-up and accessories with inappropriate decorations or advertisements are prohibited. This includes, but is not limited to, any item that depicts the occult, gang membership, death, suicide, violence, drugs or alcohol.
9. Students at elementary school campuses may not use any type of cosmetics, including, but not limited to, mascara and artificial nails. Nail polish is acceptable.
10. Revealing or excessively tight garments are prohibited. Appropriate foundation garments and/or undergarments must be worn.
11. Pants or shorts may not be worn in any way that reflects gang affiliation or conceals contraband.
12. Shirts and blouses shall be appropriately sized and may not be worn in any way that reflects gang affiliation or conceals contraband. (See posted list in main campus office for gang affiliated attire.)
13. Patterned contact lenses are prohibited.

EARRINGS/BODY PIERCING

Males are not permitted to wear earrings of any type. Students are not permitted to wear other non-traditional rings (nose, lip, etc.). Students are not allowed to wear gauges or other devices to expand the earlobe. Clips, posts, and/or other devices designed to prevent the piercing area from closing are not permitted. Elementary students may not wear more than two earrings in each earlobe. Earrings larger than 1" in diameter or length are prohibited for elementary students.

TATTOOS

All tattoos must be appropriately covered.

BADGES

Student identification badges are required in high schools and may be required by intermediate schools. Badges shall be replaced at the expense of the student if the badge is lost, stolen, broken, deformed, or distorted. The campus principal will specify when and how the badge is to be displayed.

VIOLATIONS

When a student's dress or grooming violates the guidelines provided herein, the principal shall request that the student make corrections and may take appropriate disciplinary action. If the problem is not corrected, the student may be assigned in-school suspension for the remainder of the day or until the problem is corrected. Repeated dress code offenses may result in more serious disciplinary action.

MEDICAL EXCEPTIONS

The principal, associate superintendent for campus development, or superintendent may grant an exception to any of the above provisions if a student has a physical or medical condition rendering compliance with the provisions detrimental to the student's physical health.

INTERPRETATION OF APPROPRIATENESS

The principal and assistant principal(s) are authorized to make determinations regarding whether any fashion, fad, hair, jewelry or article of clothing is inappropriate for school wear or disruptive to the educational process or safety of the campus.

EXTRACURRICULAR ACTIVITIES

The principal and the sponsor, coach, or other person in charge of an extracurricular activity may regulate the dress and grooming of the students participating in or attending the activity.

GUIDANCE CENTER

Students assigned to the Guidance Center are to follow the district-wide dress code policy as designated by the Pasadena ISD Student Code of Conduct.

Book Bags, Backpacks and Purses

Book bags and backpacks may be prohibited on any secondary campus under the authority of the campus principal. The campus principal may permit clear, transparent or mesh book bags or backpacks on campus provided the items are placed in the student's locker upon arrival and not removed until the conclusion of the school day. The principal may require clear or transparent backpacks only. Purses in excess of 8" x 10", satchels and briefcases shall be prohibited. Purses may not be worn as backpacks. Elementary students shall be permitted to bring backpacks and book bags to school. The principal may require clear, transparent, or mesh backpacks only.

Early Childhood

Head Start Program

For information regarding the Early Headstart with Avance, please contact Special Programs at 713.740.0225.

Kindergarten

Kindergarten is available to all children who are five years of age on or before September 1. The kindergarten program provides your child with a basic set of fundamental skills to prepare for a more formal education the following year. **Once enrolled, the kindergarten student must comply with the same compulsory attendance laws as all other students.**

Prekindergarten

The Prekindergarten program is for children who are **four years old on or before September 1** of the current school year and:

- determined to be limited English proficient by testing, or
- qualified for the federal Free & Reduced Lunch Program, or
- a child of an active duty member of the United States military, or
- ever cared for as a Foster Child, or
- "Student who is homeless" as identified by the Pasadena ISD Homeless Liaison
- Parent is the recipient of the Star of Texas Award.

This full-day program is available for all eligible (appropriate documentation required) students within the district and is offered at every elementary campus. Contact your zoned school for enrollment information. Transportation is not provided for prekindergarten students.

Elections and Offices

In the efforts to maintain high expectations of student performance, individual campuses may determine election and office holding criteria that exceed the guidelines outlined below. Failure to follow election guidelines may result in a student being disqualified for the position. Leadership training and the lessons in citizenship that holding officer elections pose are an important part of the educational program. Your student body wants and deserves students with leadership potential and good citizenship to represent it.

Becoming a Candidate

A student having the required grade average, a good disciplinary record and a desire to serve may submit his or her name as a candidate for office by filing a letter stating this desire with the sponsor. The day after the filing deadline, all letters of nomination will be reviewed by the organization sponsor and a committee that may include principals, counselors, and/or other teachers.

The committee will determine whether or not the student is eligible for office, based upon the standards detailed below:

- A student must have a 2.5 grade point average for the previous semester.
- A student must have maintained a good discipline record. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) cumulative days of detention, has been assigned to a long-term or short-term off-campus disciplinary program, has had more than two assignments to In-School Suspension (ISC), or has been suspended.
- A student must have passed all classes during the prior six week grading period.
- A student must be passing all classes in progress at the time of the election.
- A student who runs and is elected is subject to all academic and discipline requirements immediately upon election.

Campaigning

Each candidate for elected office may display posters. Posters must be approved and placed in accordance with the rules governing display of posters (see "Posters" section of this handbook). Total campaign expenditures may not exceed \$15 (including the estimated value of materials donated to the candidate). Each candidate must file, with the sponsor, a record of expenses at the time designated by campus guidelines. Any candidate who exceeds the limitation will be automatically disqualified. All candidates will be expected to present themselves with dignity. Good taste and school policy will govern campaign activities. Demonstrations are not permitted. Guidelines specific to your campus will be provided to all candidates.

Filling Vacancies in Office

If an elected officer resigns or becomes ineligible, the office shall be filled according to the by-laws of the organization. If by-laws do not apply to the organization, the office shall be filled by the candidate who was second in number of votes, provided that student is qualified to hold office. If the runner-up is not eligible, the next candidate will be considered.

Removal from Any Office or Leadership Position

It is important that students holding any office or leadership position maintain good academic performance and discipline.

- A student who fails a six week grading period for any course will be placed on probation for the next six weeks. If the student makes a failing grade in any course for a second consecutive six week grading period, the student will be removed from any office or leadership position.
- A student who fails to fulfill the responsibilities and obligations of the office or leadership position may be removed from that office.

The sponsor of the organization will notify the student and parent if the student is in danger of being removed from the office or leadership position.

Special Requirements: Leadership Positions

All students serving in a campus leadership position must be enrolled the full school year while serving.

A student serving in a campus leadership position shall appear before a review committee if he or she is assigned to In-School Suspension (ISC), Saturday Guidance/Truancy Center or accumulates more than three (3) days of detention while serving. The student will be asked to appear with his or her parent or guardian before a committee composed of the faculty sponsor/director and principals. The committee **shall remove the student from the position** or place the student on probation. Accumulation of more than five (5) days of detention may result in removal from the position.

A student serving in a leadership position shall be removed from the position if the student is suspended or is assigned to the Guidance Center, The Summit or JJAEP.

Grade requirements apply for the semester prior to the student's seeking the position. Grade requirements must be maintained by the student for each six week grading period. A student serving in a leadership position will be placed on probation if he or she fails to maintain the required average for the six week grading period.

A student serving in a leadership position and receiving a grade of "F" at the end of any eligibility period shall be placed on academic probation. The student will be removed from the position if he or she makes an "F" for the semester grade or makes an "F" two consecutive eligibility periods. ("Eligibility periods" are defined as the first six weeks of the school year and each six week grading period thereafter.)

Some performing groups and organizations have developed additional standards of behavior and academic achievement to complement the standards described in this section. Students will be informed of these additional standards before making a commitment to the performing group or organization. A participant in such a performing group and his or her parent or guardian shall be asked to sign a contract detailing those standards and the consequences of failure to meet those standards. This contract will govern the eligibility of a student to seek or hold office in the performing group. A student failing to meet these additional standards may be removed from the performing group or organization.

Special Requirements: Social Honors

- A candidate for a social honor must have a 2.5 grade point average the previous semester.
- A candidate must meet "No Pass-No Play" eligibility standards at the time of the event.
- A student may be acknowledged for only one social honor (Pageant winner, Class Favorite, Homecoming Queen/King).
- A student may be eligible for one Senior Spotlight position, regardless of any other social honor held.
- "Mr." and "Miss" are not considered social honors. Qualifications for "Mr." and "Miss" are outlined in the "Awards and Honors" section of this handbook.

Electronic Devices and Technology Resources

Responsible Use Policy (RUP) - Technology Resources

Internet Safety

The district network is a primary source for voice, video, and data transmission, communication, storage, and application delivery. The internet is a primary source for research, information and communication. Access to the district network and Internet is provided to system users (Pasadena ISD employees, students, and community members) in order to take advantage of innovative instruction methodology and workplace technological advancements. Along with this privilege come responsibilities. System users are expected to behave appropriately with the use of technology resources. Any system user found in violation of this agreement can be subjected to disciplinary action and/or legal prosecution.

Pasadena ISD reserves the right to monitor and audit electronic devices along with network and Internet usage on a periodic basis to ensure compliance with this agreement and all associated policies. District personnel are designated by the Superintendent to monitor usage.

All use of the Internet and District issued equipment and devices must comply with the Board Policy CQ (Legal), CQ (Local), CQ-R, and PK-High School Student Handbook and Code of Conduct relating to use of District computer and Internet resources as well as other electronic media and digital tools. It is the policy of Pasadena ISD to comply with the Children's Internet Protection Act (CIPA), the Neighborhood Children's Protection Act (NCIPA), the Protecting Children in the 21st Century Act, and other applicable laws.

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 visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). 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. Filtering for adult Internet usage can be adjusted/disabled for 'bona fide research or other lawful purpose.

The Internet may be accessed by a student unless the student's parent or guardian has filed a written request with the building principal. This request, indicating that the Internet should not be accessed, must be filed annually with the building principal.

One to One (1:1) Device Program

Program Purpose

Pasadena ISD is preparing students for the Digital Age by integrating technology into their classrooms. Technology serves as a tool to provide more engaged, relevant, meaningful and personalized learning experiences. Through the 1:1 initiative, students will have access to a computer and academic software throughout the school day.

Student Responsibilities

- Students are personally responsible for their computer at all times. If equipment becomes damaged, lost or malfunctions, students shall report damage to their teacher immediately. Students are responsible for any loss or negligent damage made to the computer.
- Students should not loan their computer to another student. Students shall be responsible for any activities conducted by others on their computer whether they had knowledge of that use or not.
- Students are responsible for carrying their computer in the District issued case at all times.
- Students shall not download any software, music, pictures, videos or any other files or reconfigure the computer unless instructed by a teacher.
- Students shall save data to their assigned network drive or cloud storage.
- Detailed history of all Internet sites accessed and all student files are subject to monitoring.
- Each computer will be identified by a specific number (bar code number) and assigned to a student. To ensure that a student always has his assigned computer, computers should never be switched. The identification tag **must** remain on the device at all times. If the identification tag is lost, the student must immediately notify a teacher or an administrator.

Care of the Computer

Students are responsible for the general care of the computer. Computers that are broken or fail to work properly must be taken to the campus designated contact. Please follow these precautions:

- Do not leave the computer unattended.
- Do not place food and/or liquids near the computer.
- Do not stack heavy objects on top of the computer.
- Do not attempt to repair or reconfigure the computer.
- Do not write, draw, stick or adhere anything to the computer or the District issued case.
- Keep the computer away from magnets.
- Use only a clean microfiber cloth to clean the screen.
- Do not place anything on the keyboard before closing.

Student Privacy

- Internet filtering software automatically filters all access to the Internet while the student is connected to the PISD network.
- Students will have no privacy rights regarding any information stored on, accessed from, or used with the Computer. The computer is the property of Pasadena ISD, and appropriate District and school officials may monitor a computer or access its contents at any time.

Fees, Fines and Repair

Each student is issued a computer in good working order with standardized software. Students are expected to keep the computer in good condition. Failure to do so could result in out-of pocket costs summarized in the table below. All monies owed must be paid in full before a computer will be reissued.

Accidental Damage and Acceptable Condition Protection Coverage ("Coverage") is optional, annual insurance offered to students and parents/guardians by the Pasadena Independent School District ("PISD"). This Coverage is offered as a form of insurance to help parents avoid unexpected out of pocket expenses. The \$30.00 Coverage fee is non-refundable and will be due at the beginning of each school year, or no later than fifteen calendar days after the student receives the 1:1 device. See the Accidental Damage and Acceptable Condition Protection Coverage agreement for full details. It is strongly encouraged that parents/guardians consider purchasing this coverage.

- Students found with inappropriate files on their computer, will have the computer re-imaged and will be charged a \$15.00 re-image fee.
- Missing or stolen computers must be reported immediately to school administrators.
- If a computer is deemed intentionally damaged or persistent damage is noted, the student is responsible for the full cost of the repair.

Pricing for Laptops

Item	Cost
Computer	\$294.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter	\$45.00
Case	\$15.00

Pricing for Chromebooks

Item	Cost
Computer	\$245.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter	\$50.00
Case	\$15.00

Pricing for Tablets

Item	Cost
Computer	\$294.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter (Whole Charger)	\$15.00
Power Adapter (Brick Only)	\$10.00
Power Adapter (USB Cable Only)	\$2.00
Power Adapter (Wall Cord Only)	\$3.00
Case	\$15.00

Failure to follow the guidelines listed above can result in disciplinary action and may have an impact on student academic performance where appropriate. *CQ (Legal), CQ (Local) and CQ –R

Missing or stolen Devices must be reported immediately to school administrators. It is the responsibility of the student/parent to provide information for a Pasadena ISD police report by the soonest available school day. This police report demonstrating evidence of theft must accompany any claim of theft.

If a Device is deemed intentionally damaged or persistent damage is noted, the student is responsible for the full cost of the repair. Failure to follow the guidelines listed above can result in disciplinary action and may have an impact on student academic performance where appropriate. *CQ (Legal), CQ (Local) and CQ –R

Use of Social Networking/Digital Tools

Students may participate in District-approved social media learning environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, instant messaging, e-mail, and on-line meeting sessions.

All PISD students will have access to a district assigned network login, district email account, calendar and cloud storage. These accounts will be used for school related projects, including the use of Microsoft OneDrive or Google Drive as a place for students to safely keep school-related documents online.

Every attempt has been made to provide safe, secured student email, however it is still the responsibility of users to follow all school rules, teacher directions and procedures and to report any inappropriate use or material to school personnel.

This e-mail account is provided as a support to the instructional process, and consequently any and all messages are open for review by the assigning instructor. In maintaining and securing the system, technology support personnel also have access to email.

Follow these email guidelines and apply common sense to evaluate your actions in using district accounts:

1. Messages will not contain profanity, obscene comments or sexually explicit materials.
2. Messages will not contain racist, sexist, religious or derogatory content. Respect for members of the school and general community is expected.
3. User identity will be accurately reflected in all emails.
4. No virus or program will be introduced into the system, which alters its operation, destroys or damages data or renames or relocates files.
5. Overall message volume should not absorb a disproportionate amount of email system resources.

The use of 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. Employees who use digital learning tools in their classrooms must monitor student actions to ensure compliance with the Student Code of Conduct/Handbook, CIPA, and other applicable laws. The safety and security of minors must be included when using digital tools.

DISCLAIMER

In the process of protecting the network, Pasadena ISD cannot guarantee the confidentiality of information. The district is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the Network/Internet is at the user's own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services. 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 network/Internet/electronic communications systems.

Telecommunication Devices, Including Mobile Telephones

"Telecommunication devices" referred to in this section include any device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor. This includes but is not limited to, cell phones, etc. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. Parents should refrain from contacting their student directly during the school day. The student's telecommunication device should be turned off. Parents may contact the school office to deliver emergency messages.

Students are prohibited from sending or posting electronic messages or images, including sexting, that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes a substantial disruption to the school environment.

Students who abuse the privilege of possessing these devices are subject to disciplinary measures. In addition, district employees may confiscate any telecommunication device.

Pasadena ISD Bring Your Own Technology (BYOT) Responsible Use Guidelines

Technology is one way of enhancing the district's mission of teaching students to be productive, college- and career-ready members of the 21st century. In order to increase the use of technology in the classroom, Pasadena ISD is implementing a BYOT program (Bring Your Own Technology). We want students to embrace appropriate use of technology so they may become responsible digital citizens.

Bring Your Own Technology allows students to bring and use their own personal technology devices to connect to the district wireless network and Internet for use during classroom activities. For the purpose of this program, the word "technology" will include: Wi-Fi enabled devices including but not limited to cell phones, iPads, iPod Touches, laptops, e-readers and Android tablets.

Internet Access and Use With BYOT

The district will provide secure and filtered access to the internet through the district wireless network. Usage of the district wireless network account is encouraged. The district is not liable for content that is accessed or charges that may be incurred if students choose to use his/her personal data plan to access the internet.

Security and Damages With BYOT

Each user is responsible for his/her device and is expected to use it appropriately. Responsibility to keep personal technology secure rests with the individual owner. Pasadena ISD is not liable for any device stolen or damaged on campus. Pasadena ISD will NOT replace or provide financial restitution for any stolen or damaged personal electronic device. If a technological device is stolen or damaged, the issue will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations.

BYOT Student Agreement

The use of technology to access educational material is a privilege. When abused, privileges will be taken away. When respected, they benefit the learning environment as a whole. Students and parents/guardians participating in the BYOT program must adhere to the Student Code of Conduct, as well as all Board policies, particularly the Student Responsible Use agreement.

All mobile devices:

- Must be in silent mode while on school campuses and while riding school buses.
- Students are not allowed to use any device to photograph or record (either in audio or video format) another person on school property at any time without that person's permission.
- Devices may not be used for any purpose that promotes academic dishonesty.
- Students will not participate in behavior with their personal device on or off campus that "materially or substantially interferes with school operations" and/or it results in a "substantial disruption to the educational process".

Students and Parents/Guardians acknowledge that:

- The school's network web filter will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited.
- Students are prohibited from processing or accessing information by "hacking", altering, or bypassing Pasadena ISD network security policies.
- The district has the right to collect and examine any device if there is reasonable suspicion that a search will uncover evidence of further wrongdoing or of injury to the student or another.
- Technology is expected to run off its own battery while at school.
- The district is not responsible for lost, stolen or damaged personal technological devices.
- The district is not responsible for maintenance or repair of any personal technology.
- The district is not responsible for any costs incurred due to use of personal technology.
- Printing from personal devices will not be supported at school.

- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.

Campuses may provide additional guidelines related to telecommunication devices.

Emergencies

School employees are authorized to administer first aid in a health emergency. Using emergency information on file in the office, the school will contact the student's parents and arrange, if necessary, additional care.

For the student's protection, the school district requires every student to provide the school office with emergency information (specific allergies, work phones of parents, persons to contact [18 or older] in an emergency, doctor's name, etc.). It is important that this information is up-to-date. Please report, immediately, any changes in this information to the school nurse and the attendance office.

Emergency Preparedness

The district works closely with the Local Emergency Preparedness Committee (LEPC) to develop plans and procedures to ensure the safety of your children.

In the event of an explosion and chemical release the district's first response is to conduct a "shelter-in-place." This means that the children are brought inside the building or the portable classrooms and the school is locked. No one is allowed to enter or leave the building. The air-conditioner is turned off to prevent outside air from entering the building.

The district gathers information from the local emergency agencies, such as the police, fire departments and LEPC. The shelter-in-place is maintained until we are given the "all-clear" notice from these agencies telling us that the potential danger has passed.

The safest place for the students during these incidents is indoors. To release children to parents puts both parents and students at risk by exposing them to the possibility of a poisonous chemical release. School officials will communicate with parents as quickly as possible using the news media to pass along important information.

English Learners (All grade levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 59 may be administered to an English learner for a student up to grade five (5). In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

Grades K-8	TELPAS Listening, Speaking, Writing, and Reading***	February 22 --April 9, 2021
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*** The State of Texas also requires that the TELPAS is administered to limited English proficient students as long as they are classified as LEP in the Public Educational Information Management System (PEIMS).

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

Dual Language Program

The Dual Language program is offered at six elementaries, two middle, one intermediate and one high school in the district. English and Spanish speaking students are instructed together in both languages beginning in kindergarten. The goal of the program is to create bilingual, biliterate and bicultural students upon graduation from high school. The following schools offer the Dual Language Program:

Bailey Elementary
Bush Elementary
Fisher Elementary
Garfield Elementary
Hancock Elementary
Pomeroy Elementary

Kendrick Middle School
Milstead Middle School
Miller Intermediate
Pasadena Memorial High School

Enrollment/Withdrawal

Parents who reside within the Pasadena ISD boundaries must enroll their children in grades K-12 at the school zoned to their home address. Prekindergarten students may be enrolled at any campus with a Prekindergarten program, space permitting. Residents may not use the address of a relative or a guardian to be able to change the school of assignment. Parents who wish their children to attend a school other than the zoned school must seek an In-district Transfer.

Annual Enrollment of New and Returning Students

District policy requires that an Enrollment Form be completed and signed each school year. For students new to the district, the form should be completed at the time of admission and registration to school. Returning students (those present through the last day of school for students the previous year) are to take a form home for the parent or guardian to complete and sign. The completed and signed forms are due back to the school on the second day of school. Students who do not have current Enrollment Forms (completed and signed) are not officially enrolled in school.

Each year parents are reminded that district requests to be notified when a student has been diagnosed with a food allergy or if a food allergy has changed, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with a particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. A note to the nurse may be returned with the Enrollment Form. The nurse will contact the parent to confirm the information regarding the allergy.

Early Registration for New Students

Early Registration is held on designated dates in August. Early Registration is for K-12 students who are new to the school. Records (i.e. immunization record, birth certificate, last report card) should be complete in order to register early. Early Registration dates are publicized during the summer months.

Prekindergarten students may be processed during Early Registration, but official enrollment requires presentation of all necessary documents and that eligibility requirements are met. Space in Prekindergarten is limited and not "held" during the approval process.

Proof of Residency

Verification of residence within the boundaries of the Pasadena ISD is required at the time of enrollment. Two forms of documentation are required; at least one form of proof at enrollment is mandatory. The required documents are: (1) a deed, mortgage, mortgage payment booklet or a current lease or rental agreement; **and**, (2) a current utility bill. Both must show the address claimed as a residence and the name(s) of the person(s) enrolling the student. If only one document is presented at the time of enrollment, the second must be presented to school officials within 30 calendar days. Failure to meet that deadline may result in the withdrawal of the student and tuition being charged, from the date of enrollment. [Policy FD (Legal)].

Whenever a student, parent, or guardian moves, the school must be notified immediately, even if the new address remains within the attendance zone of the school where the child is currently enrolled. Any change in parental relation or guardianship must also be reported to school personnel immediately.

The District may require evidence that a person is eligible to continue to attend the public schools of the District if the school principal has reason to question the authenticity of the address provided on the Enrollment Form. The basis for doubt may include such reasons as repeated absence or tardiness, comments made by the student to classmates, teachers, or other personnel, returned mail, among other possible indicators. The principal may require a parent or guardian to produce acceptable verification at any time during the school year. Violations of residency rules may include discipline, withdrawal, or criminal charges depending upon the individual circumstances of each case. If appropriate, tuition may be charged if residence is out-of-district boundaries.

Enrollment Eligibility (All Grades)

Requirements for enrollment are as follows:

Prekindergarten:

1. **Four years of age on or before September 1** of the current school year, verified by an official birth certificate
2. Up-to-date immunization record (See Immunization Policy in this handbook)
3. Determined eligible as one of the following:
 - limited English proficiency, established by testing
 - qualified for the federal Free and Reduced Lunch Program (income verification required)
 - a child of an active duty member of the military

- ever cared for as a Foster Child
- "Student who is homeless" as identified by the Pasadena ISD Homeless Liaison
- Parent is a recipient of the Star of Texas Award

Appropriate proof of eligibility must be presented within 10 days or the student will be withdrawn from the program.

(Refer to Early Childhood section of this handbook for additional qualifications and information.)

Kindergarten:

1. **Five years of age on or before September 1** of the current year verified by a legal document
2. Up-to-date immunization record (See Immunization Policy in this handbook.)

First Grade:

1. **Six years of age on or before September 1** of the current year verified by a legal document.
2. Up-to-date immunization record (See Immunization Policy in this handbook.)

Second through Twelfth Grade:

1. Report card from last school attended
2. Legal document proving identity and birth date
3. Up-to-date immunization record (See Immunization Policy in this handbook.)

A student may attend (at the school zoned to the home address of the enrolling adult) if: (1) The student and either parent reside in the district; (2) Only the parent of a student resides in the district and that parent is designated the sole managing conservator of the child or is a joint managing conservator or possessory conservator; (3) the student and the legal guardian or other person having lawful control of the student **under a court order** reside in the district; (4) the student has established a residence separate from parent's residence*; (5) the student who is homeless (as identified by the Homeless Liaison for the Pasadena ISD); (6) the student is a foreign exchange student sponsored by a nationally recognized foreign exchange program; (7) the student resides in a residential facility located in the district; (8) the student is 18 years of age or older and can prove residency; (9) the student's grandparent resides in the district and "provides significant care for the student".

* A district is not required to accept a student in this category (a) if the student's presence is for the primary purpose of participation in extracurricular activities; (b) has been in a DAEP, expelled, or suspended, or is on probation or parole or other conditional release.

Nonresident Student in Grandparent's Care

Texas law permits a child to be enrolled in Pasadena ISD if the grandparent provides significant care (as defined by the local board) for a child before and/or after school and the parent(s) resides outside district boundaries. The parent must complete an Out-of-District Transfer application in the Office of Student Services and then complete the enrollment process at the school. The grandparent's address will determine the student's school assignment.

Students Living with a Guardian or Person Other than a Parent

Proof the minor is residing with a guardian should be presented at the time of enrollment. A student may not establish a separate residence for the purpose of participation in extracurricular activities. School personnel may make reasonable inquiries to assure that the student has **permanent** residence within the district.

Parents who reside within the Pasadena ISD boundaries must enroll their children in the school zoned to their home address. Residents may **not** use the address of a relative or a guardian to be able to change assigned schools. Parents who wish their children to attend a school other than the zoned school must seek a transfer. (see below – *Transfers*)

Families Living with Other Families

If a family is residing with another family, some type of verification must be presented by the "host" family to confirm joint occupancy. The parent seeking enrollment of a child is to complete an SRQ (Student Residency Questionnaire) at the time of enrollment. Information presented to secure enrollment must be truthful and correct. A current Texas Driver's License or Texas Identification Card will be requested. Presentation of false or misleading information in order to secure educational services or failure to report any change of residency or guardianship immediately to the school attendance office may result in the immediate withdrawal of the child and, may result in criminal charges to the adult signing the enrollment form or the SRQ.

Students in Foster Care

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

Please contact the office of Special Programs (713.740.0225) with any questions.

Student who is Homeless

The Pasadena ISD observes and upholds the McKinney-Vento Reauthorization Act. The PISD Liaison is located in the Office of

Special Programs (713.740.0225) and is the only person authorized to determine official eligibility. Once determined eligible, students are entitled to all provisions under the federal law.

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

Withdrawal from School

Students are expected to officially withdraw from school before enrolling in another public school in Texas. Parents are requested to give the school at least 24 hours' notice of intent to withdraw a student. Records such as textbooks, library books, etc. must be clear before a student can officially withdraw. Only those persons whose names are recorded on the school enrollment form as parents or guardians will be permitted to withdraw minor students. However, school personnel will honor any right or privilege granted in a legal document that is current and certified. Personnel will make reasonable attempts to assure the veracity of any document, particularly if the document contradicts information contained on the enrollment form. In compliance with the law, the district will also withdraw a student when officially notified by any other Texas public school, charter or private school that a student is being enrolled, whether requested by a parent or not.

A request for withdrawal from school should be put in writing. The note should contain the following information:

- the name of the student and the homeroom section,
- the date of the request,
- a brief explanation of the reason for the request (e.g. "We are moving to another area"),
- the forwarding address of the student,
- the name of the new school the student will attend,
- the date that will be the student's last day in school, and
- the signature of the parent or other person having legal control over the student and a phone contact number

Please allow between 24 and 48 hours to have a completed withdrawal sheet provided.

Transfers

All transfers are conditional upon the student's attendance, discipline, and grades. Parental conduct may also affect transfer status. Transfers may be revoked by the receiving principal and revocation is not appealable. The provision for employees expires immediately upon separation from the district.

In-District Transfers may be granted to students who wish to attend a school other than their zoned, PISD "home campus". Transfers are formal agreements between two principals. Application forms may be obtained at any PISD campus and at Student Services in the district administration building. If both principals agree, a transfer is approved. If one principal disagrees, the transfer is denied. There is no appeal if denied. All transfers must be renewed annually. Transportation is not provided to students on In-District Transfer.

Out-of-District Transfers may be granted to children of full time PISD employees who are making contributions to the state retirement system. In addition, Out-of-District Transfers may be granted (1) to students who become nonresidents during the school year* and only to finish the semester in progress, or (2) to high school **seniors** who have been in continuous enrollment at the school for the three previous years and are expected to graduate on schedule. There is no appeal if denied. All transfers must be renewed annually in the Office of Student Services. Transportation is not provided to students on Out-of-district Transfer.

*Out-of-District transfers must be requested immediately upon a student becoming a nonresident of the district. The application must be completed in the Office of Student Services.

Environmental Concerns

Asbestos

The Pasadena Independent School district has facilities that contain asbestos building materials. An Asbestos Management Plan is located in the office of each facility. This plan gives detailed information concerning building asbestos and is available during normal business hours. In 2006, Loflin Environmental completed a three-year re-inspection of all facilities containing asbestos. Each six months a periodic surveillance will be conducted to assess the condition of asbestos containing building materials. Tom Douglas is the designated person and can be reached at 713-740-0822.

The Elementary buildings where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection are: Atkinson, Bailey, Burnett, Fisher, Frazier, Freeman, Garfield, Jensen, Jessup, McMasters, Meador, Moore, Parks, Red Bluff, South Houston, Sparks, Stuchbery, Teague, Williams, and Young.

The Middle School where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection is Morris Middle School.

The Intermediate School buildings where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection are: Miller, Park View, Beverly Hills, and Thompson.

The High School buildings where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection are: Pasadena High School, Pasadena Early College High School, Sam Rayburn High School, and South Houston High School.

The Alternative School building where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection is Guidance Center.

The ancillary Buildings where asbestos containing materials were found in the 1987 Institute of Environmental Assessment inspection are: Pasadena ISD Administration Building, Athletic Complex (Stadium and Philips Gym), Maintenance, Operations, Transportation, Sports Complex, and Warehouse.

Pesticides

Pesticides are periodically applied in school facilities. Licensed applicators perform all pest control treatments in schools, and a twelve-hour period is required after each treatment before students are admitted into the facility. Information concerning the application of pesticides may be obtained from the school principal.

Extended Day/Extended Year Services/Summer School

Extended day and extended year services are provided for students to:

1. earn promotion/placement to the next grade (a high school student may enroll in a course to recapture credit if the grade earned was not lower than 60);
2. repeat courses for enrichment;
3. gain initial credit for advancement; (rising freshman and high school only)
4. earn course credit prior to the school year; (rising freshman and high school only)
5. receive help with basic skills as identified by testing or classroom performance;
6. receive extended special education services (as determined through an ARD committee);
7. participate in specially designed summer programs (as offered on a yearly basis).

Detailed information concerning programs (including applicable tuitions) is available from the school counselor. Parents should exercise caution when enrolling students in programs outside of Pasadena ISD. Prior approval from the school principal or counselor is required before credit for such programs will be honored. **Credits from non-accredited schools will not be accepted. Secondary students (grades 7-12) enrolled in extended year courses for credit recovery, initial credit, or promotion recovery are required to have 100% attendance. All absences, regardless of the reason, must be made up in order for the student to earn the credit and/or be promoted to the next grade.**

Extracurricular Activities (middle, intermediate, high school only)

The schools encourage extracurricular activities which allow students to enrich their academic education and showcase their talents. Participation is a privilege, not a right, which comes after long hours of preparation and **after academic requirements are met.**

Extracurricular activities are school-sponsored activities not directly related to instruction of the Texas Essential Knowledge and Skills (TEKS), but that may have an indirect relation to some areas of the curriculum. Extracurricular activities offer worthwhile and significant contributions to a student's personal, physical, social and academic development. Activities may include, but are not limited to, performances, contests, demonstrations, displays and club activities. Written parent permission is required before students may be absent from any class in order to participate in extracurricular activities. More information concerning this requirement may be found in the "Attendance-Excuses" section of this Handbook.

Students must be in attendance for at least four (4) hours of the school day to be eligible to participate in any extracurricular activity that day afternoon, or, evening. The principal may determine participation due to extenuating circumstances

Clubs and Organizations

To make sure campuses retain an academic emphasis, most extracurricular activities have been limited to those which have a close link to subjects. Participation is encouraged in school subject area clubs such as Fine Arts, science, mathematics, language arts, history, computer, etc.

Certain organizations may have eligibility criteria. In their efforts to maintain high expectations of student performance, individual campuses may determine criteria for membership and/or holding office in these organizations, and these criteria may exceed national, state, or district minimums.

Participation in school organizations aids in the development of well-rounded personalities and strengthens the high school student's feeling of school spirit. We urge students to join and take an active part in one of the school clubs that are organized each year. Many clubs are automatically carried on from year to year. Other clubs will be organized as need and interest are recognized. Each year clubs are to be registered in the office so that they may be placed on the Calendar of Activities.

Elementary, Middle, and Intermediate School organizations – examples of clubs and organizations available

Art Club	Dance Club	Spanish Club
AVID Club	Destination Imagination	Student Council
Chess Club	Robotics Club	

High School Organizations - examples of clubs and organizations available in the district:

Art Club	Future Business Leaders of America	Robotics Club
Band Club	Future Farmers of America	Quill and Scroll
Business Professionals of America	German Club	Science Club
Chess Club	HOSA	SKILLS USA
Choir Club	ICT	Spanish Club
Computer Club	Junior Engineering Technical Society	Speech Club
DECA	Junior Historical Society	Student Council
Dramatics Club (Thespian Soc.)	Latin Club	Students Against Drunk Drivers (SADD)
Family Career and Community	Number Sense	Texas Association of Future Educators

This list is not all inclusive. Please check with each school for details.

University Interscholastic League (UIL) activities

Eligibility for initial and continuing participation in 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 (see <http://www.uil texas.org> for additional information). A student may participate in University Interscholastic League (UIL) contests over a period of four consecutive calendar years after the student first enrolls in the ninth grade.

A student whose six-weeks average in any course is lower than seventy (70) shall be suspended from participation in any extracurricular activity for a minimum of a three-week period, and for three-week intervals thereafter if all grades are not seventy (70) or above. This suspension shall become effective seven days after the last day of the six-week grading period during which the grade lower than seventy (70) was earned. Eligibility for reinstatement also occurs at the end of the school day on the seventh day following the last day of the three week interval or the last day of the six week period. If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seventh calendar day grace period to lose eligibility and the seventh calendar day waiting period to regain eligibility, begins the first day that classes resume. An incomplete will be considered failing until a passing grade is confirmed. Incomplete grades exclude students from eligibility until the incomplete grade is removed. **Eligibility rules do not apply during holiday breaks of one calendar week or more. Eligibility can only be lost following a report card grading period, not for the 3 week grade check period.**

Eligibility during the first six weeks of **grades 6–9** is determined by whether the student was **promoted** from the previous grade level. Students who are retained or who have placed into a grade level are not eligible for extracurricular participation during the first three weeks and for three-week intervals thereafter if all grades are not above 70.

Eligibility during the first six weeks of **grades 10-12** is determined by whether the student has earned an appropriate number of credits:

- 5 credits after one year of high school
- 10 credits after two years of high school
- 15 credits after three years of high school

If a student has not earned the specified total number of credits but has earned at least five credits during the previous year, he/she is eligible for extracurricular participation.

A student suspended under these guidelines may practice or rehearse with other students for an extracurricular activity, but may not participate in a competition or other public performance until the suspension is lifted.

Senate Bill 1517 defines and restricts the **high school** courses that may be considered for a waiver from the passing grade requirement for students to be eligible to participate in extra-curricular activities. The Pasadena ISD courses that may be considered for a waiver include all Advanced Placement, Pre-AP, honors, and dual credit courses in the subjects of English language arts, mathematics, science, social studies, economics, and languages other than English.

HIGH SCHOOL NO PASS, NO PLAY PRE-AP AND HONORS COURSE LIST

English	Math	Science	Foreign Language	Social Studies
English I Pre-AP	Geometry Pre-AP	Biology Pre-AP	Spanish Pre-AP	Advanced Studies in Social Studies
English II Pre-AP	Algebra II Pre-AP	Chemistry Pre-AP	French Pre-AP	
Independent Studies in English	Pre-Calculus Pre-AP		German Pre-AP	
Independent Studies in Speech	Pre-Calculus, no premium points		Latin (H)	
	Independent Studies in Mathematics			

All courses listed above include Personalized Learning courses.

Principals will consider exception/waiver requests for students failing an honors (H) course or College Board Advanced Placement (AP)/Pre-Advanced Placement (Pre-AP) class with a grade mark of 60-69. Requests for exemption/waiver for grade marks below 60 will not be accepted, except for PL courses. Each of the PISD high schools has an established procedure for requesting an exemption/waiver. It is the responsibility of the student to request the exemption/waiver. Exemptions/waivers will only be granted if the proper written request (form) is submitted to the principal or his/her designee within the first week of the eligibility period.

INTERMEDIATE SCHOOL NO PASS, NO PLAY PRE-AP AND HONORS COURSE LIST

English	Math	Science	Social Studies
7th PreAP Writing	7th PreAP Math	7th PreAP Science	7th Pre-AP Texas History
7th PreAP Reading	8th Algebra	8th PreAP Science	8th PreAP U. S. History
8th PreAP English			

All Personalized Learning courses are eligible for a waiver.

INTERMEDIATE SCHOOL NO PASS, NO PLAY POLICY

PreAP and Personalized Learning (PL) courses may be considered for a waiver from the passing grade requirement for students eligible to participate in extra-curricular activities. Principals may consider exception/waiver requests for students failing an honors, PreAP course or PL courses with a grade mark of 60-69. Intermediate students may request two waivers per semester. Each of the PISD intermediate school has an established procedure for requesting an exemption/waiver. It is the responsibility of the student to request the exemption/waiver. Exemptions/waivers will only be granted if the proper written request (form) is submitted to the principal or his/her designee within the first week of the eligibility period. Please be aware that requested waivers may not be granted.

Students may practice outside the school day in any single extracurricular activity no more than eight hours a week. During any given week, no more than one contest or performance per activity per student shall be scheduled except for tournaments, post-season competition and contests postponed by inclement weather.

No student may participate in any school activity on or off campus that requires or permits him or her to be absent from class in any course **more than 10 times** during the 180-day school year (full-year course). Exceptions may be made on behalf of individual students under circumstances that are unforeseen and that result from the students earning the right to compete at post-district levels.

Students must be in attendance for at least four (4) hours of the school day to be eligible to participate in any extracurricular activity that day or night. The principal may determine participation due to extenuating circumstances. If a student has an unexcused absence, he or she will not be eligible to participate in any school activity that day or night.

Students whose academic performance record fails to meet eligibility guidelines may change their status if appropriate summer school courses are taken to remedy the situation.

Students assigned to The Summit, Guidance Center, Saturday Guidance/Truancy Center, In-School Suspension Center, and home-based suspension shall be suspended from participation in any school related events and/or practices until these assignments have been served. A student who has been suspended from extracurricular activities for **disciplinary reasons** shall also be suspended from out-of-school practice in extracurricular activities until suspension from participation has been lifted. This provision, however, does not apply to students suspended from extracurricular activities for academic reasons.

Parents and others are invited to be involved in extracurricular activities through their attendance and active support. Audience members are always expected to model appropriate behavior for students. If audience members have concerns about any phase of the activity, they should address these in a positive manner to the teacher or coach sponsoring the activity. At no time will negative or disruptive behavior on the part of audience members be tolerated or allowed to interfere with the activity in progress.

Additional information concerning extracurricular activities and eligibility are provided in the "TEA and UIL Side by Side. This information is also available at the University Interscholastic League website: www.utexas.edu/admin/UIL.

Athletics/Marching Band Participation (Secondary Grade Levels Only)

For certain extracurricular activities, including programs governed by UIL, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physical able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent.

A student who wishes to participate in, or continue participation in programs (athletics and marching band) governed by the UIL must submit a certification from an authorized health-care provider in the first year of intermediate school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form and the results of this appraisal may prompt the District to require a physical examination. Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information refer to the UIL's explanation of sudden cardiac arrest at <https://www.uil-texas.org/health/info/sudden-cardiac-death>

Eligibility/Ineligibility Calendar 2020-2021

Intermediate and High School - SECONDARY SIX WEEK GRADING PERIOD

(UIL approved – April 7, 2020)

Eligibility applies to all students participating in Academics, Athletics, Fine Arts, Career and Technology, or any other school-related extracurricular activity. Academic eligibility is a Texas state law (Texas Education Code 33.081) and does not apply only to UIL events. All sponsors of these activities are required to adhere to all eligibility rules as outlined in the TEA/UIL Side by Side document.

GRADES MUST BE CHECKED FOR **ALL** STUDENTS AT THE END OF THE FIRST SIX WEEKS OF THE SCHOOL YEAR. THIS IS AN OFFICIAL GRADE CHECK ESTABLISHED BY TEA AND **WILL** DETERMINE A STUDENT'S ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES.

- *Grading periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays*
- *Eligibility is determined from six weeks grades and three week grade checks, not semester*
- *Students may only lose eligibility at the six weeks grading report*
- *Students can regain eligibility at the three weeks progress reports and at the six weeks grading report*
- *All students are academically eligible during the Thanksgiving, Christmas/Winter and Spring Break holidays*
- *Following the Thanksgiving, Christmas/Winter, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.*
- *All students are academically eligible through the summer.*

Sept. 18	--	end of 1 st 6 weeks – check grades for <u>all</u> students
Sept. 25	--	ineligibility begins at the end of the school day
Oct. 9	--	three week grade check for <u>ineligible</u> students
Oct. 16	--	eligibility may be regained at the end of the school day
Oct. 30	--	end of 2 nd six weeks – check grades for <u>all</u> students
Nov. 6	--	eligibility/ineligibility begins at the end of the school day
Nov. 20	--	three week grade check for <u>ineligible</u> students
Dec. 7	--	eligibility may be regained at the end of the school day
Dec. 18	--	end of 3 rd six weeks – check grades for <u>all</u> students
Jan. 13	--	eligibility/ineligibility begins at the end of the school day
Jan. 26	--	three week grade check for <u>ineligible</u> students
Feb. 2	--	eligibility may be regained at the end of the school day
Feb. 19	--	end of 4 th six weeks – check grade for <u>all</u> students
Feb. 26	--	eligibility/ineligibility begins at the end of the school day
March 12	--	three week grade check for <u>ineligible</u> students
March 29	--	eligibility may be regained at the end of the school day

April 9	--	end of 5 th six weeks – check grades for <u>all</u> students
April 16	--	eligibility/ineligibility begins at the end of the school day
April 30	--	three week grade check for <u>ineligible</u> students
May 7	--	eligibility may be regained at the end of the school day

ELEMENTARY and MIDDLE SCHOOL - NINE WEEK GRADING PERIOD

(UIL approved – April 7, 2020)

Eligibility applies to all students participating in Academics, Athletics, Fine Arts, Career and Technology, or any other school-related extracurricular activity. Academic eligibility is a Texas state law (Texas Education Code 33.081) and does not apply only to UIL events. All sponsors of these activities are required to adhere to all eligibility rules as outlined in the TEA/UIL Side by Side document.

GRADES MUST BE CHECKED FOR **ALL** STUDENTS AT THE END OF THE FIRST SIX WEEKS OF THE SCHOOL YEAR. THIS IS AN OFFICIAL GRADE CHECK ESTABLISHED BY TEA AND **WILL** DETERMINE A STUDENT'S ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES.

- *Grading periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays*
- *Eligibility is determined from six weeks grades, nine week grade report, and three week grade checks, not semester*
- *Students may only lose eligibility at the first six weeks grading report and the nine week grading report*
- *Students can regain eligibility at the three weeks progress reports and at the nine weeks grading report*
- *All students are academically eligible during the Thanksgiving, Christmas/Winter and Spring Break holidays*
- *Following the Thanksgiving, Christmas/Winter, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.*
- *All students are academically eligible through the summer.*

Sept. 25	-	end of 1 st 6 weeks – check grades for <u>all</u> students
Oct. 2	--	ineligibility begins at the end of the school day
Oct. 9	--	end of 1 st nine weeks – check grades for <u>all</u> students
Oct. 16	--	eligibility/ineligibility begins at the end of the school day
Oct. 30	--	three week grade check for <u>ineligible</u> students
Nov. 6	--	eligibility may be regained at the end of the school day
Nov. 20	--	three week grade check for <u>ineligible</u> students
Dec. 7	--	eligibility/ineligibility begins at the end of the school day
Dec. 18	--	end of 2 nd nine weeks – check grades for <u>all</u> students
Jan. 13	--	eligibility/ineligibility begins at the end of the school day
Jan. 26	--	three week grade check for <u>ineligible</u> students
Feb. 2	--	eligibility may be regained at the end of the school day
Feb. 12	--	three week grade check for <u>ineligible</u> students
Feb. 19	--	eligibility may be regained at the end of the school day
March 12	--	end of 3 rd nine weeks – check grades for <u>all</u> students
March 29	--	eligibility/ineligibility begins at the end of the school day
April 9	--	three week grade check for <u>ineligible</u> students
April 16	--	eligibility may be regained at the end of the school day
April 30	--	three week grade check for <u>ineligible</u> students
May 7	--	eligibility may be regained at the end of the school day

Fees

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities and field trips.

- Security deposits.
- Personal physical education and athletic equipment and apparel, including a service charge for towels.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school/Extended Year for courses that are offered tuition-free during the regular school year.
- Community School tuition
- Lost or damaged school owned materials or equipment
- Optional insurance on school-owned instruments
- Duplicate report card
- Student computer usage fee
- Commencement items, such as caps and gowns

Payment of fees

The Pasadena Independent School District does not accept personal checks. Money received by the school for lunches, lost books, pictures, or any other item for which money may be collected must be paid by cash, money order, or cashier's check. (Exception: Personal checks are accepted in prepayment for high school yearbooks.)

As a convenience to parents, Pasadena ISD offers online payments through the Pasadena ISD web store. The district has contracted with RevTrak, a national credit card payment processor, to provide a secure site for making payments. A four percent (4%) convenience fee is assessed on the total payment. The web store is located at <http://pasadenaisd.revtrak.net>.

Refund of Fees

To request a refund, please contact your child's school or department that processed your payment. Students requiring a refund will need to complete and submit a refund form. If payments were paid by credit card a refund will be issued to the credit card used for the original payment. Refunds that were paid in cash and total \$10.00 and under will be given in cash. Refunds in the amount of \$10.01 and over will be issued in the form of a District Check mailed to the address furnished on the refund form.

Final Examination Exemption

The Pasadena ISD exemption plan is designed to promote academic achievement, regular attendance and responsible behavior. The primary consideration in designing this plan is to ensure that all students gain experience in taking final examinations throughout their high school years. Students in grades 9-12 are eligible for this exemption.

Courses Not Eligible for Final Exam Exemption:

1. Online and virtual courses are not allowed final exam exemptions
2. During the fall semester, final exam exemptions are not allowed for English, math, science, social studies, languages other than English courses, and all AP courses.

First Semester Exam Exemption Policy:

In the fall students may only exempt electives (not including Foreign Language and all AP elective courses). In the spring all classes may be exempted. A student earns an exemption if he/she meets the following criteria for each class:

- at least an 80 average for the 3 previous six weeks; and
- no more than 3 absences per semester (exceptions are official school business, approved college visit days, death in family and religious holy days.)
- no more than 3 days of ISC per semester; and
- no more than 1 day of Saturday Guidance Center per semester; and
- no days of suspension or assignment to Guidance Center, Summit or JJAEP.
- an exempt student has the option of taking the exam.

Second Semester Final Exam Exemption Policy:

If EOC results are returned from the TEA in time for the first day of second semester final exams, a student earns a course exam exemption if he/she meets the following criteria:

- at least an 80 average for the 3 previous six weeks, OR passes the EOC test in the subject area; and currently passing the course; and
- no more than 3 days of ISC per semester; and
- no more than 1 day of Saturday Guidance Center; and
- no days of suspension or assignment to the Guidance Center, Summit or JJAEP; and

- no more than 3 absences per semester (exceptions are official school business approved by college days, death in family and religious holy days: and
- (for an AP course) must take College Board Advanced Placement Exam .

A student will not be exempt for any other reason except for the reasons listed above and this applies to all subject areas. Decisions regarding waivers and exam exemption may not be appealed.

Guidelines for Implementation

1. All absences, with the exception of those for school business, approved college visits, death in family, and religious holy days, will count (excused or unexcused).
2. Students may have two college visits in the spring of their junior year and two in the fall of their senior year, with two-week prior approval of their grade level assistant principal and a letter from the college or university verifying the visit.
3. To be eligible for exemption, a student must not exceed the disciplinary infraction guidelines outlined in this policy. A list of students who qualify for exemption will be distributed to teachers.
4. Decisions regarding waivers and exam exemptions may not be appealed.

Gifted/Talented Program

The purpose of this program is to recognize and develop the giftedness and potential of District students. Eligible students from kindergarten through grade 12 are served by trained teachers. Most secondary students will find their academic needs met through advanced classes such as Honors (H), College Board Advanced Placement (AP)/Pre-AP, or other special classes. Specific services vary by campus. Information about the Gifted/Talented Program, referrals and student eligibility is available at each campus. The district Advanced Academic program Coordinator for grades 7-12 is Patricia Sermas, 713-740-5247 or psermas@pasadenaisd.org, Pamela Johnson, 713.740.5257 or pjohnson@pasadenaisd.org and for grades K-6 is Amanda Khan, 713-740-0102 or akhan@pasadenaisd.org. Further information is available on the district website.

Students may be nominated by staff, parents, the student or another adult who has knowledge of the student's abilities. The referral window closes November 1. All nominated students will be assessed after receipt of parent permission. Testing may be completed in small group or individual settings at the discretion of the staff. Final selection is determined by a committee of educators trained in gifted education.

Identified GT students transferring into the district who have records of comparable testing may be eligible for provisional placement in the program. A selection committee will review the results and observe the student's performance prior to continued placement or recommended exit from the program.

Specially designed summer programs, offered on a yearly basis, are available for students in specific grade levels. Information regarding this Summer Camp is mailed to identified students (grades K-7) during the spring.

Grade Level Classification (Grades 9-12 only)

After ninth grade students are classified according to the number of credits earned toward graduation. (Note: This grade classification is not the same as UIL.)

Credit Earned	Grade Classification
5	10 (Sophomore)
10	11 (Junior)
12	12 (Senior)

Grade Point Average (GPA) Calculation

Throughout the Pasadena Independent School District, the following grade scale is used:

A 90 -100	B 80-89	C 75-79	D 70-74	F 69 and below
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Weighted Grade-Point System – Middle and Intermediate School

The weighted grade-point system is designed to rank the high school senior class more accurately and fairly. This system is also used in the middle and intermediate school when determining eligibility for academic excellence, honor roll, and organizational membership. An extra grade-point is awarded to students earning grades (except for F's) in intermediate Advanced/Pre-AP classes. When determining this eligibility, the following point values will be assigned:

<u>Pre-AP/Honors Classes</u>	<u>All Other Classes</u>	<u>Grade Points</u>
<u>A</u>	<u>A</u>	<u>5</u>
<u>B</u>		<u>4</u>

<u> C </u>	<u> B </u>	<u> 3 </u>
<u> D </u>	<u> C </u>	<u> 2 </u>
<u> </u>	<u> D </u>	<u> 1 </u>
<u> F </u>	<u> F </u>	<u> 0 </u>

Special Education courses and any course grades reflecting modification of essential elements will earn “basic” grade points. Students enrolled in the Personalized Learning Program are awarded grade points based on their final grade.

Weighted Grade-Point System – High School

This system separates course grade-point values into three categories: (1) regular courses; (2) honors courses, College Board Advanced Placement (AP)/Pre-AP, and premium courses; and (3) basic courses.

Special Education courses and any course grades reflecting modification of the Texas Essential Knowledge and Skills (TEKS) will earn “basic” grade points.

The complete weighted grade-point system will be used when determining class rank; however, basic course adjustments will not be made when determining academic excellence, honor roll and eligibility for organizations and offices.

Grade points will not be received for courses passed where no credit (“NC”) is received due to excessive absences. Students may not “yearly average” in courses in which an “NC” is received due to excessive absences.

Students earn grade points based upon their numeric semester averages in all courses taken (including summer school, Community school, correspondence courses, credit-by-exam, virtual (on-line courses) school, and other sources outside the school district. Grade points from high school credits earned in intermediate school are not applied to the high school GPA.

The total of all grade points earned is divided by the number of courses taken in order to determine the student’s grade-point average, or GPA.

Weighted grade points will be awarded for courses as listed in the High School Course Selection and Registration Guide and listed under the chart below. Numeric averages in courses translate into grade points as follows:

Numeric Average	Dual Credit Numeric Average		Basic Grade Points	Regular Grade Points	*Honors, PAP, PL and Level 1 College Course	**AP/Adv. Honors and Level 2 College Course
100	100		4.0	5.0	5.5	6.0
99	99		3.9	4.9	5.4	5.9
98	98		3.8	4.8	5.3	5.8
97	97		3.7	4.7	5.2	5.7
96	96		3.6	4.6	5.1	5.6
95	95		3.5	4.5	5.0	5.5
94	94		3.4	4.4	4.9	5.4
93	93		3.3	4.3	4.8	5.3
92	92		3.2	4.2	4.7	5.2
91	91		3.1	4.1	4.6	5.1
90	90		3.0	4.0	4.5	5.0
89	89		2.9	3.9	4.4	4.9
88	88		2.8	3.8	4.3	4.8
87	87		2.7	3.7	4.2	4.7
86	86		2.6	3.6	4.1	4.6
85	85		2.5	3.5	4.0	4.5
84	84		2.4	3.4	3.9	4.4
83	83		2.3	3.3	3.8	4.3
82	82		2.2	3.2	3.7	4.2
81	81		2.1	3.1	3.6	4.1
80	80		2.0	3.0	3.5	4.0
79	79		1.8	2.8	3.3	3.8

78	78		1.6	2.6	3.1	3.6
77	77		1.4	2.4	2.9	3.4
76	76		1.2	2.2	2.7	3.2
75	70-75		1.0	2.0	2.5	3.0
74	69		0.9	1.8	2.3	2.8
73	68		0.8	1.6	2.1	2.6
72	67		0.7	1.4	1.9	2.4
71	66		0.6	1.2	1.7	2.2
70	60-65		0.5	1.0	1.5	2.0
Below 70	0		0.0	0	0	0

***5.5 Honors, PAP and Level 1 Dual Credit**

English I PAP, English II PAP, Adv. Journalism Newspaper & Yearbook III, Independent Study English or Journalism, Academic Decathlon, World Geography PAP, Algebra II PAP, Geometry PAP, Pre-calculus PAP, Biology PAP, Chemistry PAP, Spanish I PA P, Spanish II PAP, Spanish III PAP, German II PAP, German III PAP, French I PAP, French II PAP, French III PAP, Latin I PAP, Latin II PAP, Latin III PAP, Theatre III Honors, Band III Honors, Choir III Honors, Orchestra III Honors, Music Theory II Honor, Advanced Dance III Honors, Debate I Honors, Debate II Honors, Debate III Honors, Special Topics, Social Studies Research, Social Studies Advanced Studies, Level 1 Dual Credit Courses and any new honors or PAP courses that offered.

****6.0 AP and Level 2 Dual Credit**

English III AP, English IV AP, Human Geography AP, US History AP, World History AP, US Government AP, Economics AP, European History AP, Psychology AP, Calculus AB AP, Calculus BC AP, Statistics AP, Computer Science AP, Principles of Computer Science AP, Biology AP, Chemistry AP, Physics I AP, Physics II AP, Physics C AP, Environmental Science AP, Spanish Language AP, Spanish Literature AP, German Language AP, French Language AP, Latin IV PAP, Theatre IV Advanced Honors, Band IV Advanced Honors, Choir IV Advanced Honors, Orchestra IV Advanced Honors, Dance IV Advanced Honors, Two-Dimensional Design Portfolio AP, Three Dimensional Design Portfolio AP, Music Theory AP, CTE Honors Practicum Classes, Level 2 Dual Credit courses, English 1301 & 1302 and US History 1301 & 1302 and any new AP courses that are offered.

Note: No extra grade points are assigned for grades above 100.

Students enrolled in the Personalized Learning Program are awarded grade points based on their final grade.

Courses that award advanced honors, honors, regular, and basic grade points are listed in the High School Course Selection and Registration Guide. Not all courses are available at all campuses. See your school counselor for information specific to your high school.

There are opportunities in intermediate school resulting in high school credit for graduation. However, the grades earned for these intermediate school courses will not be included when computing the student's grade point average and class rank. Furthermore, these credits are not among the courses designated as state-approved honors.

Grading/Progress Reports to Parents

Throughout the Pasadena Independent School District, the following grade scale is used:

A 90 -100

B 80-89

C 75-79

D 70-74

F 69 and below

Teachers will maintain records of student grades of student grades that reflect student's mastery of learning. Grades shall be entered into the district's grade recording system weekly so that a current average is readily available to students and/or parent(s) upon request. Information regarding access to the on-line grade reporting system shall be made available to parents. Progress reports will be issued after the end of the third week of each six/ nine weeks grading period. All intermediate and high school students will receive a complete grade report after each six weeks and after the close of each semester. All elementary and middle school students will receive a complete grade report after each nine weeks and after the close of each semester. Prekindergarten students will receive a progress report at the end of the first nine weeks and a report card at the end of each nine week period for the second, third, and fourth nine weeks. All report cards must be signed by the parent or guardian and returned to school immediately. To help parents know when to expect progress reports and report cards, the school calendar is printed on the back of this Handbook.

Prekindergarten/Kindergarten/First Grade/Second Grade

Prekindergarten, kindergarten, first grade, and second grade students will be assessed on mastery of specific skills and strategies through on-going assessment utilizing informal assessments, written responses, and other performance activities.

Prekindergarten students will receive a ± (mastery) or a ∟ (still developing) for each skill and strategy assessed.

Kinder-Second grade students shall receive a 3 (meets standard), a 2 (approaching standard) or a 1 (below standard) for each reading, writing, mathematics, science and social studies skill and strategy assessed. Technology, music, art, health, and physical

education will be rated using a **S, N, or U** (unsatisfactory) on the first grade report card. Social-emotional skills will be assessed using the same scale. Bilingual/ESL will be reported in first grade using TELPAS standards.

Elementary

Numerical grades shall be recorded in the electronic grade book in reading, writing/English Language Arts, spelling, and mathematics for students' grades 3-4. In addition, numerical grades will be recorded for science and social studies in grades 3-4. The grades shall reflect a student's mastery of student expectations of an assignment and a sufficient number of grades shall be recorded to support the grade average assigned. Health, music, art, technology, and physical education will be graded using an **S, N, or U** on the elementary report card.

Middle School

Numerical grades shall be recorded in the electronic grade book each grading period in all subjects. The grades shall reflect a student's mastery of student expectations and a sufficient number of grades shall be recorded to support the grade average assigned.

Intermediate and High School

Numerical grades shall report student progress toward mastery of student expectations in accordance with Board policy (EIA), District regulations (EIA) and campus grading guidelines.

Computation of Grades for High School

Semester Averages: Semester averages will be computed as follows:

- Multiply each six weeks average by two
- Add the semester test grade to the above total
- Divide by seven

Year Averages – High School

Graduation credit will be awarded on the basis of a yearly average in courses recognized by the state as full credit courses. The yearly average is determined by semester grades earned within the school year (August-July). This would include summer school, Community school, and other avenues for which prior approval has been obtained (correspondence, dual credit, credit by examination, virtual school). *The yearly average may not be used in courses in which a "NC" ("no credit") is received due to excessive absences.*

Requests for review and revision of a semester grade must be made within three weeks from the end of that semester.

If a student loses a report card, he or she may request a duplicate copy.

Personalized Learning

For personalized learning students in grades 4-12, progress reports and report cards will report student progress towards mastery of cognitive skills, content knowledge and skills as indicated in student expectations in accordance with Board policy (EIA), District regulations (EIA) and campus grading guidelines. For each grading period (except the Final Report Card), student's progress will be indicated using the A-D scale above and an "OT" for students who receive a 69 and below. An "OT" will indicate Off-Track for successfully completion of the course for the school year. Final Grades for personalized learning courses will not be calculated as a cumulative average of grading periods. Students will receive the Final Numeric Average indicated in the Platform which is based on a combination of student mastery of work on Cognitive Skills (for Language Arts, Social Studies, Science courses), Concept Units (for Math courses) and Focus Areas and are represented as a final percent grade in the online grading system.

Incomplete Grades

When a student receives an incomplete grade (I) on his/her report card, it is an indication that certain required work was not completed due to absence. All incomplete assignments will be accepted by the teacher within the first ten (10) school days of the next grading period.

Make-up and Late Work

Students are obligated to make up all work missed during absences in order to maintain skills and develop new competencies. It is the student's responsibility to request and complete make-up work in a timely manner. Generally, a student is allowed as many days to make up work as he/she was absent. Refer to the campus grading guidelines for more clarification and for information related to grading penalties for late work.

For eligibility purposes, students must make up work within the grading period of the original assignment. Extra credit work (including retesting) turned in after the grading period or evaluation has ended may not be considered when determining a student's eligibility for participation in extra-curricular activities.

Retest Reassessment Opportunities

Campus grading guidelines govern reassessment opportunities. Generally, reassessment opportunities are given to allow a student the opportunity to demonstrate proficiency of a student expectation(s) when a student has previously failed to do so. Students must attend assigned reteaching/tutoring and request reassessment in accordance with campus grading guidelines.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Complete the required number of credits established by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

[See **Standardized Testing** on page 59 for more information.]

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 40.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in dual credit course work; on an AP or IB examination; on certain national college preparatory and readiness or college entrance examinations (PSAT, SAT, or ACT); or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	5	7
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

- Science, technology, engineering, and mathematics (STEM)
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

Personal Graduation Plans for Students under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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

Please review TEA's Graduation Toolkit <http://tea.texas.gov/communications/brochures.aspx>

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives.

Receipt of Diploma

To receive a diploma from the District, the student must complete graduation requirements as outlined by the State of Texas and the District. Students transferring into the District must complete the same requirements as students who have attended District schools

throughout their high school careers. In order for a student to receive a diploma from a District high school, the student must earn the last 2.5 credits from a District high school.

All high school graduates are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed.

Students who do not complete graduation requirements in the traditional four-year time frame will be awarded a diploma the year in which they complete all requirements and will be considered a graduate of that year. The diploma will be available the first business day after the commencement ceremony. The class ranking will not be re-calculated.

Students with Disabilities

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

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. If a student receiving special education services is scheduled to graduate under the Minimum High School Program, Foundation High School Program, or in accordance with provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate.

To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Commencement exercises will be offered for students completing graduation credit requirements at the end of the spring semester. **Students who fail to earn the credits necessary for graduation will NOT be allowed to participate in graduation ceremonies.**

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Special Education students who have completed four years of high school but ***have not*** completed the necessary graduation requirements may receive a certificate of attendance and participate in commencement ceremonies. The student shall participate in only **one** graduation ceremony and the student is not prohibited from receiving a diploma after meeting required criteria.

Students not meeting requirements for a high school diploma should contact the school counselor to evaluate diploma deficiencies and graduation options.

Students graduating early may participate in the spring commencement and, with the consent of the Principal, the Senior Prom and Banquet. Early graduates participating in spring commencement and/or the Senior Prom and Banquet shall be required to comply with District policies and regulations concerning conduct and grooming.

A summer commencement ceremony is provided for students who complete their graduation requirements through the district's extended year program or other approved sources. Students are not eligible to participate if they do not complete their requirements prior to this ceremony. Students who complete requirements and are awarded diplomas after the summer commencement ceremony are not eligible to return the following school year to participate in commencement exercises.

The Principal has the final authority to allow or deny participation in the commencement exercises; however, as student will still receive a diploma if all other requirements are met.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation – such as the purchase of invitations, senior ring, cap and gown, and senior picture – both the student and parent should monitor progress toward completion of all requirements for the graduation. The expenses are incurred in the junior and senior year.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Students should complete the Free Application or Federal Student Aid (FAFSA) early in their senior year (beginning October 1st) in order to determine their eligibility for public and private grants.

Contact the school counselor or the College NOW Coordinator for information about other scholarships and grants available to students.

Guest Speakers

Guest speakers are encouraged as a part of the regular instructional program in order to provide more meaningful learning opportunities for students. School personnel will preview program content to ensure that these presentations are both relevant and appropriate for the student audience. The principal shall approve all guest speakers and will maintain a record detailing the speaker's name, sponsoring organization, classroom and the subject of the presentation.

The principal will determine when the content of guest speaker presentations merits parent contact. In those cases, parent permission will be required and student participation will be entirely optional.

Parents are welcome to attend any guest speaker presentations, but are asked to make prior arrangements to attend so that appropriate accommodations may be made. Parents should feel free to address any questions or concerns about guest speakers to their child's teacher or to the school principal.

Guidance Center/Independent Study Center

The purpose of the Guidance Center and the Independent Study Center is to provide services which help address the behaviors that interfere with a student's progress in school. The centers allow students to remain in a school setting rather than excluding students from school. Students assigned to the Guidance Center are to follow the dress code as designated by the Pasadena ISD Student Code of Conduct. Students assigned to the Guidance Center are prohibited from riding Pasadena ISD school buses. **Parents must provide for transportation to and from the Guidance Center.** While assigned to the Guidance Center, a student is not permitted to return to any campus for any reason or to take part in any school program or activity until the assignment is completed and the student is officially reinstated at the home school. All compulsory attendance regulations are in effect.

The Guidance Center has two locations. All middle school, intermediate, school and high school students, grades 5-12, will attend the Guidance Center located at 3010 Bayshore in Pasadena (telephone 713.740.0792). The Elementary Guidance Center program is located at Fisher Elementary, 2920 Watters Road in Pasadena (telephone 713.740.0552).

For further information about the Guidance Center, see the "Alternative Education Programs" section of the yellow "Code of Student Conduct" pages of this Handbook. Information is also provided in letters given to parents of students assigned to the Guidance Center.

Health Services – Physical and Mental

Accidents or Illness

Emergency contact information provided during online registration will be used in the event a student is injured at school or becomes acutely ill. In case of an emergency, an ambulance will be called, and the student will be transported to the nearest hospital. The parent/guardian will be notified immediately.

The Pasadena Independent School District does not assume financial responsibility for accidents, injuries, illnesses occurring at the school, or emergency transportation.

Throughout the school year, it is the responsibility of the parent/guardian to inform the school nurse of any changes, including food allergies, in the student's health or medical status. A campus nurse may need to contact the student's physician related to student health care needs. If a student receives daily instruction at more than one PISD school, it is the parent's responsibility to provide notice to both school nurses regarding special health conditions.

A student who becomes ill or has an accident at school will be sent to the clinic. Each campus is staffed with a registered nurse. The parent of a student who becomes ill shall be notified if it is deemed by the school nurse that the student cannot remain in school. First aid supplies are kept on hand for minor injuries that occur at school.

It is necessary that the school nurse or office official talk with the parent for a student to be excused from school due to illness or accident. **The student is not to call the parent but go directly to the clinic if an emergency, accident, or illness occurs.** When it becomes necessary for a student to go to the clinic, he or she **must** first get a signed permit from his or her teacher except in extreme emergencies. A student who fails to report directly to the clinic may be considered truant. Any student who fails to go to the clinic and calls a parent so that they can go home will have to see a campus administrator or principal's designee to receive an admit to go home. Disciplinary action may be taken against any student who bypasses the clinic.

A note from a physician or campus athletic trainer will be required in order to use crutches or any other medical appliance on campus. This is not applicable to a student with a permanent disability. A student with a medical condition or long term disability which requires the student to be excused from physical education **must** submit an annual update signed by a physician. To keep all medical records current, any medically fragile student must submit an annual progress notation signed by a physician. The school nurse may exercise professional discretion to accommodate special needs as they arise.

Any student requiring special treatments such as tube feeding, catheterization, etc. must have the necessary authorization forms renewed annually and on file with the school nurse prior to the first day of treatment.

Students with a temperature of 100 degrees or above must not be sent to school. Students who come to the clinic during the school day with a temperature of 100 degrees or above will be sent home. Students should be fever free for twenty-four (24) hours without the aid of an antipyretic (Tylenol, Aspirin, etc.) prior to returning to school. **Parents are advised to keep students at home for twenty-four (24) hours if the student has had diarrhea and/or has been vomiting.**

Communicable Diseases

To avoid endangering the health of other students, a student with a communicable or contagious disease will be required to remain home until the disease is no longer contagious. Pasadena ISD follows Harris County Department of Health and Human Services exclusion criteria for public schools. Diseases requiring exclusion from school include, but may not be limited to the following: chickenpox, measles, untreated ringworm of the scalp, untreated impetigo, hepatitis A, bacterial meningitis, mumps, untreated scabies, salmonellosis, shigellosis, untreated strep throat (including scarlet fever), tuberculosis and whooping cough. Students may return to school when recovered or released by a licensed U.S. physician. Further information may be obtained from your school nurse.

The superintendent shall develop, with the advice of appropriate health, education and legal professionals, and the consent of the Board, guidelines for exclusion, restriction and regulations for students with AIDS or individuals infected with HIV (human immunodeficiency virus). By law, students are entitled to be educated in the least restrictive environment and may be placed in regular classroom settings, special education or homebound instruction depending upon the recommendation of the superintendent's committee/ARD committee. Confidentiality of information concerning an individual's HIV status will be strictly maintained. Unauthorized disclosure of information concerning the HIV status of a student or staff member may result in civil and criminal penalties. (Texas Health and Safety Code, 81.103.104)

Pediculosis (Head Lice)

Based upon specialized training and the professional judgment of the school nurse, students with live lice or signs of active infestation will be excluded from school. Students who have been sent home should receive prompt treatment for lice and are expected to return to school the following day, free of live organisms. Parents should check their child weekly for head lice. If head lice are found, the hair must be treated before the child returns to school on the following day. Upon return to school, the student and parent/guardian must report directly to the clinic or front office, provide information about the treatment utilized and have the student's hair checked before reporting to class. Mass screenings including individual classroom checks are not conducted.

Chronic cases and instances of non-treatment will result in unexcused absences and referral to the school attendance officer and/or court.

Health Appraisals

Students in **prekindergarten, kindergarten, first, third, fifth and seventh** grades shall be screened for vision and hearing problems.

Students in **first, third, fifth, and seventh** grades shall be screened for Type 2 diabetes risk.

Female students will be screened for scoliosis in 5th and 7th grade. Male students will be screened in 8th grade.

In addition, all **students new to the Pasadena School District** shall receive vision and hearing screening.

For all grade levels, referrals are sent home to the parent when a student fails any of the following screenings: vision, hearing, scoliosis and/or type 2 diabetes risk. **Parents should follow up on the referral in a timely manner and return appropriate forms to the school nurse in order to enhance their child's success in school.**

Immunization Policy

State law and school district policy require appropriate documentation of the following immunizations for **all** students, **regardless of age or program**, in Texas elementary and secondary schools. **Documentation of immunizations must include day, month, and year. Vaccine doses administered less than or equal to four (4) days before the minimum interval or age shall be counted as valid.**

EARLY CHILDHOOD (By 36 months)

- DTP/DTaP/DT¹ - 4 doses
- Polio¹ - 3 doses
- MMR^{1, 2} (measles, mumps and rubella)-1 dose on or after 1st birthday
- Hib³ vaccine – 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose.
- Varicella ^{1,2}- 1 dose or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses
- Hepatitis B ² – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

PREKINDERGARTEN (By 48 months)

- DTP/DTaP/DT ¹– 4 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hib vaccine - 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose.
- Varicella^{1,2} – 2 doses or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses
- Hepatitis B ² – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

KINDERGARTEN – SIXTH GRADE

- DTP/DTaP/DT/Td¹–4 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart.
- Hepatitis B ² – 3 doses
- Varicella^{1,2} - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

7th GRADE – 12th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 5 years after last dose DTP/DTaP/DT/Td
- Tdap – 1 dose
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles for grades 7– 12.
- Hepatitis B ² – 3 doses
- Varicella^{1,2} - 2 doses or documentation of chicken pox illness
- Meningococcal – 1 dose
- Hepatitis A – 2 doses for grades 7 – 11

The influenza vaccination may not be required, but is **strongly** recommended for all students.

¹**Receipt of the dose up to and including 4 days before the birthday will satisfy the school entry immunization requirements.** DTP and Polio immunization for student in grades K-12 received prior to April 1, 2004 that were received within the calendar month of the 4th birthday will satisfy this requirement.

²Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B or Varicella or serologic evidence of infection is acceptable in lieu of vaccine.

Proof of Immunization

Proof of the above immunizations shall consist of personal records by a licensed physician or public health clinic with a signature or rubber-stamp validation.

Exceptions from Compliance

Upon receipt of a certificate or affidavit, as specified in state law, exceptions from compliance may be permitted on an individual basis.

Medical Reasons - The student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. The physician's statement must identify the specific vaccine(s) and reasons why they would pose a significant risk to the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

Reasons of Conscience, Including Religious Beliefs - If the student's parent or guardian declines vaccinations for reasons of conscience, including because of the person's religious beliefs, the parent or guardian must present to the school a notarized official Texas Department of Health affidavit requesting the immunization exemption. **No other forms or reproductions will be allowed.** Parents or guardians must request affidavit forms online or **in writing** and include the child's full name and date of birth. Written requests for the affidavit must be submitted through the United States Postal Service to the Texas Department of State Health Services Immunization Branch (MC1946), P.O. Box 149347, Austin, TX 78714-9347, fax (512-776-7544), or hand delivery to the Texas Department of State Health Services Immunization Branch (MC1946), 1100 West 49th Street, Austin, TX 78756 or online at <https://webds.dshs.state.tx.us/immco/>. If the student is transferring from another **Texas** school and awaiting the transfer of immunization records, including the official TDH vaccine exemption affidavit, Texas Education Agency policy requires a school district to provisionally enroll the student for no more than 30 calendar days. The vaccine exemption affidavit must be renewed **two years from the date notarized**. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

Enrolling of New Students (Refer to Failure to Comply below.)

A student who has not previously been enrolled in a school and/or district in Texas must obtain a least one dose of each specified age-appropriate vaccine required. All vaccines must be on schedule before the student will be eligible to attend classes. Thereafter, additional immunization must be completed as soon as it is medically feasible.

A student **transferring** from another school and/or district in **Texas** shall be allowed to **attend classes** pending receipt of immunization records. **A grace period of no more than thirty (30) calendar days shall be allowed for the school to receive such records.** If the student who is homeless, in a formal foster care placement or if the parent is on **active duty** with the armed forces of the United States, a student may attend classes for **no more than 30 calendar days** while awaiting the transfer of immunization records from the previous school.

Failure to Comply with Immunization Requirements

The principal shall exclude from school attendance, but shall not withdraw, the student for non-compliance. Such absences are unexcused and in violation of compulsory attendance laws.

Medicine at School

In most cases, the medication time can be adjusted so that medicine does not need to be taken during school hours. In the rare instances when it is necessary to take prescription or over-the counter medicine during school hours, **the school is required to have a written request to administer medication from the parent, legal guardian or other person having legal control of the student** before prescription medication may be given at school. Prescription medications containing codeine or other narcotics are not to be brought to or administered at school. In order to ensure the student's safety, it may be necessary for the school nurse to contact the student's physician regarding the prescription medication. Prescription medication must be:

- prescribed by a United States physician
- current
- properly labeled by the pharmacy
- issued by a United States pharmacy
- in the original container

Over-the-Counter medications must be in the original unopened container and will not be administered for more than five consecutive days without physician authorization or manufacturer's recommendation on printed container.

All medication to be administered shall be delivered to the clinic by the parent or a responsible adult. Students shall not carry medication on the school bus and shall not deliver medication to the clinic. It is the responsibility of the parent to see that the medication is picked up from school by a responsible adult.

If a student should violate District policy by personally carrying medication to school, the nurse will take the medication from the student. The nurse will call the parent to provide notice that the medication will not be administered to the student without a signed parent request on file. The nurse will notify the parent to pick up the medication from the clinic and/or come to the clinic to sign the written request for the nurse to administer the medication. If unable to reach the parent by telephone, written notice will be mailed to the parent. **Unauthorized medication will be held in the clinic for no longer than 30 calendar days, and after that time it will be discarded.**

In rare instances when the physician orders asthma or anaphylactic medications to be carried on the student's person, the parent and student must also sign an affidavit ensuring that the student is capable of self-administering the prescription medication and releasing the school nurse and the District of any liability for misuse. **Medications shall not be shared with other students.**

Contact lenses are prescription items for individual students. As such, and in order to protect the health of others, contact lenses shall not be shared with other students. Contact lenses shall be free of design.

Students disregarding the above restrictions may be held in violation of the District's Drug Abuse Policy and shall be subject to appropriate disciplinary action.

Diabetes Care in the School Setting

The Pasadena School District employs trained campus staff to assist students with their diabetes-related health needs. The parent/guardian of a student who will seek care for diabetes while at school or while participating in a school activity, and the physician responsible for the student's diabetes treatment, shall develop and present to the school a diabetes management and treatment plan (DMTP). Upon receipt of the DMTP, the school principal, or designee, and the school nurse, if a school nurse is assigned to the school, shall develop an individualized health plan (IHP) in collaboration with the parent/guardian.

In compliance with state law, and in accordance with school district policies and procedures, a student **may** be permitted to carry diabetes medication and supplies on his/her person while on school property or at school-related activities. Students who are eligible and permitted to carry diabetes medication and supplies shall do so in a hard-cover carrying case that locks with a combination lock. The combination and/or contents of the locked case shall not be shared with other students. Students disregarding district policies and procedures regarding diabetes-related health needs in the school setting shall be subject to appropriate disciplinary action.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full time nurse,
- The campus full time school counselor(s),
- The local public health authority,
Harris County Public Health

713.439.600

www.publichealth.harriscountytexas.gov

- The local mental health authority
The Harris Center for Mental Health and IDD
24-Hour Crisis Line: 713.970.7000, option 1
www.theharriscenter.org

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/597>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE

Homework

Homework is a vital part of any instructional program and students are expected to complete all homework that is assigned. It is to reinforce what has already been taught in the classroom, to provide training in independent thought and study habits, and to develop responsibility. Homework provides another avenue for parents to be involved in their child's education.

Human Sexuality Education

In the Texas Education Code-Section 28.004, Pasadena ISD is required to notify parents of students enrolled in the district of the basic content of the district's human sexuality instruction. All curriculum materials will be made available for reasonable public inspection. The curriculum chosen for this instruction was carefully selected by members of the PISD School Health Advisory Committee which is made up largely of parents. The curriculum materials were presented for public review after which they were reviewed and approved by the District Education Committee, by teachers and administrators, and by our PISD School Board members. The curriculum chosen meets all the requirements of Texas law including the following: abstinence is the preferred choice and will receive the most attention in the curriculum; abstinence is the only method that is 100% effective in preventing pregnancy, STDs and HIV/AIDS.

Our goal is to provide human sexuality instruction that is factual, up-to-date, and timely so that students are well equipped with the knowledge they need to make healthy decisions. The curricula chosen provide students with the guidance they need to fully understand the decisions they make can carry lifelong responsibilities and serious physical and emotional implications.

Students in grades 9-12 will receive human sexuality instruction using *Big Decisions* curriculum developed by Dr. Janet Realini, M.D. of the University of Texas. The curriculum will be taught in high school health classes during the third six weeks of each semester. The curriculum is available for parental review at www.bigdecisions.org. Eighth grade students enrolled in a health class for high school credit will receive instruction using the BigDecisions materials. We encourage you to visit the website, review the materials, and discuss the lessons with your student.

Students in grades 7-8 will receive human sexuality instruction using WAIT (Why Am I Tempted) Training. This curriculum focuses on giving students the knowledge they need to make healthy choices. The curriculum is an interactive, high intensity, activity-drive program that delivers core abstinence until marriage message.

Students in grades 5-6 will receive age appropriate human sexuality instruction using BASIC Training from the WAIT program providing an interactive curriculum focused on puberty science, with special emphasis on growth and development as well as character/relationship education.

Students will be given a letter to bring home informing parents when the curriculum will be taught. Parents can opt their children out of all or any part of the curriculum. We do encourage parents to view the material and/or meet with counselors if they have any questions.

Insurance

The District shall offer a general student accident program at parent expense. The District does not assume any liability for student injury. Students who participate in athletics are urged to subscribe, at their own expense, to an athletic injury policy offered by the

District; however, the District assumes no liability for injuries suffered by students. The district provides insurance for students involved in a UIL activity (does not include regular Physical Education). This policy supplements the individual's insurance coverage.

Interruption of Classes

To maintain an effective learning environment for our students, campus personnel will **NOT** deliver nor send for students to PICK UP packages, flowers, books or any other item requiring the interruption of class time. The school office will not send for students to receive personal messages or visits from parents. In addition, only emergency messages can be delivered to students.

Libraries

The school library is an extension of the classroom and offers print and digital resources, in English and Spanish, which meet the academic and recreational needs of students. Students (PreK-12) and parents may check out print materials for use in school or at home. Digital resources (such as eBooks, audio books, magazines, and reference materials) are also available for school and home use. Please contact the campus librarian for a list of digital resources available through the district and the passwords needed for access outside the district.

Students are encouraged to use the library and should be checking out library books on a regular basis for academic and recreational reading. If an overdue/lost book or unpaid library fee prevents a student from checking out a book, please contact the librarian to resolve the problem. Please encourage your student to develop good reading/listening habits.

All students are responsible for the care of materials checked out to them and the student, or parent/guardian, must pay for lost or damaged materials. Elementary campuses do not charge for overdue library materials. Secondary campuses may elect to charge a fee for overdue materials. Please check with the campus librarian for the campus policy regarding overdue library materials. If there is a concern regarding excessive overdue, lost, or damaged materials, the librarian will contact the student's parent/guardian.

Library materials are selected in accordance with the District Selection Policy. The district has a reconsideration policy to evaluate materials that may concern parents. It is important that parents/guardians are aware of and follow the procedure. Please contact the campus librarian if you have a concern regarding library materials.

Intermediate school libraries may contain young adult books that deal with mature themes and are written for mature readers. Parents should contact the school librarian if they do not want their child to read young adult literature.

Library instruction follows the district curriculum and extends classroom instruction at each grade level. The school librarian partners with teachers to reinforce student learning, teaches research skills and assists students with research, provides reading guidance, and coordinates library activities that promote reading.

Lockers

Lockers may be available to students for storing their books, school materials and supplies. The lockers, however, remain the property of the Pasadena Independent School District and are subject to inspection. Students having items in their locker that are in violation of school district policy are subject to disciplinary action. Individual campuses may choose to be locker free.

As a precaution against loss of materials from lockers, students are required to keep lockers locked at all times, not give the combination to other students, and not place books, materials or other items in another's locker.

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Gloria Gallegos, Associate Superintendent, Special Programs, 1515 Cherrybrook Lane, Pasadena, Texas 77502; 713.740.0218; ggallegos@pasadenaisd.org*. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Erika Chapa, Coordinator Dyslexia/504, 1515 Cherrybrook, Pasadena, Texas 77502; (713) 740-0067 or echapa2@pasadenaisd.org
- For all other concerns regarding discrimination, contact the superintendent: Dr. DeeAnn Powell, 1515 Cherrybrook, Pasadena, TX 77502, 713.740.0242 or dpowell@pasadenaisd.org

Dyslexia

In accordance with Texas State Law, State Board of Education Rules and the Revised Procedures Concerning Dyslexia, enrolled students shall be assessed for dyslexia and related disorders at appropriate times and any student determined to have dyslexia or a related disorder shall be provided with service.

Teachers who screen and serve these students are qualified to assess for dyslexia and related disorders and are trained in instructional strategies that utilize individualized, intensive, multisensory phonetic methods and a variety of writing and spelling components. Each school shall provide identified students in grades K-12 with an appropriate variety of assistance and access to the services of a trained Dyslexia/Intervention Teacher.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student. The District shall inform parents and guardians of students eligible under Section 504 of the Rehabilitation Act of 1973 of all services and options available to the student under that statute.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.htm), (<https://www.tsl.texas.gov/tbp/index.htm>) which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Individuals with Disabilities Education Act (IDEA)

The Pasadena Independent School District provides programming in compliance with the Individuals with Disabilities Education Act. The District has undertaken to identify and locate every qualified person with a disability residing in the district's jurisdiction who is not receiving a public education. Students may be eligible to receive accommodations and services under the Individuals with Disabilities Education Act (IDEA). Information related to the identification of students with disabilities can be obtained by calling or writing to the principal of the student's home campus or the Executive Director of Special Programs (713-740-0212), PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502.

Intervention Process

The purpose of the Intervention process is to address the needs of students within the general education curriculum before considering placement in special programs such as Section 504, Dyslexia, or Special Education through the implementation of classroom intervention strategies and/or the specific targeted instruction from the Dyslexia and Intervention teacher. The Three-tiered Response to Intervention (RTI) process is intended to provide an opportunity for campus personnel, parents, and others to work together to resolve academic, behavioral, emotional, or social problems experienced by individual students. The primary focus of this process is the identification and consideration of educational alternatives that may address the student's educational needs.

Section 504 of the Rehabilitation Act of 1973

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District's Section 504 Coordinator Erika Chapa at (713) 740-0067 or by mail at 1515 Cherrybrook Ln., Pasadena, Texas 77502 or echapa2@pasadenaisd.org.

Title IX of the Educational Amendments of 1972

This includes complaints regarding sexual harassment. The Pasadena Independent School District complies with the nondiscrimination requirements of Title IX of the Educational Amendments of 1972. Questions concerning the District's implementation of Title IX should be directed to the Title IX Coordinator, Gloria Gallegos, Associate Superintendent, Special Programs: (713) 740-0218, ggallegos@pasadenaisd.org. PISD Administration Building, 1515 Cherrybrook Ln, Pasadena, Texas 77502. See policies FB, FFH, and GKD.

Nutrition Services (Lunch/Breakfast Program)

The Pasadena Independent School District participates in the National School Lunch and Breakfast Program. Students may elect to participate in the Lunch/Breakfast Program or to bring their own lunches. Students are required to remain on campus during lunch. Parents who feel that they may qualify economically for free or reduced price meals are encouraged to complete a Free/Reduced application and submit the application to the Nutrition Department Services, PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502. Free/Reduced applications may also be completed and submitted online <https://www.nlappscloud.com/>. Applications are available at the schools and at the Nutrition Services Office and must be submitted on a yearly basis or whenever there is a change in income and number of household members. Students who are identified as "Student who is homeless" or Migrant qualify for free breakfast/lunch. Please contact Student Services and our Migrant office for additional information.

While in the cafeteria for either breakfast or lunch, students will be expected to assist in maintaining order so that everyone will be able to go through the serving line and enjoy his/her meals. For these reasons, the following rules have been established:

1. Enter the cafeteria in an orderly manner.
2. Keep your place in line, but do not save places.
3. Feel free to talk or visit with friends, but avoid shouting or horse-play.
4. Demonstrate good table manners.
5. Keep food and drinks inside the cafeteria.
6. Keep passageways open between tables.
7. Students may not share food or eat off each other's plates.
8. Clear your place when you have finished eating. (The last person leaving a table should remove any stray wrappers, utensils, etc., from the table.)

Students who violate the above rules may forfeit their cafeteria privileges.

No student shall be permitted to leave the campus during lunch and are required to remain in the cafeteria or other designated area during lunch. Since several hundred students will be served at each lunch period, books and other personal belongings should be left in the classroom if possible. Such items brought to the cafeteria will be the bearer's responsibility.

Breakfast Program

Breakfast is served in the school cafeteria each morning with the possible exception of the first day of school. Please contact the campus to see if they will serve breakfast on the first day of school and to determine the appropriate time for your child to arrive at school to participate in the breakfast program. Breakfast at **No Cost** is available at all campuses.

Lunch Program

Your child may buy a balanced meal at moderate cost in the cafeteria or bring a lunch. When students bring their lunch to school, utensils and napkins need to be included. Students who bring their lunches may purchase milk and/or a snack. Utensils and napkins are available for purchase from the cafeteria if forgotten.

Elementary students may not bring from home any sodas or glass containers. Students are required to remain on campus during lunch. Parents are discouraged from bringing in fast food for lunch. Please contact school campus regarding policy in bringing fast food to the campus.

Non-Discrimination

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay service at (800) 877.8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the

1. Mail: U. S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D. C. 20250-9410
2. Fax: (202) 690.7442; or
3. Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Payment of Lunch

Students may prepay for meals lunch on a weekly, biweekly, monthly, or on a semester basis. It is encouraged that students on a paid status or students who qualify for reduced price meals prepay; although, students may pay on a daily basis in the serving line. Prepayments are normally taken on Monday. The policy regarding the day when prepayments are made is a school's decision. Payments may also be made online at www.myschoolbucks.com. **The Pasadena Independent School District Nutrition Services will not accept personal checks.**

Specially marked food service envelopes are available for use by parents when sending money to the school. The envelope should be marked with the student's name, grade level, and the amount enclosed. Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the District will notify the parents via phone-message and notices sent home with students. The student will be given a grace period of two days where lunches may be charged. If parents do not send payments for their outstanding account balance by the end of the grace period students will be offered a courtesy meal and campus administration will then follow up with parents. Ala Carte items may not be charged.

SMART SNACKS IN SCHOOLS

"Foods of Minimal Nutritional Value" rules have been replaced by "Smart Snacks in Schools." The Smart Snacks ruling places restrictions which apply to all foods and beverages sold to students on the school campus at any time during the school day. For more information and to find out if your food is Smart Snack approved visit <https://foodplanner.healthiergeneration.org/calculator/>.

Standards for Smart Snacks (per item as packaged or served):

- Must be a whole grain-rich; or
- Have as the first ingredient a fruit, vegetable, dairy product or protein food; or
- Be a combination food that contains at least ¼ cup fruit and/or vegetable; or
- Must meet all of the specific nutrient standards for calorie limits, sodium limits, fat limits, and sugar limits.
- Beverages must also meet specific size and calorie restrictions.

Special Diets

Students who have a life threatening food allergy, an intolerance affecting a major life function or a medical disability requiring a meal modification must have a written request from a licensed medical professional indicating special instructions. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The Pasadena Independent School District provides a Diet Modification form for a certified medical professional to fill out and identify: the student's medical need and an explanation of why the condition restricts the student's diet; the major life activity affected by the condition; the food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted. The PISD Diet Modification Form can be obtained from the school nurse or the PISD Nutrition webpage. This form should be returned to the school nurse. The medical statement must be amended with Nutrition Services if any changes need to be made to a special diet that is in place.

Student ID Numbers

Schools use Student ID numbers to identify students in the cafeteria. These include students who participate in the free/reduced meal program and students who prepay for their meals. The use by a student of another student's ID number is illegal. Students will be disciplined.

Parent Consent

Senate Bill 1, of the Texas Education Code, requires consent for certain activities.

(a) An employee of a school district must obtain the written consent of a child's parent before the employee may:

- (1) Conduct a psychological examination, test or treatment unless the examination, test or treatment is required under *Section 38.004*; or
- (2) Make or authorize the making of a video tape of a child or record or authorize the recording of a child's voice.

(b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a video tape of a child or authorize the recording of a child's voice if the video tape or voice recording is to be used only for:

- (1) Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses.
- (2) A purpose related to a curricular or extracurricular activity; or
- (3) A purpose related to regular classroom instruction.

Photography and Videotaping

An occasion may arise for your child to be photographed or videotaped for school purposes and to be used in the newspaper, web, and or cable television. A parent or guardian who desires his/her child not to be photographed or videotaped must ensure that the request is made in writing and submitted to the school principal.

Parties and Socials

PK-8

Students may participate in two school parties that are pre-approved by the principal. These are planned by the teachers with the approval of the principal and are limited to the last hour at the end of the school day.

The District will allow a birthday snack. If the parent/guardian wishes to bring a birthday snack for each member of the class, please notify your child's homeroom teacher in advance so that arrangements can be made. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher, the school nurse and school principal prior to bringing any food into the classroom. Based on Harris County Department of Health recommendations, all food brought to parties must be prepackaged from a store, bakery or licensed provider. Food should not be homemade. Birthday snack must be after lunch and not served in the cafeteria.

No other parties or favors will be permitted during the school day including lunch. With permission of the principal, party invitations may be passed out at school. Balloons, flowers, presents and/or tokens are not allowed at school.

High School

Clubs or organizations may have parties or socials after the close of the school day if the event has been put on the calendar and approved by the club sponsor and assistant principal. Classes are not permitted to have parties in classrooms; food or drinks are not to be consumed in classrooms or taken from the cafeteria.

The rules of good conduct and grooming are to be observed for school social affairs. Guests will be expected to observe the same rules as students attending the event; the person inviting the guest will share responsibility for the conduct of the guest. Students attending a party or social may be asked to sign out when leaving before the event ends; anyone leaving before the end of the party or social will not be re-admitted.

Performing Groups

Performing groups, such as the band, choir, orchestra, dance and athletic teams, are extensions of the curriculum and offer students opportunities to refine skills through the incentives of competition and performance.

These performing groups represent the school. Misconduct, therefore, becomes a visible reflection on the school and threatens to tarnish the distinguished reputation these groups have earned through hard work. Consequently, performing groups may establish rules of behavior—and consequences for misbehavior—which are more stringent than those for students not participating in the group. If the violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization.

Each student named to a performing group imposing such standards shall be notified of the standards of behavior and the specific consequences of violating those standards. The student and parents shall be required to sign an acknowledgement of those standards as a condition for participation.

Physical Education

Students may be excused from physical education, for health or medical reasons, for a maximum of three calendar days with a note from a parent. Excuses for more than three days require a note from a professional healthcare provider. In cases of non-participation in the program or participation on a limited basis, a statement from a professional healthcare provider for the current year, must be on file, giving the reason for and length of time of the restriction. A Medical Excuse from Physical Education form (E 3-2) is available from the nurse/physical education teacher and must be completed by the doctor.

Elementary students and fifth grade students at the middle school wear their regular school clothing to physical education. During physical education class, shorts may be worn under dresses or skirts. Proper clothing and shoes, which offer support and protection, allow students to participate successfully and safely in games and activities. Some examples of unacceptable shoes are as follows: shoes with high heels, wooden soles, rubber cleats, flip flops, etc.

All students in grade six (6) should be given the option to dress out for physical education.

All students 7-12 grade will dress out for physical education daily. Campuses physical education teachers will share the physical education uniform expectations at the beginning of each semester from the following options: district provided P.E. uniforms, spirit type P.E. shirts/uniforms sold on campus or student provided appropriate physical education clothes. It is preferred that students be dressed alike so that physical education students can be easily identified in the gym or outside for safety reasons.

The wearing of jewelry is not allowed in physical education classes.

Students in an elementary/middle school setting must have 135 minutes weekly or a minimum of 30 minutes daily of PE TEKS based activity with 50% of the time on moderate to vigorous activity. Students in the intermediate schools are required to take one semester of physical education in each grade level with an option to take it as an elective for another semester.

Students in grades 6 – 8 must have four semesters of physical education with 135 minutes weekly or 225 minutes every two weeks if the school is on block schedule with 50% of the time on moderate to vigorous activity.

Students who are involved in physical education classes, intramurals, athletics, cheerleading, dance class team, marching band, etc. and have a medical condition, such as: diabetes, hemophilia, pregnancy, heart condition etc. must have a medical release to participate. If a doctor's release is not on file with the teacher/sponsor/nurse and an injury or accident occurs, the school/sponsor/district may not be held liable.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to school principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Recess Guidelines for Pasadena ISD:

1. Pasadena ISD elementary schools should develop schedules that provide at least 20-30 minutes of supervised recess time each day. Recess should not replace physical education. Recess should be unstructured playtime where children have choices, develop rules for play, and release energy and stress.
2. Proper supervision of students and appropriate equipment should be provided by the campus to ensure the safety of all students. Campuses should provide one training per year to go over recess rules and expectations for teachers and students and proper use of equipment.
3. Recess should not be viewed as a reward, but a necessary educational support component for all children. Taking away recess time as a punitive measure, as a behavior management tool or for tutoring or other competing activities should be avoided.

PISD Police Department

The school district, as authorized by state law, has empowered security specialists to assist the schools in maintaining order and protecting school property. These specialists are licensed police officers and shall investigate any violation of law concerning the schools and shall assist in the prosecution of the person(s) involved. Subject to the laws of the State of Texas, students may be issued citations and/or arrested. Law enforcement issues should be addressed at the campus during school hours. The PISD Police Department dispatcher maybe contacted after business hours at 713.740.0201.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

Pregnancy and/or Parenting Services

All pregnancies should be reported to the school nurse. Students will be required to complete the *Report of Pregnancy Homebound Services Needs Assessment* form. In order to support the education of students who have children, parenting students may apply for the free child care program offered by AVANCE – Houston – Early Head Start at either Tegeler Career Center or Kruse Elementary. Please note: transportation for children will not be provided by PISD.

Pregnant and parenting students should contact their school counselor for information regarding an application for the AVANCE child care program. Enrollment is limited to available space.

Promotion/Placement

The Pasadena Independent School District has implemented the following promotion policy.

Prekindergarten/Kindergarten/First Grade/Second Grade

Prekindergarten students shall be assessed using pre and post assessments based upon the district guidelines. Kindergarten students shall not be retained unless the campus intervention committee, parent/guardian, and the associate superintendent for campus development recommends that the student be retained.

Students in grade 1 are promoted to grade 2 when they meet the following criteria during the Fourth Nine Weeks reporting period: read on level G or above, receive at least 13 "Approaching Standard" or "Meets Standard" in language arts, and receive at least 2 "Approaching Standard" or "Meets Standard" in mathematics.

Students in grade 2 are promoted to grade 3 when they meet the following criteria during the Fourth Nine Weeks reporting period: read on level K or above, receive at least 14 "Approaching Standard" or "Meets Standard" in language arts, and receive at least 4 "Approaching Standard" or "Meets Standard" in mathematics.

Grades 3 to 4

Students in grades 3 to 4 are promoted from one grade level to the next when they maintain an average of 70 or higher in both mathematics and language arts. In addition, they must also attain an overall average of 70 or higher in language arts, math, social studies, and science.

Grades 5 to 8

Students in grades 5 through 8 are promoted from one grade level to the next when they maintain an overall average of 70 or above based upon averaging the semester grades for each course taken during the school year. In addition, students must pass all four of the following subjects: language arts (average of reading and writing), math, social studies, and science.

In addition, students enrolled in grade 5 and 8 must perform satisfactorily on the reading section of the STAAR assessments in order to be promoted to grade 6 and 9. Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. Whether the student is retained or promoted, an educational plan for the student will be designed.

A Personal Graduation Plan (PGP) will be prepared for any student in grades 6-8 and beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

If a student in grade 6-8 is enrolled in a course that earns high school credit and for which an STAAR end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a STAAR assessment, the student will not be subject to the promotion requirements described above for the grade 8 assessment requirement. (Subject to change by ruling of the Texas Commissioner of Education and legislative action)

Students may be eligible for placement according to Texas Education Agency (TEA) guidelines. Students who attend an extended year program 100% of the time and are successful in their academic work will be eligible to move to the next grade level. Extenuating and/or emergency circumstances regarding absences will be considered by the extended year program manager provided that the student and/or parent contact the manager in advance of the absence. Extenuating and/or emergency circumstances include absences due to illness with a doctor's note and/or death in the immediate family. All absences must be made up in order to be considered for promotion and/or credit recovery.

A student who is **placed** from one grade level to the next shall be ineligible to participate in extracurricular activities until the end of a six weeks period during which the student achieves a course average of 70 or above in each course taken during the six weeks period. (Texas Education Code 21.921d) **Placed** students desiring to become eligible for extracurricular activities during the first six weeks may change their status to **promoted** if they qualify for and successfully complete extended year programs (summer school).

Grades 9-12 – Refer to Classification for students (High School) section

Personalized Learning Students in Grades 4-8:

A student will be considered passing a Personalized Learning course for the year when the following criteria is met:

- A final overall course average of at least a 70% and
- a Cognitive Skills or Math Concept Score of at least a 70% and
- completion of all Power Focus Areas and
- the submission of all assigned projects or math concept units.

Personalized Learning Students in Grades 9-12:

A student will be awarded credit for a Personalized Learning course when the following criteria is met:

- A final overall course average of at least a 70% and
- a Cognitive Skills or Math Concept Score of at least a 70% and
- completion of all Power Focus Areas and
- the submission of all assigned projects or math concept units.

Safety and Security at School

Your child's safety is of utmost importance for us; therefore, during the year all Pasadena ISD schools will be conducting drills of various types. We want to make sure that our students and staff are well prepared for *any* emergency. Each campus may conduct additional drills they feel are necessary, but every campus will be conducting the following:

Fire Drill

- At the sound of the bell, everyone will evacuate the building.
- Staff will turn off all electricity and close doors.
- Staff will alert the fire department and the district police.
- Students and staff will assemble in designated spots a safe distance from the building, clear of fire hydrants and not under power lines.
- Fire lanes must be kept open for emergency vehicles.
- Students and staff will not return to the building until given an all clear by emergency personnel.

Tornado Drill

- Students and staff will assemble in hallways as far as possible from any windows or glass.
- If possible, portable buildings will be evacuated into the main building.
- Students and staff will remain near an inside wall of a ground level floor.
- Students and staff will "duck and cover" until the all clear is given.

Lockdown- Locks, Lights, Out of Sight

- Lock interior doors
- Turn out lights
- Move away from sight
- Maintain silence
- Do not open the door

ALICE – Alert, Lockdown, Inform, Counter, Evacuate

Campuses will train annually regarding ALICE protocols. Training will consist of videos, discussion, and utilization of age appropriate materials.

Shelter in Place – A shelter in place is a special designation used when a situation requires the lockdown of the school campus in order to protect students and staff from threats usually associated with, but not limited to, chemical or environmental disasters.

1. All HVAC systems will be turned off.
2. All students will be brought in from outside.
3. Exterior doors will be locked.
4. For the safety of students, NO ONE (parents, visitors, and staff) will be allowed to enter or leave the building until further instructions are received from the District's Crisis Communication Center.
5. In some instances, a buffer room (a room near the entrance) may be set up to receive persons from the outside. This room will serve as a "buffer" between exposing children and staff who are already sheltered and allowing limited access in emergency and critical situations to those who may be contaminated. Once inside the buffer room, persons must remain there until the all clear is given.
6. School district officials will notify all schools as quickly as possible once local emergency officials have given the "all-clear." Once campuses receive the all-clear, they may return to normal operations.

Evacuation – Most evacuations will be based upon three scenarios:

1. Proximity evacuation – Students and staff vacate the school, but remain within the perimeter of the school property.
2. Neighborhood evacuation – The nature of the event dictates moving the students to an alternate site away from the school property.
3. Mass evacuation – In the case of a mass evacuation, students and staff would be transported by bus to an alternative site out of harm's way.

Each campus has developed an individualized evacuation plan that accounts for the students and maintains supervision of all students. The plan will include pick-up points and procedures for maintaining discipline and control at the alternate site. Please check with your campus for your campuses' evacuation site.

In the event of an actual incident, parents will be contacted by either the PISD automated phone system or letter.

Please be sure that the school has your correct phone number and address.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Say Something – Anonymous Tips

Students and adults may submit secure and anonymous safety concerns to help identify and intervene at-risk individuals before they hurt themselves or others. **Say Something** users can report observed threats, behaviors, actions and harassment like bullying, suicide risk or a student talking about planning an attack.

If you have questions regarding the safety of our schools, please feel free to contact Derek Duckett, Director of Safety at 713.740.0028 or dduckett@pasadenaisd.org.

Register to receive district news on the web at www1.pasadenaisd.org.

Metal Detectors

As part of Pasadena ISD's safety protocols, random hand-held metal detector screenings will occur at Middle, Intermediate and High School Campuses. In addition, hand-held metal detectors may be used at random or when reasonable suspicion exists that a student or other individual may have a prohibited weapon or other contraband in his or her possession. Hand-held metal detectors are used daily at the Guidance Center and The Summit.

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Video Surveillance

Video surveillance cameras have been placed in hallways, cafeteria, common areas and on school grounds in an effort to maintain a safe learning environment for all students. Video images from the system, or any hand-held recorder, may be used as evidence in the disciplinary process or in the prosecution of students and other individuals allegedly committing crimes on campus or violating the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

Safety to and from School

Bicycle Riders

Children who ride bicycles must obey the bicycle safety rules. For safety, bicycles should not be ridden on the campus. Bicycle serial numbers should be recorded in a safe place at home. The school is not responsible for loss or damage to bicycles. Bicycles must be parked correctly and left in specified parking areas only, chained and locked. City ordinance may require students 18 years or younger to wear a helmet when riding a bicycle.

Students Who Walk to School

To provide a safe experience going to and from school, rules of pedestrian safety should be stressed frequently. Students should be instructed to follow the safest route, use designated crosswalks, and follow crossing guard directions. Skateboard, skateshoes, and scooters are not permitted on school grounds.

Going Home from School

If a change is necessary to the usual way a student gets home from school, a signed note must be written or faxed to the office. Emergency situations will be addressed on a case by case basis by the principal or designee.

After School Events

It is the parent's responsibility to ensure that their child is picked up promptly following after school events.

Schedule Changes

Middle, Intermediate, and High School Counselors meet with students each spring to help guide them in choosing courses based on their academic needs and career interests. Care in selecting courses is vital because these choices determine the number of teachers needed on each campus and the number of sections built for each course. Students and parents are urged to make thoughtful selections.

In order to maintain balance in classroom numbers and to minimize disruptions to the academic process, students are not able to change elective classes. Limited exceptions apply. Students should refer to their counseling departments for campus guidelines and procedures.

A student requiring a schedule change must pick up a Schedule change Request Form in the counseling office. The deadline for all schedule changes is ten (10) days after the start of each semester. Change requests received after the deadline will not be considered.

School Health Advisory Council (SHAC)

The school district established a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction. A majority of the members are parents of students enrolled in the district and who are not employed by the district. The committee meets four times during the school year. If you are interested in participating, please contact the district's health/PE department or look for Pasadena I.S.D. SHAC on Facebook for more information. The council will submit a report to the School Board at the end of the school year.

School-Sponsored Trips (All Grade Levels)

School-Sponsored trip opportunities are often scheduled as a part of the instructional program. According to state law, parental permission is required before a student is allowed to participate in a field trip, including extracurricular activities which require the student to miss any class during the day. The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. **Individual campuses retain the right to formulate criteria for field trip eligibility.**

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Field trips will be considered a privilege for students, and this privilege may be withheld when deemed necessary or appropriate by the principal or his/her designee. The selection of adult chaperones for each field trip will be governed by individual campus policy.

School Supplies

Lists of required school supplies for each elementary grade level will be furnished each school year. Parents are responsible for providing these supplies throughout the year.

Secondary students receive information about necessary school supplies from their teachers the first week of school. Students may need to replenish supplies during the school year.

The campus principal may permit transparent book bags and clear or mesh back packs on campus. Such items are required to be made of transparent material.

Sex Offender Registration

Pursuant to Title 110A, Revised Statutes, Article 6242-13c.1, the 74th Session of the Texas Legislature authorized the local law enforcement officials and public school systems to release information if any individual convicted and paroled of a sexual offense against a minor establishes a residence within the district. If you want to see the information provided to this local school district, contact your principal.

Sexual Harassment

Sexual harassment between staff and students or student to student will not be tolerated by the Pasadena Independent School District. Anyone who has a complaint alleging sexual harassment or offensive, intimidating conduct of a sexual nature should report the concern to the appropriate supervising administrator. Anyone found to be guilty of sexual harassment will be subject to disciplinary action as provided by District policy. (See Student Code of Conduct section in back of this handbook.)

Complaints of sexual harassment of students may be reported to the District's Title IX Coordinator as follows: Gloria Gallegos, Associate Superintendent for Special Programs and Pasadena ISD Title IX Coordinator, 1515 Cherrybrook, Pasadena, Texas 77502; phone: (713) 740-0218; facsimile: (713) 740-4036; email: ggallegos@pasadenaisd.org.

Special Education

The Pasadena Independent School District provides services for children with disabilities that include special education and related services to meet their unique needs. These children are identified as having disabilities such as deafness/hearing impairments, speech impairments, visual impairment, orthopedic or health impairments, developmental delay, emotional disturbance, autism, traumatic brain injury, specific learning disabilities, deaf-blindness, or multiple disabilities. Services for students with deafness or visual impairments may begin at birth. Students with other disabilities may be eligible to receive services beginning at age 3. Special education services may be offered to eligible students through age 21.

Referral of a child to special education for identification as a student with a disability is made through the student's home campus. Please call your child's home campus or the Special Education Office (713-740-0220) for more information.

Notice of the Destruction of Special Education Records

Special education records which have been collected by the Pasadena Independent School District related to the identification, evaluation, educational placement, or the provision of special education in the district, must be maintained under state and federal laws for a period of five (5) years after special education services have ended for the student. A special education student's services end when the student no longer is eligible for services, graduates or completes his/her educational program at age 22, or moves from the district. State law prohibits the destruction of any record if the subject matter of the records is known by the custodian to be litigation, if it is subject to a pending Open Records request, if there is an outstanding request to inspect the record under the Family Education Rights and Privacy Act or if the record is subject to a pending audit by a federal or state granting agency.

This notice is to inform parents or adult students of the Pasadena Independent School District's intent to destroy the special education records of students who received special education services in the past, and seven years have elapsed since their most recent service. These records will be destroyed in accordance with state law unless the parent or adult student notifies the school district otherwise.

After five years, the records are no longer useful to the district, but may be useful to the parent or adult student in applying for social security benefits, rehabilitation services, college entrance, etc. The parent or adult student may request a copy of the records in writing or in person at the following address: Custodian of Records, Special Education Department, 1515 Cherrybrook Ln., Suite SP-100, Pasadena, Texas, 77502, 713-740-0220.

Standardized Testing

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

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter. The ASVAB measures abilities and helps predict future academic and occupational success in the military or in the workforce. Students are not required to take the exam which will be administered during the school day. Students have the option to indicate on the test that they are not interested in the military and do not want a recruiter to contact them.

Contact the principal for information about this opportunity

College Admission Exams

SAT/ACT

Many colleges and universities require either the ACT or the SAT for admission. The ACT is given at various centers throughout the nation with Sam Rayburn High School, J. Frank Dobie High School, South Houston High School, and San Jacinto College being the most convenient to this District; the SAT is given at South Houston High School, Sam Rayburn High School, J. Frank Dobie High School, Pasadena Memorial High School, and San Jacinto College. These exams require a registration fee. Further testing information may be obtained from the College Board, www.collegeboard.org and the ACT Assessment www.act.org.

Pasadena ISD makes it possible for all high school juniors and seniors to take the SAT free of charge and in their school. All seniors will take the SAT October 14, 2020. Juniors will take the SAT at their high school, April 13, 2021. Each high school will inform the students of the date of SAT administration.

Specific information concerning colleges/universities and the test(s) they accept as well as registration information such as forms, test site(s), and fees (paid to the testing institution) are available on the respective college/university web-sites and in the school counselor's office.

Students are encouraged to talk to the school counselor early during their junior year to determine the appropriate examination to take at the end of the junior year.

PSAT 8/9 and PSAT/NMSQT

The Preliminary SAT (PSAT/NMSQT) is a corresponding preparatory and readiness assessment for the SAT

The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered in October to sophomores and juniors, respectively. The PSAT/NMSQT can be of assistance to the student planning for college. The PSAT/NMSQT is the only way the student can compete for National Merit Scholarships or for scholarships given by many companies and associations. The PSAT 8/9 is administered to all freshmen October 14, 2020 and all eighth graders October 20, 2020.

Test Preparation

The district offers students opportunities to prepare for the SAT and PSAT/NMSQT imbedded instruction and specialized classes. The high school curriculum is developed to embody those skills necessary to perform on the college admission exams. The District provides specialized classes that focus on test-taking strategies and techniques. SAT, ACT, and PSAT preparation seminar classes are conducted periodically throughout the year. Information about test preparation class dates and registration is available in the school's counseling or College NOW office.

Khan Academy/Free Test Prep for the SAT

Official practice for the SAT and PSAT is available through Khan Academy www.khanacademy.org. Through a partnership with College Board students are able to access personalized practice recommendations that are aligned with strengths and weakness. The College Board www.collegeboard.org offers practice tests and study questions.

NOTE: These assessments may qualify a student to receive a performance acknowledgement on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also make the student eligible for automatic admission to a Texas public institution of higher education.

Test Dates

PSAT/NMSQT	SAT (Saturday)	ACT (Saturday)
October 14, 2020	August 29, 2020	September 12, 2020
	September 26, 2020	October 24, 2020
	October 3, 2020	December 12, 2020
PSAT 8/9	November 7, 2020	February 6, 2021
Grade 9 - October 14, 2020	December 5, 2020	April 17, 2021
Grade 8 – October 20, 2020	March 13, 2021	June 12, 2021
	May 8, 2021	July 17, 2021
	June 5, 2021	

TSIA (Texas Success Initiative Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district and is a requirement for all Early College High School Students. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

Diagnostic Assessment with Measures of Academic Progress (MAP) Growth

Measures of Academic Progress (MAP) Growth is a computer adaptive assessment that identifies Math and Reading concepts and skills students are ready to learn. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on student's strengths and needs. Reporting allows for monitoring of student growth across each administration and from one grade level to the next. MAP Growth is administered three times a year in Grades 2-8 and High School students participating in Personalized Learning.

STAAR (State of Texas Assessments of Academic Readiness)

The State of Texas Assessments of Academic Readiness (STAAR) is the state assessment program. Additional information and/or changes to the testing calendar may be found on the Texas Education Agency (TEA) website - <http://www.tea.state.tx.us/student.assessment/calendars>

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP)

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

STAAR Spanish is available for eligible students in grade 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Grades Tested	STAAR Test	Paper Administration Test Date**	Online Administration Test Dates **
Grades 4 and 7	Writing	April 6, 2021	April 6-May 7, 2021
Grades 5 and 8	Mathematics	April 6, 2021	April 6-May 7, 2021
Grades 5 and 8	Reading	April 7, 2021	April 6-May 7, 2021
Grade 8	Science	May 6, 2021	May 11-June 11, 2021
Grade 8	Social Studies	May 7, 2021	May 11-June 11, 2021
Grades 3, 4, 6 and 7 Grades 5 and 8	Mathematics Mathematics (retest)	May 11, 2021	May 11-June 11, 2021
Grades 3, 4, 6, and 7 Grades 5 and 8	Reading Reading (retest)	May 12, 2021	May 11-June 11, 2021
Grades 5	Science	May 13, 2021	May 11-June 11, 2021
Students enrolled in Algebra at the Intermediate level	Algebra I	May 4-7, 2021	May 4-June 4
Grade 5 and 8	Mathematics (retest)	June 22, 2021	June 22-July 2
Grades 5 and 8	Reading (retest)	June 23, 2021	June 22-July 2
Grades 3-8	STAAR Alternate 2		March 29-May 7, 2021

****Changes to the testing calendar will be shared with students and posted on the district website.**

High School Courses End –of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses, Algebra I, Biology, English I, English II and United States History.

Satisfactory performance on the applicable assessments is required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

Additional information and updates will be available on the Pasadena ISD website.

Students will be administered the exam for each course completed during the school year. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

Refer to the Graduation Requirements section of this Handbook for requirements in addition to those mandated by the state assessment program.

December STAAR End of Course Assessments

This is a testing opportunity for students needing to retest STAAR content exams or for students completing the course during the fall semester.

STAAR End of Course Exam	Paper and Online Administration Test Date(s)
English I	December 8-18, 2020
English II	December 10-18, 2020
Algebra I Biology U. S. History	December 8-18, 2020; specific testing dates will be shared with students and posted on each high school website

Spring STAAR End of Course Assessments

The STAAR End-of-Course Assessment measures students' academic performance in core high school courses and is part of the graduation requirement. Students will have the opportunity to retest if the passing standards were not achieved.

STAAR End of Course Exam*	Paper Administration Test Date(s)	Online Administration Test Date(s)
English I	April 6, 2021	April 6-May 7, 2021
English II	April 8, 2020	April 8-May 7, 2021
Algebra I, Biology, U. S. History	May 4-7, 2021; specific testing dates will be shared with students and posted on each high school website	April 6-May 7

June STAAR End of Course Assessments

This is an optional opportunity for students needing to retest STAAR content exams or for students completing the course during the summer semester.

STAAR End of Course Exam*	Paper Administration Test Date(s)	Online Administration Test Date(s)
English I	June 22, 2021	June 22-July 2, 2021
English II	June 24, 2021	June 24- July 2, 2021
Algebra I, Biology U. S. History	June 22-July 2, 2021 specific testing dates will be shared with students and posted on each high school website	

Student Records

School records are private and are protected by law from unauthorized inspection or use. The law guarantees students (at age 18), parents and those with legitimate educational interest—such as teachers, counselors, principals—access to school records.

Whom should you contact to review records?

A person having the right to review student records shall make a written request 48 hours in advance to the school principal, or, in the case of Special Education data, to the Executive Director of Special Education.

Who has access to student records?

Principals, counselors, teachers and other District employees who have a legitimate educational interest in the records of a student may review and receive copies of the records. By law, both parents, either married or separated or divorced, have access to a student's records until the student becomes 18 years of age, at which time only the student and those he or she authorizes have access to his or her records. Legal guardians have the same rights as do parents.

The law also allows, under restricted conditions, access by state and federal officials for audit purposes; accrediting representatives for accrediting purposes; research representatives for limited research (the results of the research must not identify the student);

courts and other bodies issuing orders or subpoenas (the parent or student, if 18, receives notice before compliance); and the parent of a student over 18 if the student is a dependent under the Internal Revenue Code. Notations of access provided as above will be made in the student's records. Records of students leaving this District will be routinely sent without the above notice, to requesting school districts and colleges.

How can an educational record be amended?

Parents of students under 18 and students over 18 may challenge the content of the student's records to ensure that the records are not inaccurate, misleading or otherwise a violation of the privacy or other rights of the student. Policy FL (Local) outlines the hearing procedure of the District that provides an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data and/or the opportunity for the parents or students to enter an explanatory statement concerning the records.

Although improperly recorded grades may be challenged, parents and students are not allowed to contest the grade given a student's performance in a course through this process.

What is the cost of providing copies of records?

A person who requests copies of records for a purpose other than the transaction of the official business of the District shall pay the actual cost of reproducing the records, plus postage, if applicable. A charge of 10 cents per page will normally be made; however, the cost may be increased to include all costs related to reproducing the record, including costs of materials, labor and overhead, when the request is for more than 50 pages; provided however, that the District will not charge for costs associated with searching for or retrieval of the education records of a student. The District shall use the guidelines for actual cost for reproduction as determined and published by the Texas General Services Commission. Copies should be requested at least 24 hours in advance.

Students can request three official transcripts during the course of the year at no charge. The Registrar will mail the transcripts to the appropriate school, scholarship committee, camp, etc. Official transcripts will not be issued to parents or students.

Questions concerning this may be directed to the Administrative Assistant to the Superintendent, 1515 Cherrybrook, Pasadena, Texas 77502 (713-740-0242).

Family Educational Rights and Privacy Act

Under the Family Rights and Privacy Act (FERPA), the parent or guardian (or the student who is eighteen years old or older) has the right to:

1. inspect and review the student's educational records within 45 days after the day the school receives a request for access;
2. request an amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. written consent to the disclosure of personally identifiable information contained in the student's educational records (except to the extent that FERPA authorizes disclosure without consent);
4. file with the U.S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of the Act; and
5. to obtain a copy of the school district policy concerning these issues.

School personnel cooperate with parents to ensure that rights under this Act are safeguarded. Pasadena Independent School District Board Policy FL outlines District procedures concerning access to student records, and copies of this policy are available from any school office upon request. If you have questions concerning these issues, please contact your school principal.

Transfer of Records

Pasadena ISD forwards education records to other schools, postsecondary institutions, correctional agencies, and other agencies or institutions that have requested the records for student enrollment purposes. Such records may include grade reports, academic achievement records, discipline records, report cards, permanent record card, state assessment program results (TAKS, TELPAS, 5DM), special education records [Admission, Review, Dismissal (ARD) reports, Individual Education Plans (IEP), IEP progress reports, Individual Transition Plans (ITP), comprehensive Individual Assessments, alternate assessments, classroom based assessments], Section 504 records, dyslexia assessment summaries, or other records concerning the student's education necessary for the receiving agency or institution to provide appropriate educational services to the student.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include: a student's photograph (for publication in the school yearbook); a student's name and grade level (for communicating class and teacher assignments); The name, weight, and height of an athlete (for publication in a school athletic program); a list of student birthdays (for generating schoolwide or classroom recognition); a student's name and photograph (posted on a district-approved and -managed social media platform); and the names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal by September 15, 2020. [Refer to the form below - Denial of Release of General Student Information]

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

Student Name _____ Student ID No _____ Student Grade _____

DENIAL OF RELEASE OF GENERAL STUDENT INFORMATION

Pasadena ISD's Policy does not release "directory information" regarding students (name, address, telephone number) except in the following circumstances:

- (1) school-sponsored/school-affiliated purposes*; and
- (2) for secondary students only, to military recruiters and institutions of higher education.**

This means your child's directory information will only be released to these above named organizations/purposes and not to any other organization, vendor, or entity. If you do not want your child's directory information released for either or both of these purposes, you must complete this form and return it to your child's school. If you do not want your child photographed or videotaped, you must notify the principal.

*school-sponsored/school-affiliated purposes include the following: yearbook, newsletters, school/district website, awards, honors, local newspaper, artwork displays, extracurricular programs or events, class rosters given to other parents, school/district photos, school/district videos, and other activities/events as necessary to accomplish the educational mission of the school district.

**Federal law requires school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et. seq.) to provide a military recruiter or an 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.

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 or guardian objects to the release of the directory information about the student. If you do not want Pasadena ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing with return of this form by September 15, 2020. Pasadena ISD has designated the following information as directory information: name, address, and telephone number.

If you would like your child's directory information to be withheld, check the option below that applies:

- ☐ (option for both elementary and secondary students) Pasadena ISD may NOT release my child's "*directory information*" (name, address, telephone number) for any purpose. (This means your child's information will not be released to military recruiters and institutions of higher education and will also not be released for school-sponsored/school-affiliated purposes as defined above).
- ☐ (option for secondary students only) Pasadena ISD may NOT release my child's "*directory information*" (name, address, telephone number) to military recruiters and institutions of higher education upon their request. (This means your child's information will not be released to military recruiters and institutions of higher education but will be released for school-sponsored/school-affiliated purposes).

This form should be completed **ONLY** if you wish to restrict release of your child's information further than Pasadena ISD currently does; otherwise, you do not need to return this form. If you do not want your child photographed or videotaped, you must notify the principal.

Name of Student Printed: _____

Student ID Number: _____ Campus: _____

Parent/Guardian Name Printed: _____

Signature of Parent/Guardian: _____ Date _____

Survey/Research Projects

Occasionally, universities or other institutions request district participation in student/parent surveys and research projects that ultimately benefit educational services for students. School personnel will preview surveys or other materials to ensure that they are both relevant and appropriate for students. When the material is determined to merit such consideration, parent permission will be required and student participation will be entirely optional.

Parents are welcome to review and survey all research material but are asked to make prior arrangements so that appropriate accommodations may be made. Parents should feel free to address any questions or concerns about surveys or research to the school principal.

Telephones – Land Lines

Students are not to use the office or classroom telephones without permission/supervision; they are business phones. Telephone messages will be delivered to students only in cases of emergency. Teachers may not be interrupted by phone calls during instructional time. It is very important to update home, parent, and emergency contact telephone numbers so you can be reached if your child becomes ill. For information on personal cellular phones, please refer to the Student Code of Conduct.

Textbook, Electronic Textbook, Technological Equipment, and Other Instructional Materials (All Grade Levels)

District adopted instructional materials are provided at no cost to students for each subject or class the student takes; however, this does not release any individual from responsibility for the instructional materials issued. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet or other computing device.

Each student, or the parent/guardian, is responsible for all instructional materials not returned in an acceptable condition by the student. If instructional materials are lost or damaged, the student, or parent/guardian, must pay the replacement price for the instructional materials issued and not returned in usable condition, even if the instructional materials were not new when issued. The student will also be fined for abnormal use or wear based upon a schedule established by the principal or principal's designee. A student receiving damaged instructional materials should immediately report the damage to the teacher. Refunds are issued through June 15 of the current school year for instructional materials found and returned.

Tobacco and E-Cigarettes Prohibited (all grade levels and all others on school property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities (See the Student Code of Conduct).

Transportation (All Grade Levels)

The District provides bus transportation to students who live one mile or more from school. Riding a bus is a privilege and not a right. Transportation will not be provided students attending the school on a transfer. Students riding school buses are subject to audio-visual recording. All buses will load and unload at designated areas. Please do not park in the designated area when visiting a school.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses only at authorized stops, and drivers must unload passengers only at authorized stops.

When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the student Code of Conduct. The following rules will be observed by students riding school buses:

1. The bus driver is in charge. Students must follow his or her instructions respectfully and promptly and do nothing to distract the driver. The bus driver will assign seats to students. The bus driver has the authority to issue bus misconduct slips.
2. Students should be at the bus stop 5 minutes prior to scheduled bus arrival time. Buses will not wait for them.
3. Proper behavior and safety precautions must be observed at the bus stops. Students should stand back from the curb or roadway to protect themselves from traffic.
4. Students will load and unload the bus at the bus stop closest to the residence of the student. Students must show respect for the rights of owners of property where bus stops are located.
5. Students must remain seated on the bus and never put their arms or heads out of the bus window. Riders must not throw paper or other rubbish on the floor of the bus or out the window.
6. Students are to observe the rules of classroom conduct when they ride the bus. Disobedience, misconduct or violation of these rules will be reported to the appropriate assistant principal for disciplinary consequences which may include suspension and/or removal from the bus.
7. Students must not try to get on or off the bus or move about while the bus is in motion. The instructions of the driver should be followed exactly when students are leaving the bus.
8. Students may ride another bus in an emergency and with a parental note signed by the principal or assistant principal.
9. Students must keep their belongings in their lap where they will not slide or fall, never on the edge of a seat or in the aisle. This includes books, book bags, band instruments, special projects, packages, coats, etc. Articles mentioned will not be allowed to displace a student from a seat.
10. Bus riders should never tamper with the school bus or any of its equipment. Treat school bus equipment as you would valuable furniture in your home. Damage to seats, etc., must be paid for by the offender.
11. Students must board or exit a bus in an orderly fashion. Traffic should stop, but be very careful as you cross the street in front of the bus.
12. Students shall not carry medication on the school bus.
13. Students who are not eligible to ride the bus may not ride the bus home with a friend.
14. Students are not permitted to eat, drink or chew gum on the bus.
15. When transporting students in buses equipped with seatbelts, all students are required to secure their seatbelts before the bus is moved.

STUDENTS AND PARENTS MUST REALIZE THAT RIDING A BUS IS A PRIVILEGE AND NOT A RIGHT. **Students who violate the above rules may forfeit their bus riding privilege. Misconduct will be punished in accordance with the Student Code of Conduct.** As provided by law, charges may be filed against any person who intentionally disrupts, prevents or interferes with school transportation.

Items such as personal clothing, textbooks, purses and band instruments are frequently left on the bus by students. Usually the student will be able to reclaim these items the next time he or she boards the bus, but personal items are the students' responsibility and the student should check his/her surrounding area for personal items before departing the bus. In some instances, items left on the bus are turned in to the Transportation Office (713-740-0817).

Some special needs students have transportation arrangements determined by an ARD committee.

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent of another adult designated by the parent. (See school-sponsored Field Trips)

Private Buses

If you make arrangements with a day care center for transportation, be sure they are able to comply with the school's starting and dismissal times.

Tutoring or Test Preparation

The best source when a student needs additional help with class work is the teacher. All teachers schedule times for students to come in before or after school for additional help. Campuses also offer "extended day" or "extended year" services for identified students who require more time to learn essential knowledge and skills. Tutorial services may be provided during the instructional day for those students who had an average of 74 or lower after the first three weeks and/or six weeks of any grading period or on their report card at the end of the previous nine weeks, in any of the following subjects: reading, language, spelling, math, science, and social studies. Tutorial services may be required. Students, who are required to attend, and do not, may be considered truant and subject to disciplinary action.

In accordance with state law and policy, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Parents who want to secure tutors in specific subject areas, at their own expense, may contact the Pasadena ISD Curriculum and Instruction Department (713-740-0055).

Vandalism (All Grade Levels)

Vandalism costs Pasadena Independent School District taxpayers thousands of dollars each year. While the District maintains a police force to protect school property, parents and students are asked to report any acts of vandalism to the PISD Police department by calling 713-740-0200.

Students caught destroying or defacing school property shall be prosecuted under the law and District policy. Parents of students caught vandalizing school property shall be required to pay for the damage to any school facility or property.

Vehicles on Campus

Students (PK-8) are not allowed to operate any vehicle on school district property and are not permitted to drive motor vehicles to school.

Bicycles

Students who ride bicycles to and from school will be expected to ride in such a way to protect their own safety and the safety of others and to walk their bicycles on and off campus. Students under age 18 may be required by law to wear bicycle helmets. An area is reserved at school for bicycles. Students are required to secure bicycles in this area, where they should remain until students are ready to leave campus. The District is not responsible for theft or damage to vehicles or property within.

Parking and Parking Permits (High School Only)

High school students desiring to park their motor vehicles on the high school campus they attend must make application for a parking permit in the manner prescribed by the school they attend. If a student is granted a parking permit to park on a school owned parking lot, he or she must pay a required fee for automobiles and motor bikes prior to receiving the permit. Parking permits are issued for the entire year and are **non-transferable**. Students graduating at the end of the first semester may receive a prorated refund with the return of the permit.

Parking permits will be offered to seniors first. Permits must be displayed, in the prescribed manner, on all cars parked in the school parking areas. Students must show proof of liability insurance listing the vehicle driven as covered by the policy in order to receive a parking permit. The student driver may not be specifically excluded from coverage by the policy. When students arrive at school and park their cars, they are asked to get out of the car immediately. Students are not to sit in parked cars at any time before school, after school, nor during the school day. Parking lots are off limits during school hours.

Students with properly displayed parking permits may park cars on school campus. These cars must be properly parked in assigned areas. Failure to comply with this regulation may result in appropriate disciplinary action. **Repeated offenses will result in loss of parking privilege without the refund of the parking fee.**

Driving a car to school is a privilege. Students who abuse this right or who are tardy too frequently may forfeit this privilege. Car trouble will not be an accepted excuse for tardiness.

Any student parking on campus without a permit issued to him or her by the school will be subject to disciplinary action. Vehicles parked on campus in an unauthorized location and/or without a properly displayed parking decal may be towed at the vehicle owner's expense or may have a restraining boot placed on the vehicle. A fee will be charged for the boot removal. Parking in a handicap parking area may result in a parking ticket issued by the PISD police.

All vehicles parked on school property or within the statutory boundaries designated as being under control of the school are subject to school policies and regulations which includes the right to search for prohibited and/or dangerous substances, weapons and/or anything which compromises the overall welfare of students or poses a threat to the order and discipline in the schools. The driver of the vehicle shall be held responsible for any violation of school policies and regulations.

General (All District Property)

Riding or operating motor bikes, motorcycles, or motor vehicles on any land, playground, walk, athletic field, tennis court, or other facility owned, rented, used, or occupied by the District is prohibited except in streets, driveways, and parking areas designated for that purpose.

Racing, dragging, or operating a motor bike, motorcycle, or motor vehicle in excess of 15 miles per hour or the posted speed limit on any street, driveway, or parking area on District facilities is prohibited.

With the exception of school sponsored activities or the AG barn, riding horses, ponies, or any other animals in or on any district property is prohibited.

Skateboards and roller blades are prohibited on campus at all times

Parking

If you need to come into the building, park in the regular designated parking areas, not at the curb. Do not leave your car unattended or allow your child to cross in the lane of traffic at any time. Handicapped parking spaces are to be left open at all times for use of handicapped persons.

Unauthorized Vehicles

School parking lots and driveways are reserved for school traffic. Vehicles parked on school property for an extended period of time or in unauthorized places will be towed away at the expense of the owner.

Visitors to the School (All Grade Levels)

Parents should feel free to visit schools and observe their children in a learning situation. Students absent from their own school will not be allowed to visit. Unless a teacher conference or classroom visit has been specifically authorized by the office, visitors will be permitted to visit in the cafeteria only. As a courtesy to teachers, parents should schedule their classroom visits in advance through the school office. Parents and other visitors should adhere to confidentiality when visiting classrooms and follow all applicable Board Policy relating to visits to classrooms. Please contact your child's campus for specific procedures regarding campus visits.

For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show a valid photo identification and obtain a visitor's permit. **Visitors must report to the school offices and sign out before leaving the campus. The visitor's photo identification will be returned when the visitor badge is returned to the office.**

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). [See the Student Code of Conduct.]

College, Career and Military visitors (High School Only)

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus for more information.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state or federal election may obtain a voter registration application at the main campus office.

STUDENTS ENTERING GRADE 9 IN THE 2014-2015 SCHOOL YEAR AND BEYOND

Foundation Only 22 Credits*	Foundation + Endorsement 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 3 credits Mathematics – Algebra I, Geometry, one credit in an advanced math course • 3 credits Science – Biology, IPC or an advanced science course, an additional advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 5 credits in Electives (may include CTE or certification courses) <p><i>* Students may opt to Foundation only after completing sophomore year.</i></p>	<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 4 credits Mathematics – Algebra I, Geometry, two credits in an advanced math course • 4 credits Science – Biology, one credit in IPC or in any additional authorized advanced science course, two credits in any advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 7 credits in Electives (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses) <p>Credit requirements specific to at least one endorsement</p>	<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 4 credits Mathematics – Algebra I, Geometry, Algebra II, one credit in an advanced math course • 4 credits Science – Biology, one credit in IPC or in any additional authorized advanced science course, two credits in any advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 7 credits in Electives (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses) <p>Credit requirements specific to at least one endorsement</p>

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary
Engineering* Robotics* Advanced Math Advanced Science Process Technology Computer Science	Agriculture* Architecture & Const.* Auto Tech & Collision* Business, Marketing, & Finance* Commercial Photography Computer Maintenance/Networking* Culinary Arts* Graphic Design* Hospitality & Tourism* Maritime/Port Operations* Transportation*	Education* Medical Studies* Cosmetology* Child Development* Criminal Justice* Political Science* ROTC	Fine Arts Visual Arts Language Other than English (LOTE) Social Studies English	Select advanced courses from the curriculum of each of the other endorsement areas. Specializations in: <ul style="list-style-type: none"> • Athletic Training • Fitness • AVID

* These Endorsement Pathways require a coherent sequence of CTE courses in a targeted area of study.
NOTE: Not all career endorsement pathways are offered at every secondary campus.

Required State Assessments		Performance Acknowledgements	
English I	US History	Outstanding Performance: Dual Credit coursework, Bilingualism/ Biliteracy, AP Exam, PSAT, SAT, or ACT	Certification: Nationally or internationally recognized business or industry certificate or license
English II	Biology		
Algebra I			

STUDENT CODE OF CONDUCT 2020-2021



**El Código de Conducta Estudiantil está disponible en Español
Favor de contactar el director de la escuela para obtener una copia.**

**The Code of Conduct is available in Spanish.
Please contact the school principal to request a copy.**

Student Code of Conduct 2020-2021

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OVERVIEW

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Art Del Barrio, Director of Communications, adelbarrio@pasadenaisd.org.

Community Involvement

Representatives from all segments of the local education community were involved in developing and reviewing the District's Student Code of Conduct (the "Code"). Selected teachers, administrators, students, and parents reviewed and reacted to the Code.

Rights and Responsibilities of Parents

Throughout this Code, "parents" includes a natural parent, adoptive parent, legal guardian, or person having lawful control of the student.

Each parent or guardian is entitled to enjoy the basic rights of citizenship recognized and protected by federal, state and local law and District policy. District schools shall foster a climate of mutual respect for the rights and privileges of others. Each parent is expected to respect and protect the rights and privileges of students, teachers, District staff and other parents. Parents are expected to use appropriate behavior on school campuses and at school-related activities. Parents who violate the rights of others may be subject to District action which may include civil or criminal prosecution as outlined by law and/or District policy.

Parents have the responsibility to:

1. Make every effort to provide for the physical needs of the child.
2. Instruct the child to pay attention and obey the rules.
3. Be sure their child attends school regularly and promptly report and explain absences and tardies to the school.
4. Encourage and lead the child to develop proper study habits at home.
5. Participate in meaningful parent-teacher and/or parent-teacher-principal conferences to discuss their child's school progress and welfare.
6. Attend parent training workshops for home reinforcement of study skills and specific curriculum objectives. The availability of parent training workshops for home reinforcement of study skills and specific curriculum objectives shall be dependent upon significant interest expressed by parents in the community.
7. Keep informed of school policies and academic requirements of school programs.
8. Participate in school-related organizations.
9. Be sure their child is appropriately dressed at school and school-related activities. Students must conform to the designated standardized dress approved by the school board.
10. Be sure their child does not bring to school toys, radios, telecommunication devices or other inappropriate items that may interfere with the learning environment or violate the District's policies or Student Code of Conduct.
11. Discuss report cards and school assignments with their child.
12. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
13. Maintain up-to-date home address, as well as home, work, and emergency telephone numbers, and other pertinent information at the school.
14. Cooperate with school administrators and teachers.
15. Be sure their child attends school tutorials when required or as the need arises.
16. Be sure that their child is brought to school and picked up from school at appropriate times to ensure the availability of adequate supervision for the child.
17. Secure a visitor's permit from the school office when on campus during regular instructional hours, and surrender that visitor's permit upon departure. All adults or parents are required to have an appropriate form of identification while on school property.
18. Annually submit electronically signed statements acknowledging that they understand and consent to the responsibilities outlined in both the Student Code of Conduct and the Student Handbook and are subject to the disciplinary consequences outlined.
19. Control their child. Under Family Code 41.001, a student's parent is legally liable for property damage proximately caused by a) the negligent conduct of the student, if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.

20. Realize that a parent's permission for a student to violate the school's regulations, or his/her approval of the violation after it has been done, does not legitimize the action.
21. Use appropriate language when communicating with staff members on the school campus or during school-related activities.

Parent-Teacher Conferences

Parent-teacher conferences are encouraged. An appointment for a conference may be arranged with the teacher. To avoid conflicts, appointments should be made a day or two in advance. Teachers are directed not to interrupt their instructional time with conferences, no matter how brief.

A teacher or other school employee may request a conference with a student's parent(s) whenever the teacher or employee perceives the need for parental cooperation in enforcing the Student Code of Conduct.

Parent Training Workshops

Parent training workshops may be provided for home reinforcement of study skills and specific curriculum objectives for parents who want to participate.

Rights and Responsibilities of Students

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the District's educational mission. The District's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include:

1. Attending all classes, daily and on time, except when ill or lawfully excused.
2. Being prepared for each class with appropriate materials and assignments.
3. Attending school tutorials when required or as the need arises.
4. Dressing in accordance with the District's standards of propriety, safety, health, and good grooming.
5. Conforming to the designated standardized dress approved by the Board of Trustees.
6. Demonstrating courtesy, even when others do not.
7. Conducting themselves in a responsible manner, always exercising self-discipline.
8. Paying required fees and fines unless they are waived.
9. Respecting the rights and privileges of students, teachers, and other district staff and volunteers.
10. Respecting the property of others, including district property and facilities.
11. Refraining from violations of the Student Code of Conduct.
12. Cooperating with and assisting the school staff in maintaining safety, order, and discipline.
13. Obeying all campus and classroom rules.
14. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
15. Cooperating with staff in investigation of disciplinary cases and volunteering information relating to a serious offense.
16. Accepting responsibility for their behavior and being subject to disciplinary consequences as outlined in the Student Code of Conduct.

Student Handbook and Code of Conduct

A Student Handbook and a Student Code of Conduct shall be made available on the District's website to all students and parents, teachers, and administrators at the beginning of each school year. Changes to the Student Code of Conduct approved by the Board of Trustees during the school year shall be published on the District's website in the form of an addendum and then incorporated into the Student Code of Conduct for the following school year.

Annually, each parent shall electronically sign statements that they understand and consent to the responsibilities outlined in both the Student Handbook and Student Code of Conduct. The Student Code of Conduct will be made available for review upon request at the office of each campus where their student is enrolled.

Rights and Responsibilities of Teachers

Each teacher is entitled to enjoy the basic rights of citizenship recognized and protected by federal, state and local law and District policy afforded to any other state employee. District schools shall foster a climate of mutual respect for the rights and privileges of others. Each teacher is expected to respect and protect the rights and privileges of students, parents, District staff and other teachers. Teachers who violate the rights of others may be subject to District action, which may include disciplinary action, up to and including termination or prosecution as outlined by District policy and/or the law.

Teachers have the responsibility to:

1. Follow techniques developed in the District's Student Code of Conduct.
2. Encourage good student discipline by being in regular attendance and on time.
3. Be prepared to perform their teaching duties with appropriate preparation, assignments, and resource materials.
4. Comply with District and school policies, rules, regulations, and directives.
5. Maintain an orderly classroom atmosphere conducive to learning.
6. Teach to the standards of performance required by the District.
7. Establish rapport and an effective working relationship with parents, students and other staff members.
8. Teach students to strive toward self-discipline.
9. Encourage good work habits that will lead to the accomplishment of personal goals.
10. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.
11. Initiate parent-teacher conferences when necessary or appropriate.
12. Maintain proper supervision of students in the classroom, in related learning centers, and in other school-related activities on or off school property.
13. Report, both orally and in writing, any form of suspected child abuse or endangerment and cooperate with Children's Protective Services investigative authorities. In addition, inform appropriate campus administrator.
14. Promptly notify the designated administrator when students have violated the Code of Conduct.

Rights and Responsibilities of Administrators

Each administrator is entitled to enjoy the basic rights of citizenship recognized and protected by federal, state and local law and District policy afforded to any other state employee. District schools shall foster a climate of mutual respect for the rights and privileges of others. Each administrator is expected to respect and protect the rights and privileges of students, parents, District staff and other administrators. Administrators who violate the rights of others may be subject to District action which may include disciplinary action, up to and including termination or prosecution as outlined by District policy and/or the law.

Administrators have the responsibility to:

1. Provide for appropriate support for teachers in dealing with student discipline.
2. Promote effective training and discipline of all students.
3. Encourage parent communication with the school, including participation in required parent-teacher conferences.
4. Provide appropriate assistance to students in learning mature self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the Student Code of Conduct.
6. Serve as appropriate role models for the students on campus in accordance with the standards of the profession.
7. Encourage the use of the Regional Education Service Center to assist in developing programs and providing training to teachers and administrators.
8. Report, both orally and in writing, any form of suspected child abuse or endangerment and to cooperate with Children's Protective Services investigative authorities.

Principal Authority Statement

Campus principals shall enforce Board policy to ensure a safe learning environment. Campus principals have the authority to set dress code regulations and safety standards consistent with policies adopted by the Board of Trustees and community expectations for a safe and orderly school climate.

Campus Behavior Coordinators

The Campus Behavior Coordinators (CBCs) on each campus shall be the assistant principals or other administrators designated by the campus Principal. You may access contact information for CBCs at https://www1.pasadenaisd.org/contact/campus_websites_contact_information. Administrators designated as CBCs may:

1. Assess and implement the Campus Student Code of Conduct.
2. Remove a student from the campus for compelling nondisciplinary reasons or pending a hearing as authorized by law.
3. Refer students to the Guidance Center.

4. Suspend a student.
5. Remove a student to the Independent Study Center or equivalent.
6. Refer students to The Summit and Juvenile Justice Alternative Education Program (JJAEP).
7. Act as the Board of Trustees' or Superintendent's designee for student discipline.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the Board employs district peace officers. The law enforcement duties of district peace officers are listed in policy CKE (local).

EXPECTATIONS OF STUDENT CONDUCT

Jurisdiction

School rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school on district transportation;
2. While the student is in attendance at any school-related activity, regardless of time or location;
3. For any school-related misconduct, regardless of time or location;
4. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
5. When a student engages in cyberbullying, as provided by Education Code 37.0832;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

Unless indicated specifically in this Code, the District's jurisdiction does not extend to students as they go to and from school. It is the parent's responsibility to assure their child's safety as they travel to and from school.

Dress Code

The standardized dress code for students is located in The Student Handbook.

Offenses to Property

1. Students are prohibited from vandalizing or otherwise damaging or defacing any personal property belonging to, rented by, or used by the District or District personnel. Students or parents will be responsible for making restitution.
2. Students are prohibited from vandalizing or otherwise damaging or defacing student identification badges.
3. No student shall take, steal, or borrow any property that does not belong to him or her, without the consent of the person to whom the property belongs. A person shall not, without the consent of the owner, damage or destroy property of the owner, Texas Penal Code §28.04.
4. Students shall be responsible for the care and return of textbooks and library books and may be charged for damage to or replacement of said books. Subject to the provisions of the Family Educational Rights and Privacy Act (FERPA), the District reserves the right to withhold student records if the student does not return its books. Section 31.104 of the Texas Education Code provides, in relevant part, that each student or student's parent or guardian is responsible to the teacher for all books not returned by the student. The District may provide for a method of payment other than a lump sum payment of the full price of the book. Students who do not return textbooks forfeit their right to receive free textbooks until such time as the previously issued, but not returned, book is paid for. The District shall allow the student to use textbooks at school during each school day. The

District is not authorized to prevent a student from being graduated or participating in a graduation ceremony or from receiving a diploma.

5. The school district employs police officers to assist the school in maintaining order and protecting school property. These licensed peace officers may investigate any violation of law, concerning the schools, and may assist in the prosecution of the person(s) involved if the District so requests.

Offenses to Persons

Weapons – Definition: The term "weapon" shall include all objects which, by their inherent characteristics or by the manner of their use, are designed or have the potential of inflicting bodily injury or intimidating another person. The term "weapon" shall include, but not be limited to, such articles as firearms (whether loaded or unloaded), knives (any size), razors, night sticks, clubs, or any other object used in such a way as to threaten or to inflict bodily injury on another person.

Individuals are prohibited from bringing any weapons onto school property or to school functions or events at any time.

Assault – Definition: A student commits an assault when he/she intentionally, knowingly, or recklessly causes bodily injury to another; intentionally or knowingly threatens another with imminent bodily injury; or intentionally or knowingly causes physical contact with another that can reasonably be regarded as offensive or provocative.

Possession - For all purposes in this Student Code of Conduct, the term "possession" means: Care, custody, control, or management. A student shall be considered to be in possession of any substance or thing prohibited or regulated by this Code of Conduct if the substance or thing, for any length of time, is:

1. on the student's person or in the student's personal property, including but not limited to the student's clothing, purse, book bag, gym bag, backpack or briefcase or any other item carried by or belonging to the student;
2. in any private vehicle in which the student is transported to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, scooter or bicycle; or
3. in any school property used by the student, including but not limited to a locker or a desk or in any area under the control of the student.

General Conduct

Academic Dishonesty includes cheating or copying the work of another, plagiarism, and inappropriate or unauthorized communication related to the content of instructional activities and assessments.

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

1. Has the effect of 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; or
4. Infringes on the rights of the victim at school.
5. Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:
 - a. 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;
 - b. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
 - c. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

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

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating Violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021, Family Code.

Disruption of Classes: For purposes of this rule, "**school property**" includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities, and "**public property**" includes any street, highway, alley, public park, or sidewalk.

1. No student shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:
 - a. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
 - b. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
 - c. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
 - d. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.
 - e. Making threats (such as bomb threats).
2. Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

Disruption of Lawful Assembly: No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school in the district. Disruptive activity means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.
2. Seizing control of any building or portion of a building for the purpose of interfering with any administrative, educational, research, or other authorized activity.
3. Preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.
4. Disrupting by force or violence or the threat of force or violence a lawful assembly in progress.
5. Obstructing or restraining the passage of any person at an exit or entrance to said campus or property or preventing or attempting to prevent by force or violence or by threats thereof the entrance or exit of any person to or from said property or campus without the authorization of the school.

Drug/Alcohol Use: No student shall possess, use, transmit, or attempt to possess, use, or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity:

1. Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable volatile chemical or any other substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavioral-altering drugs.
5. Any over-the-counter medications.

Going to and from School: Community residents have a right to privacy, private property, and freedom from abusive behavior. On the way to and from school, students shall not loiter, litter, trespass, or abuse property or create nuisance

conditions for residents of the community. At no time does the District assume responsibility for the acts of students going to and from school. The District, however, reserves the right to take disciplinary action in those instances in which a connection exists between the conduct of the student and the right of the school district to maintain order and discipline. Examples of these instances include, but are not limited to, disciplinary infractions at bus stops, on school buses and other forms of school district transportation.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or.
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the re-port, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Students shall have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Acts of hazing and failure to report known hazing or planned hazing can result in criminal penalties, as well as school discipline.

Hit List is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct. Participation might include a speaking role, as established by district policy and procedures.

Publications: Prior Review

All student publications and other written material intended for distribution to students shall be submitted for prior review according to the following procedures:

1. Material shall be submitted to the building principal or a designee for review.
2. The principal or a designee shall approve or disapprove submitted material within twenty-four hours of the time the material is received. Failure to act within the twenty-four hour period shall be interpreted as disapproval.
3. The student may appeal disapproval to the Superintendent, who shall decide the appeal within three days of its receipt. Failure of the Superintendent to act within the three-day period shall be interpreted as disapproval.
4. The student may appeal disapproval by the Superintendent to the Board. The student shall notify the Superintendent of the appeal and request the matter be placed on the agenda for the next Board meeting. At that Board meeting, the student shall be given a reasonable period of time to present his/her viewpoint.

Distribution of written materials may be restricted, subject to the following guidelines:

1. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the disruption.
2. Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the materials to be distributed shall conform to the following standards:
 - a. Materials that are sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Libelous material may be prohibited from distribution.
 - c. Publications that criticize Board members, teachers or school officials or advocate violation of school rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
 - d. Hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence may be banned. Only material that could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.

Reasonable Belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engage in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges. Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Secret Societies/Gangs

Students shall not become members or promise to become members of any organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership, rather than upon the free choice of students in the school, who is qualified under the rules of the school, to fill the special aims of the organization.

The Board of Trustees feels that the presence of gangs and gang activities can cause substantial disruption of, or material interference with, school and school activities. A **"gang"** is defined as any group of three or more individuals having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal acts, unlawful acts or acts that violate school district policies. By this policy, the Board of Trustees acts to prohibit the existence of gangs and gang activities as follows:

No student, on or about school property, or at any school activity:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission, or use any speech, whether verbal, or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a. Soliciting others for membership in any gangs.

- b. Requesting any person to pay protection or otherwise intimidating or threatening any person.
- c. Inciting other students to act with physical violence upon any other person.
- d. Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others.

Students engaged in gang activities while at school, at any school facility, at any school-sponsored activity, or on a school bus shall be disciplined according to the District's code of conduct. Any student who is a member of; pledges to become a member of; joins, or solicits another person to join or pledge to become a member of a secret society, including a gang, and/or displays gang or secret society membership or affiliation, shall be placed in a disciplinary alternative education program. (Please see page 6 for additional information regarding prohibited gang symbols and/or signs.) Students engaging in gang activity that violates the law may also be given a law enforcement citation and/or referred to appropriate law enforcement authorities.

Sexual Harassment: - Definition: Offensive and unwelcome conduct of a sexual nature directed toward a student or other person or offensive and unwelcome conduct aimed at another solely because of his or her gender or sexual orientation. This definition also includes conduct that meets any sexually related definition established in District policies DIA (LOCAL) and FFH (LOCAL).

If a student believes he or she has been sexually harassed, the student or the student's parents should report the incident to the principal, other appropriate supervising administrator, or Gloria Gallegos, Associate Superintendent for Special Programs and Pasadena ISD Title IX Coordinator, 1515 Cherrybrook Lane, Pasadena, Texas, 77502; phone (713) 740-0225; fax (713) 740-4036; email ggallegos@pasadenaisd.org.

If a student's conduct is offensive and unwelcome, the campus will determine if the conduct should be punished in accordance with this Student Code of Conduct.

Telecommunication Devices: A telecommunications device includes any device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor. It includes, but is not limited to, beepers, pagers, cell phones, etc.

High school, intermediate school, middle school and elementary school students may possess telecommunication devices during the school day, or while attending school-sponsored or school-related activities during the school day, on or off school property. During the school day, telecommunication devices and accessories, including but not limited to earphones and headsets, must remain out of sight and must be turned off. As related to the use of telecommunication devices by high school, intermediate school, middle school and elementary school students, the term *during the school day* is defined below.

- **High Schools:** prohibit use from 7:10 a.m. until 2:35 p.m.
- **Intermediate Schools, Middle Schools and Elementary Schools:** prohibit use from the time students arrive on campus until dismissal time (Telecommunication devices must be stored in school lockers or other areas designated by campus administration.)
- **Tegeler Career Center and Community School:** prohibit use from the time students arrive on campus until dismissal time
- **Guidance Center and The Summit:** prohibit use from the time students arrive on campus until dismissal time

Campuses may provide additional guidelines related to telecommunication devices.

The use of any device capable of capturing images is strictly prohibited in locker rooms, restroom areas, or any place where there is a reasonable expectation of privacy while at school or at a school-related or school-sponsored event.

Any student in violation of these rules is subject to disciplinary measures. In addition, District employees may confiscate any telecommunication device.

Depending upon the circumstances surrounding the confiscation of the telecommunication device, the Superintendent or designee may return the device to the parents or the company to which it belongs. A return fee of \$15 shall be assessed.

Confiscated telecommunication devices shall be held by the District for a period of 30 days. After the 30-day period has expired, the District shall dispose of the telecommunication device. (Policy FNCE and FNCE Local)

Telecommunication devices confiscated during the commission of a misdemeanor or felony, whether during school hours or while attending a school-sponsored activity or school-related event on or off school property, shall not be returned.

The District is not responsible and shall not be held liable under any circumstances for confiscated and/or stolen telecommunication devices of any kind.

Tobacco Use: Students in all grades shall not possess or use tobacco products, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, snuff, or chewing tobacco, on school premises or at school-related functions. Students are forbidden to possess matches and/or lighters. Citations may be issued.

Use means a student has voluntarily introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, speech, or odor.

Under the Influence Definition: The consumption of alcohol or prescription or over-the-counter medication or illicit drugs during the school hours or during school-related activities, or close enough in time to school hours or participation in school-related activities, that there is a noticeable impairment of the student's physical and/or mental faculties. A student need not be legally intoxicated to be considered under the influence. Impairment of a student's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol use or by admission.

The following list contains examples of indicators of possible drug or alcohol use but is not exhaustive:

1. While walking or standing, the student may stumble, stagger, fall or be unsteady.
2. The student's speech may be incoherent, rambling, slurred, inappropriately loud or shouting in tone of voice. Conversely, the student may be silent when it is inappropriate to be so.
3. The student's actions may be marked by profanity, fighting, extreme hostility, overly aggressive behavior, sleepiness or crying.
4. The student's eyes may have dilated pupils, constricted pupils, may be bloodshot or red or may be glassy.
5. The student may smell like alcohol or like an illicit drug, such as marijuana.
6. There may be physical evidence of alcohol or drug use, such as bottle, pills or drug paraphernalia.

The transmittal, sale, or attempted sale or transmittal of what is represented to be any of the above-listed substances is also prohibited under this rule.

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be considered to have violated this rule so long as the student complies with school rules pertaining to prescription drugs. Deviation from these rules may result in disciplinary action being imposed on the student.

In the rare instances when it is necessary for a student to take prescription medication or over-the-counter medicine during school hours, the school is required to have a written request to administer the medication from the parent, legal guardian or other person having legal control of the student. The prescription medication must be in the original container, prescribed by a United States physician, issued by a United States pharmacy and properly labeled by the pharmacy with the student's name, current date, physician's name, medication name and dosage. Over-the-counter medication must be in the original unopened container and will not be administered for more than five consecutive days without physician authorization or manufacturer's recommendation on printed container.

All medication shall be delivered to the clinic and picked up from the clinic by the parent, guardian or other responsible adult. Medication shall not be transported to or from school by a student. Students disregarding this restriction may be held in violation of the District's Drug Abuse Policy and shall be subject to appropriate disciplinary action.

Prohibited Conduct

The categories of conduct listed below are prohibited at school and all school-related activities, but the list is not exhaustive and does not include some of the most serious offenses governed by this Code of Conduct. In the subsequent sections in this Code of Conduct on out-of-school suspensions, DAEP placements and expulsion, serious and severe offenses that require or permit specific consequences are listed.

1. Violates school policy or rules of a particular class, including tardiness, either in or out of class
2. Materially disrupts classwork or is involved in substantial disorder or invasion of the rights of other students or employees at school or school-related activities
3. Academic dishonesty
4. Throwing objects, separate from supervised school activities that can cause bodily injury or damage property (i.e., rocks, erasers, etc.)

5. Leaving school grounds or school-sponsored events without permission
6. Use of profanity, vulgar language or directing profanity, vulgar language, or obscene gestures toward other students
7. Exhibiting disrespect or directing profanity, vulgar language, or obscene gestures toward teachers, school employees, and officials or other persons lawfully on school grounds or at school-related activities
8. Insubordination, including failure to comply with lawful directives from school personnel or school policies, rules, and regulations
9. Engaging in rude and disrespectful behavior
10. Playing with matches, lighter, or fire, or committing arson
11. Committing robbery or theft
12. Damaging or vandalizing property owned by other students or the District or District employees
13. Engaging in misconduct, as defined by District policies and regulations, on school buses and at bus stops
14. Fighting, committing physical abuse, or threatening physical abuse
15. Committing extortion, coercion, or blackmail, i.e., obtaining money or other object of value from an unwilling person, or forcing an individual to act through the use of force or threat of force
16. Engaging in verbal abuse, i.e., name-calling, ethnic or racial slurs, or derogatory statements that school officials have reasonable cause to believe will substantially disrupt the school program or incite violence
17. Engaging in inappropriate verbal, physical or sexual contact directed toward another person, including a district student, employee or volunteer
18. Engaging in physical, sexual, verbal, or emotional abuse in order to harm, threaten, intimidate, or control another student in a dating relationship
19. Tardiness or truancy
20. Causing or participation in classroom disturbance
21. Possessing or using fireworks, stink bombs, or explosives
22. Gambling
23. Forgery
24. Unauthorized sales
25. Engaging in offensive conduct of a sexual nature (including sexual harassment), whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward an adult or another student
26. Misuse of a telecommunication device, except when the student is serving in the capacity of an active member of a volunteer firefighting organization or an emergency medical service organization (Student must have prior approval of principal in order to qualify for this exception.)
27. Misusing an admit and/or being off limits
28. Disobeying school rules about conduct on school buses
29. Misusing Child Nutrition Services procedures for purchasing meals
30. Gang activity
31. Hazing (defined on page 9)
32. Engaging in any other conduct that disrupts the school environment or educational process
33. Failing to wear a student identification badge appropriately
34. Dress code violation
35. Glitter or stickers on face or near eye area
36. Trespassing
37. Misuse of District computers, equipment, or networking system
38. Possessing, trading or selling collector cards or items on school property
39. Use of telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.
40. Bringing a weapon on school property or to school functions or events at any time
41. Stealing from students, staff or the school
42. Engaging in bullying, cyberbullying, harassment or making hit lists (defined on pages 8, 9, and 10)
43. Threatening a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment
44. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
45. Engaging in inappropriate or indecent exposure of private body parts
46. Recording the voice or image of another without the prior consent of the person being recorded or in a way that disrupts the educational environment or invades the privacy of others

47. Sending or posting electronic messages or images, including sexting, that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes a substantial disruption to the school environment
48. Any acts not listed above that appear in the list of minor offenses, serious offenses, removal offenses, and expulsion offenses, or other offenses that warrant disciplinary action.

STUDENT CODE OF CONDUCT APPLICATION

General Guidelines for Assessing Discipline Penalties

When imposing discipline, District personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.
3. In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:
 - a. Self-defense,
 - b. Intent or lack of intent at the time the student engaged in the conduct,
 - c. The student's disciplinary history,
 - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct
 - e. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
 - f. A student's status as homeless.
4. Self-defense may be considered as a mitigating circumstance only when the student has a reasonable belief that the student's response is immediately necessary to protect himself/herself against the other's use or attempted use of improper force that could result in serious bodily injury. Reasonable belief in the school setting means a belief that would be held by the school principal or other appropriate administrator in the same circumstances as the actor. Each student is responsible and will be held accountable for making every effort to avoid the use of any force and is expected to immediately remove himself or herself from the situation if at all possible and/or contact appropriate school personnel and/or follow the directives of school personnel attempting to assist. The District does not approve, sanction, condone or authorize students to use force against another individual, even if that individual provokes, encourages, or instigates a fight or altercation.
5. Offenses – End of the School Year: The administration may initiate action against a student who commits a violation of school policy at the conclusion of the school year by implementing such action at the beginning of the following school year.
6. A school district employee or volunteer or an independent contractor of a district may not place a student in seclusion unless it is an emergency situation while awaiting the arrival of law enforcement personnel if the student possesses a weapon and the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
7. If a student is removed from the regular classroom and placed in in-school suspension or another setting other than a disciplinary alternative education program, the District shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of the removal. Such an opportunity may be provided by any method available, including a correspondence course, distance learning, virtual school, or summer school.
8. If PISD takes disciplinary action (meaning suspension, expulsion, placement in a disciplinary alternative education program, or other limitation in enrollment eligibility of a student), and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, PISD shall provide to the district or school in which the student enrolls – along with the student's other records – a copy of the order of disciplinary action. As authorized by Section 37.021, Texas Education Code, the District or school in which the student enrolls

may continue the disciplinary action or allow the student to attend regular classes without completing the period of disciplinary action.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

When assessing penalties for an individual student, the administration is not required to administer all of the techniques listed below, and those techniques selected need not be utilized in any particular order. Student Code of Conduct techniques **may** include, but are not limited to, one or more of the following:

1. Counseling by teachers, counselors, special services staff, or administrative personnel
2. Parent-teacher conferences
3. Cooling-off or a brief time-out
4. Behavioral contracts
5. Assigned school duties other than class tasks, including, but not limited to, restoration of property and cleanup
6. Verbal correction, oral or written
7. Withdrawal of privileges, including participation in extracurricular activities, field trips, graduation ceremonies, and honorary positions
8. Sending the student to the office or other assigned areas
9. Behavioral Coaching
10. Detention or strictly supervised study
11. School-based and school-administered probation
12. Reward or demerits
13. Restorative practices
14. Mediation
15. Anger management
16. Confiscation of items that disrupt the educational process
17. Temporary removal from class
18. Assignment to Tardy Room
19. Removal from school
20. Removal to a disciplinary alternative education program (DAEP)
21. Independent Study Center (ISC)
22. Transfer to a different campus
23. Seating changes within the classroom
24. Reassignment of classes
25. Suspension
26. Expulsion
27. Referral to legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
28. Other reasonable actions created by unforeseeable special circumstances

Each disabled student's individual education plan (IEP) or individual program plan (IPP) may address the student's specialized needs on discipline, including which of the student code of conduct techniques can appropriately be used with the student. (See pages 36 and 37.)

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

1. Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
2. Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
3. Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.

4. Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
5. Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
6. Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
7. Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
8. Restricting the student's circulation.
9. Securing the student to a stationary object while the student is standing or sitting.
10. Inhibiting, reducing, or hindering the student's ability to communicate.
11. Using chemical restraints.
12. Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
13. Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Saturday Guidance Center

The Saturday Guidance Center for secondary students is located at Dobie High School cafeteria, 10220 Blackhawk, and Guidance Center, 3010 Bayshore in Pasadena, every Saturday (excluding holidays) from 8 a.m. to 12 noon.

The following students will be assigned:

1. Students with excessive detentions – ten (10) or more
2. Students assigned for skipping detention – three (3) times

Students are required to follow the district-wide dress code policy while attending the Saturday Guidance Center. Students are required to bring writing utensils and paper.

Secondary Saturday Tardy/Truancy Center

Students are required to follow the district-wide dress code policy while attending the Saturday Tardy/Truancy Center.

The Secondary Saturday Truancy Center is located at 3010 Bayshore in Pasadena and is open every Saturday (excluding holidays) from 8 a.m. to 12 noon.

Students who are truant from school will attend the Saturday Truancy Center session to discourage them from missing further classes. Students who have excessive tardies (5), are truant, are out of assigned area, location or activity or leave campus without permission may be assigned to attend the Saturday Truancy Center.

A student who misses a Saturday Tardy/Truancy Center may be assigned to the weekly Guidance Center.

Guidance Center

The purpose of the Guidance Center is to provide services that help correct the problems that have interfered with a student's progress in school. The Center provides an off campus in-school suspension facility for placements shorter than twenty (20) days for continuing educational progress.

A student assigned to the Guidance Center is prohibited from attending classes on the home campus or participating in any school-sponsored or school-related activity during their assignment. If this prohibition is violated, the student shall be given a citation for trespassing. Students who have been assigned to the Center are not to return to their home school before or after school hours for any meetings, rehearsals, or extra curricular activities while still attending the Center. This restriction will remain in effect until the morning of the first school day after completing the assignment, and until the student is properly re-admitted by the school.

The Guidance Center has two locations. All middle school, intermediate school and high school students, grades 5-12, will attend the Guidance Center located at 3010 Bayshore in Pasadena. If you should have any questions regarding the secondary Guidance Center, please call (713) 740-0792.

The Elementary Guidance Center program is located at Fisher Elementary, 2920 Watters Road in Pasadena. The hours for this site are 8:15 a.m. to 3:15 p.m. If you have a question for this site, please call (713) 740-0552.

Students are counted present daily and receive full academic credit while at the Center. Failure to attend the Guidance Center as assigned is a violation of the state compulsory attendance laws.

Placement terms vary according to the severity of the disciplinary infraction. Failure to adhere to the rules may result in additional disciplinary action. If, after having been placed in the Center, the student continues to engage in serious or persistent misbehavior that violates the District's previously communicated written standards of student conduct, the student may be assigned to The Summit or expelled.

A student who fails to complete a Guidance Center assignment at the end of a school year may be required to complete the assignment at the beginning of the next school year. A student who fails to complete an assignment during the school year because of withdrawal from school shall complete the assignment upon re-enrollment in a Pasadena ISD school (unless the District can verify that the assignment was satisfied in an alternative setting outside the District).

Students are expected to complete assigned work with the assistance available from the Center teachers. It is the students' responsibility to satisfactorily complete all assignments.

Students on free or reduced breakfasts and lunches will be provided with a breakfast and lunch, and others may purchase the meals. Middle, intermediate and high school students eligible for free or reduced breakfasts and any other secondary student wishing to purchase breakfast should contact the Guidance Center at (713) 740-0792 regarding arrival time for breakfast. Elementary students must arrive by 7:50 a.m. in order to receive breakfast.

Disciplinary Alternative Education Program

Depending upon the nature of the offense and other factors listed on pages 13 and 14 of this Code, if applicable, students who are removed to a DAEP shall be placed in The Summit.

Description of The Summit

This program is designed to serve Pasadena School District students in grades 5-12 who have been placed in a DAEP for serious misconduct, or for disciplinary alternative education program offenses, or who have been expelled and not placed in a Juvenile Justice Alternative Education Program (JJAEP).

The Summit is the Disciplinary Alternative Education Program (DAEP) for the Pasadena Independent School District. This innovative program provides for each student's academic and behavioral needs during long-term disciplinary removals from his or her home campus. The Summit employs only teachers who meet all certification requirements established under TEC Chapter 21, Subchapter B; and provides not less than the minimum amount of instructional time per day as required by TEC 25.082(a).

Upon enrollment, in order to assess a student's academic growth during placement in the DAEP, the District shall administer to a student placed in a program for a period of 60 school days or longer an assessment instrument for that purpose. The instrument shall be administered initially on placement of the student in the program; and subsequently on the date of the student's departure from the program, or as near to that date as possible.

Once enrolled, students will first attend orientation sessions in order to become familiar with the structured routines and procedures.

Parents are encouraged to take an active role in facilitating future behavior change. Upon return to the home campus, a student may be assigned to a mentor (a member of the staff) who will act as a liaison between the family and the school. Counseling will also be made available to many students, as well as parents, if deemed appropriate.

The Summit will provide students access to coursework in English language arts, mathematics, science and history. The Summit will also provide a course necessary to fulfill a student's high school graduation requirement, as follows: The District shall offer a student removed to The Summit (DAEP) an opportunity to complete coursework before the beginning of the next school year. The District may provide this opportunity through any method available, including a correspondence course, distance learning, virtual school, or summer school.

The staff of The Summit is committed to enhancing academic skills while empowering students to make better behavioral choices upon return to their home campuses.

All Summit students will be expected to comply with the general PISD dress code standards, as outlined in the Student Code of Conduct. However, students will be expected to comply with a more stringent dress code during their placement at The Summit. Specific requirements will be provided to students and parents by The Summit staff.

The Summit is located at 1838 E. Sam Houston Parkway South. The telephone number is (713) 740-0290.

Persistent Offenses

The District defines persistent to be two or more violations of this code of conduct in general or repeated occurrences of the same violation. Persistent or repeated offenses may result in assignment to the Guidance Center, suspension, or The Summit.

MINOR OFFENSES

Examples of some common minor offenses:

1. Loitering on campus when instructed to leave
2. Notewriting
3. Inappropriate displays of affection
4. Chewing gum
5. Tardiness
6. Violation of the dress and grooming policy
7. Minor confrontation or abusive language to a student
8. Misuse of a telecommunication device or possession of a recording device by a high school, intermediate school, middle school or elementary school student (i.e., telecommunication device as defined on pages 11 and 12)
9. Failure to follow rules on the school bus, including but not limited to wearing seat belts

Consequences

Minor offenses shall first be remedied by using one or more discipline management techniques, including, but not limited to, suspension or removal to a disciplinary alternative education program. Teachers and the campus discipline person shall have discretion to determine which techniques are reasonable and appropriate to the offense. Any activity ordinarily designated as a minor offense that is gang-related (as defined on page 11) may be punished as a serious offense.

Unexcused Absences/Tardies: Students guilty of truancy or excessive tardies (5) per semester may be required to attend the Saturday Truancy Center session in order not to miss further classes. Students who continue to accumulate excessive absences and tardies may be referred to/subject to charges in Harris County Truancy Courts.

Detention: For minor infractions of the code of conduct or other policies and regulations, students may be detained before or after school hours. Before assigning students to detention, the student shall be informed of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his version of the incident. Detention will be assigned in a timely manner. Parent notification is required for same day detention. The student's parent or guardian, if the student is a minor, will be required to provide transportation when the student has been assigned to detention.

SERIOUS OFFENSES

Examples:

1. Assaulting a teacher or other individual
2. Possess, use, give, deliver or sell paraphernalia related to any prohibited substance while on school property and/or at a school activity
3. Possess, solicit, sell, give, deliver or use any substance represented to be an illegal or prohibited substance, including but not limited to synthetic compounds and synthetic cannabinoids (K2, bath salts, etc.) – (mandatory DAEP removal; may expel if incident occurs during DAEP placement)
4. Vandalism
5. Robbery or theft
6. Gang activity as outlined under Secret Societies/Gangs (defined on page 11)
7. Forgery
8. Extortion, coercion, or blackmail

9. Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities
10. Engaging in verbal abuse, i.e., name-calling, racial or ethnic slurs, or derogatory statements that school officials have reasonable cause to believe will substantially disrupt the school environment or incite violence
11. Failure to comply with directives given by school personnel (insubordination)
12. Exhibiting disrespect or directing profanity, vulgar language, obscene gestures or slanderous/libelous accusations toward teachers, school employees, and officials or other persons lawfully on school grounds or at school-related activities
13. Fighting, committing physical abuse or threatening physical abuse
14. Hacking and illegal or unauthorized entry or attempted entry into the District, student's or employee's computer systems, networks and/or files
15. Hazing (defined on page 9)
16. Fireworks (selling, giving, or delivering to another person, possessing or using while on school property and/or at a school activity) Shooting of fireworks of any kind or explosive devices in the building, on the campus, or at school-sponsored activities any time during the day or night is forbidden. Students shooting or possessing fireworks will be assigned to the Guidance Center or be given further severe disciplinary action. Appropriate legal action will also be taken.
17. Engaging in offensive conduct of a sexual nature (including sexual harassment), whether verbal or physical, which may include requests for sexual favors or other intimidating sexual conduct, directed toward an adult or another student
18. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
19. Possession of a personal protection device (i.e., pepper spray, stun gun, etc.)
20. Possession of live ammunition with or without intent to use
21. Failure of a student to abide by prescribed rules for possessing or using medication while at school
22. Persistent misbehavior in the form of repeated and continuing minor offenses
23. Possession of a weapon as defined on page 7 of the Student Code of Conduct – (mandatory DAEP removal; may expel if incident occurs during DAEP placement)
24. The possession or use of articles generally not considered weapons may be prohibited when, in the judgment of school personnel, a reasonable apprehension of danger exists to the possessor, to others, or to school property by virtue of such possession or use (i.e., laser pointers, etc.)
25. Use or possession of tobacco, lighters, or electronic cigarettes, including vaping devices. Possession of tobacco is a ticketable offense by the PISD Police, and students are subject to a fine.
26. Gambling
27. Writing graffiti (using aerosol paint or an indelible marker) on the property of a school
28. Spectator fighting, obstructing or restricting the passage of school personnel to the scene of a physical confrontation OR failure to disperse from the scene of a physical confrontation
29. Loitering or trespassing
30. Under the influence (defined on page 12) of prescription or over-the-counter medication or an unidentified substance that causes impairment of the physical or mental faculties – (mandatory DAEP removal; may expel if incident occurs during DAEP placement)
31. Accessing pornographic materials/pictures via internet
32. Possessing or distributing pornographic pictures/materials
33. Criminal mischief, if not punishable as a felony
34. Deliberately providing false information, including falsification of school records, passes or other school-related documents
35. Engaging in any conduct that substantially disrupts the school environment or educational process or materially interferes with school activities
36. Engaging in bullying, cyberbullying, harassment or making a hit list (defined on pages 8,9, and 10)
37. Any violation of this Student Code of Conduct against any employee or volunteer in retaliation for or as a result of the person's employment or association with the District, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off of school property
38. Attempting to access or circumvent passwords or other security-related information of the District, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment
39. Attempting to alter, destroy, or disable District technology resources including, but not limited to, computers and related equipment, District data, the data of others, or other networks connected to the District's system, including off school property if the conduct causes a substantial disruption to the educational environment

40. Using the Internet or other electronic communications to threaten District students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment
41. Using the Internet or other electronic communications to pose as someone else in order to threaten, harass, cyberbully or damage another person's reputation either on or off school property if the conduct causes a substantial disruption to the educational environment
42. Using email or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment
43. Sending, posting or possessing electronic messages or images, including sexting and cyberbullying, that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes a substantial disruption to the school environment
44. Recording the voice or image of another without the prior consent of the person being recorded or in any way that disrupts the educational environment or invades the privacy of others
45. Taking or using photographs, pictures or images taken in locker rooms, restroom areas or any other area where a reasonable expectation of privacy is present for any reason, including off school property if the conduct causes a substantial disruption to the school environment
46. Possessing or selling look-alike drugs or attempting to pass items off as drugs or contraband
47. Making false accusations or perpetrating hoaxes regarding school safety
48. Discharging a fire extinguisher without valid cause or fire alarm pulling/tampering
49. Using email or websites at school to encourage illegal behavior or threaten school safety
50. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety
51. Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event
52. Stealing from students, staff or the school
53. Threatening a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment
54. Engaging in inappropriate or indecent exposure of private body parts
55. Interfering with the duties of a Police Officer or resisting arrest
56. Failure to successfully complete a Guidance Center, DAEP or JJAEP assignment
57. Threatening a District student, employee or volunteer with imminent serious bodily harm
58. Engaging in bullying that encourages a student to commit or attempt to commit suicide
59. Inciting violence against a student through group bullying
60. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent

Consequences

Depending on the seriousness of the offense, and specific provisions of this code of conduct, consequences for serious offenses may result in placement in the ISC, removal to the Guidance Center, suspension, removal to The Summit, or expulsion. Assignments to ISC, Guidance Center and suspension cannot be appealed. For example, a student who commits the serious offense of being under the influence of alcohol or drugs shall be removed to The Summit. A student who commits the serious offense of bringing an illegal or prohibited weapon to school shall be expelled. *(Note: These examples are for the purpose of illustration only.)*

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OFFENSES

All offenses listed below are considered serious offenses that are subject to DAEP removal.

1. A student **shall** be removed from class and placed in a disciplinary alternative education program if the student engages in conduct involving a public school that contains the elements of the offense of a false alarm (including fire alarm pull) or report (including a bomb threat) under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code, or while on or within 300 feet of school property (as measured from any point on the school's real property boundary line) or while attending a school-sponsored or school-related activity on or off school property:
 - a. Engages in conduct punishable as a felony;
 - b. Engages in conduct that contains the elements of the offense of assault under 22.01(a)(1), Penal Code; If the victim is a school employee or volunteer, the student may be expelled – see subsection 8.c. under Expellable Offenses, below;
 - c. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a

valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.

- d. Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense.
- e. Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- f. Engages in conduct that contains the elements of the offense of public lewdness under 21.07, Penal Code; or
- g. Engages in conduct that contains the elements of the offense of indecent exposure under 21.08, Penal Code.
- h. Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1),(2),(3), or (7).

Note: Removal to a disciplinary alternative education program is not required if the student is expelled under Section 37.007 for the same conduct for which removal would have been required.

- 2. In accordance with Section 37.007, Texas Education Code, the District has the authority to expel a student who engages in the conduct described in subsections (c), (d), (e), above, regardless of the amount of the drug or substance.
- 3. A student shall also be placed in a disciplinary alternative education program if the student, regardless of the time or location, engages in conduct on or off of school property that contains the elements of the offense of retaliation under 36.06 Penal Code, against any school employee (except that if the student engages in conduct that contains the elements of any mandatory expellable offense against any employee in retaliation for or as a result of the employee's employment with the school district, the student shall be expelled).
- 4. In addition to the reasons above, a student **shall** be removed from class and placed in a disciplinary alternative education program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

The student received deferred prosecution under Section 53.03, Family Code, for aggravated robbery and/or conduct defined as a felony offense in Title 5, Penal Code. These offenses include: bestiality; sexual coercion; criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; or tampering with consumer product. Some offenses listed above are not punishable as a felony in all situations. For the discipline listed above to occur, the student must have engaged in conduct which is defined as a felony.

- a. A court or jury finds that the student has engaged in delinquent conduct under Section 54.03, Family Code, for a conduct defined as a felony offense in Title 5, Penal Code; or
 - b. The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Title 5, Penal Code.
- 5. A student **may** be removed from class and placed in a disciplinary alternative education program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:
 - a. The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than those defined in Title 5, Penal Code, listed above; and
 - b. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Note: Students who are removed pursuant to subsections 4 and 5, above, may be placed in the Harris County JJAEP.

- 6. In determining whether there is reasonable belief that a student has engaged in conduct defined as a felony offense by the Penal Code, the Superintendent's designee may consider all available information, including the information furnished under Article 15.27, Code of Criminal Procedure.
- 7. If it is determined by the Superintendent that there is a reasonable belief that a student engaged in conduct constituting a felony offense and the student has been arrested, the Superintendent is required to notify District employees with supervisory responsibility over a student when the student has been arrested.

8. A student who is younger than 10 years of age shall be removed from class and placed in a disciplinary alternative education program if the student engages in conduct that would be an expellable offense for students ten years old or older. A student who is under 10 years of age who possesses a firearm shall be expelled but shall receive education in the DAEP during the term of expulsion. See pages 23 and 24 for the offenses for which students may or shall be expelled.
9. When the Superintendent or the Superintendent's designee receives notice under Article 15.27(g), Code of Criminal Procedure, i.e., the office of the prosecuting attorney or the office or officer designated by the juvenile court notifies the District that prosecution of the student's case was refused for lack of prosecutorial merit or insufficient evidence; or the court or jury found the student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision and the case is dismissed with prejudice; the Superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The Superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the Superintendent or designee receives notice from the office or official designated by the court. After reviewing the notice and receiving information from the student's parent or guardian, the Superintendent or designee may continue the student's placement in the DAEP if there is a reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parents or guardian may appeal the Superintendent's decision described in section (9) above to the Board of Trustees. The student may not be returned to the regular classroom pending the appeal. The Board shall, at the next meeting or other mutually-agreeable date, review the notice provided under Article 15.27(g) of the Code of Criminal Procedure and receive information from the student, the student's parent or guardian, and the Superintendent or designee and confirm or reverse the decision described under section (9) above. If the Board confirms the decision of the Superintendent or designee, the Board shall inform the student and the student's parent or guardian of the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending an appeal to the Commissioner. This appeal process does not apply to placement to the DAEP made in accordance with Section 37.006(a) described in subsection 1(a) – (g) above.

10. A principal or other appropriate administrator may, but is not required to, remove a student to a disciplinary alternative education program for off-campus conduct, for which removal is required, if the principal or other appropriate administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

EXPELLABLE OFFENSES

The following offenses are also considered serious offenses. A student **shall** be expelled from school if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Possesses or unlawfully carries on or about the student's person:
 - a. A firearm or handgun, as defined by 46.01(3) or 46.01 (5), Penal Code;
 - b. A location-restricted knife as defined by 46.01(6), Penal Code, or by local policy;
 - c. A club as defined by 46.01(1), Penal Code;
 - d. Possesses, manufactures, transports, repairs or sells a prohibited weapon as defined under 46.05, Penal Code;
2. Engages in conduct that contains the elements of the offense of:
 - a. Aggravated assault under 22.02 Penal Code, sexual assault under 22.011, Penal Code, or aggravated sexual assault under 22.021, Penal Code;
 - b. Arson under 28.02, Penal Code;
 - c. Murder under 19.02, Penal Code, capital murder under 19.03, Penal Code, or criminal attempt, under 15.01, Penal Code, to commit murder or capital murder;
 - d. Indecency with a child under 21.11, Penal Code;
 - e. Aggravated kidnapping under 20.04, Penal Code;
 - f. Aggravated robbery under section 29.03, Penal Code;
 - g. Manslaughter under section 19.04, Penal Code;
 - h. Criminally negligent homicide under section 19.05, Penal Code;
 - i. Continuous sexual abuse of young child or children under Section 21.02, Penal Code;

3. Engages in conduct involving drugs or alcohol which would be punishable by a mandatory placement in a disciplinary alternative education program, if such conduct is punishable as a felony;
4. Brings a firearm, as defined by 18 U.S.C. 921 to school.
5. A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:
 - a. at an approved target range facility that is not located on a school campus; and
 - b. while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
6. Subsection (5) above does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity.
7. A student **shall** be expelled if the student engages in conduct that contains the elements of any offense listed in subsections 1, 2, 3 or 4 and **may** be expelled if the student engages in conduct that contains the elements of any offense listed in subsection 8.c., against any employee or volunteer in retaliation for or as a result of the person's employment or association with the school district, regardless of whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property.
8. A student **may** be expelled if the student, while on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:
 - a.
 - 1) Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of; Marijuana or a controlled substance or a dangerous drug, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C Section 801 et seq.; if the conduct is not punishable as a felony or
 - 2) Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act of offense while under the influence of alcohol, if the conduct is not punishable as a felony.
 - b. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under sections 485.031 through 485.034, Health and Safety Code; or
 - c. Engages in conduct that contains the elements of the offense of assault under Section 22.01(a) (1), Penal Code, against a school district employee or a volunteer. A volunteer is defined as a person who provides services to the school district without compensation, either on the premises of the district or at a school-sponsored or school-related activity, on or off of school property.
 - d. Engages in conduct that contains the elements of an offense of deadly conduct under Section 22.05, Penal Code.

A student **may** also be expelled:

1. If the student engages in bullying that encourages a student to commit or attempt to commit suicide.
2. If the student incites violence against a student through group bullying.
3. If the student releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
4. If the student engages in conduct that contains the elements of the offense of criminal mischief under 28.03, Penal Code, if the conduct is punishable as a felony. Regardless of whether the student is expelled, the student shall be referred to the authorized officer of the juvenile court.
5. If the student engages in conduct that involves the student knowingly breaching the District's computer security through use of the District's computer, computer system or network and the student knowingly altered, damaged or deleted District property or information as provided by the Texas Penal Code, Sec. 33.02.
6. If the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat) under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code.
7. Unless the conduct is retaliation against a school employee or volunteer (in which case expulsion may be required) if the student, while within 300 feet of school property, as measured from any point on the school's real property boundary line:
 - a. Engages in conduct for which expulsion is required, as listed above under items 1, 2, 3 and 4;
 - b. Possesses a firearm, as defined by 18 U.S.C. 921.
8. Regardless of where the conduct occurs or whether the student is attending a school-sponsored or school-related activity on or off of school property, if the student engages in conduct containing the elements of the offense of aggravated assault, sexual assault, aggravated sexual assault, aggravated robbery, murder, capital murder, or criminal attempt to commit murder or capital murder.

9. If the student engages in conduct for which expulsion is required, for the reasons listed in items 1-4 above, if the student engages in that conduct on school property of another Texas school district or while attending a school-sponsored or school-related activity of a school in another Texas school district.

Students younger than ten cannot be expelled. If a student younger than ten commits an expellable offense, the student will be removed to the DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Expulsion While in a Disciplinary Alternative Education Program (DAEP)

A student may be expelled for engaging in documented serious misbehavior that violates the District's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or District employee.

If the student is expelled under this provision, the Board or its designee shall refer the student to the authorized officer of the juvenile court.

Title 5 Expulsions

The Board of Trustees or the Board's designee, after an opportunity for a hearing, **may** expel a student and elect to place the student in the JJAEP under 37.001 if:

1. the student:
 - a. has received deferred prosecution under Section 53.03, Family Code, for aggravated robbery or conduct defined as a felony offense in Title 5, Penal Code;
 - b. has been found by a court or jury to have engaged in delinquent conduct under Section 54.03, Family Code, for conduct defined as aggravated robbery or a felony offense in Title 5, Penal Code;
 - c. is charged with engaging in conduct defined as aggravated robbery or a felony offense in Title 5, Penal Code;
 - d. has been referred to a juvenile court for allegedly engaging in delinquent conduct under Section 54.03, Family Code, for conduct defined as aggravated robbery or a felony offense in Title 5, Penal Code;
 - e. has received probation or deferred adjudication for aggravated robbery or a felony offense under Title 5, Penal Code;
 - f. has been convicted of aggravated robbery or a felony offense under Title 5, Penal Code; or
 - g. has been arrested for or charged with aggravated robbery or a felony offense under Title 5, Penal Code, and
2. the Board or the Board's designee determines that the student's presence in the regular classroom:
 - a. threatens the safety of other students or teachers;
 - b. will be detrimental to the educational process; or
 - c. is not in the best interests of the District's students.

Title 5 felonies include bestiality; sexual coercion; criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; or tampering with consumer product.

Any decision by the Board or the Board's designee under this section is final and may not be appealed. The Board or the Board's designee may order placement under the circumstances listed above regardless of (1) the date on which the conduct occurred; (2) the location at which the conduct occurred; (3) whether the conduct occurred while the student was enrolled in the District; or (4) whether the student has successfully completed any court disposition requirements imposed in connection with the conduct. The District's standard guidelines for lengths of removals do not apply; however, the student will be provided a review of placement at intervals not to exceed 120 days. Placement under this section shall last until:

1. The student graduates from high school;
2. The Title 5 felony charges that resulted in the expulsion are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

TEACHER REMOVALS OF STUDENTS

A teacher may send a student to the principal's office in order to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with local policy and the code of conduct.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator. At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

1. Another appropriate classroom.
2. In-school suspension.
3. Out-of-school suspension.
4. DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Each school in the District will establish a three-member committee to determine placement of a student when a teacher removes a student and refuses to allow the student to return to his or her classroom. Each committee shall consist of two teachers and one teacher to serve as an alternate chosen by the campus faculty, and one member chosen from the professional staff of a campus selected by the principal. The teacher refusing to re-admit the student shall not serve on the committee.

The principal may not return the student to the classroom of the teacher who removed the student without the teacher's consent unless the placement review committee determines that such placement is the best or only available alternative.

If the student is removed by a teacher, the student may be prohibited from attending or participating in school-sponsored or school-related activities.

Students eligible for services under the Individuals with Disabilities Education Act ("IDEA") or Section 504 may be removed only in accordance with state and federal law.

Review of Teacher Removals

Not later than the third class day after the day on which a teacher removes a student from class, the school principal shall schedule a conference among the principal or other appropriate administrator, a parent or guardian of the student, the teacher removing the student, and the student. The student may not be returned to class pending the conference. Following the conference and whether or not each requested person is in attendance, after valid attempts to require a person's attendance, the principal shall order the placement of the student either in in-school suspension, a disciplinary alternative education program or another appropriate classroom. If the teacher removes the student for a reason listed as mandatory placement in a disciplinary education program, or mandatory expulsion, the principal shall take the appropriate action as

required by state law and the code of conduct. If the removal extends beyond the end of the next grading period, the student's parent is entitled to a hearing as described in the section entitled "Appeal of Placement in a Disciplinary Alternative Education Program." When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

REMOVALS TO DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be pre-kindergarten–grade 4 and secondary classification shall be grades 5–12.

Summer programs provided by the district shall serve students assigned to a DAEP either in conjunction with other students or separately from those students who are not assigned to the program, depending upon the individual situation.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

Permissive Placement in a Disciplinary Alternative Education Program

A principal or designee may remove a student to a disciplinary alternative education program for any act of misconduct specified in this code of conduct.

Mandatory Placement in a Disciplinary Alternative Education Program

A principal or designee **shall** remove a student to a disciplinary alternative education program for the acts of misconduct listed in the section of the code of conduct entitled "Disciplinary Alternative Education Program Offenses" that require removal.

Length of Removals

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP. The duration of a student's placement shall be determined case-by-case after considering the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

If the period of placement is inconsistent with the guidelines set forth in this Code of Conduct, the order of removal must provide written notice of the inconsistency.

If a student **below grade 5** is being removed for a violation of the Code of Conduct and the removal to the disciplinary alternative education program:

1. **is not mandatory**, the student may be removed for a period not to exceed (30) successful school days from the date the student enrolls at the DAEP campus; OR
2. **is mandatory**, the student **shall** be removed for a period not to exceed thirty (30) successful school days from the date the student enrolls at the DAEP campus.

If a student **in grade 5 or 6** is being removed for a violation of the Code of Conduct and the removal to the disciplinary alternative education program:

1. **is not mandatory**, the student may be removed for a period not to exceed (30) successful school days from date the student enrolls at The Summit; OR
2. **is mandatory**, the student **shall** be removed for a period not to exceed thirty (30) successful school days from the date the student enrolls at The Summit.

If a student **in grades 7 through 12** is being removed for a violation of the Code of Conduct and the removal to the disciplinary alternative education program:

1. **is not mandatory**, the student may be removed for a maximum of sixty (60) successful school days from the date the student enrolls at the Summit; OR
2. **is mandatory**, the student **shall** be removed for a minimum of sixty (60) successful school days from the date the student enrolls at the Summit.

Students whose removal to the disciplinary alternative education program **is not mandatory** will be eligible for early release by meeting established requirements for attendance, grades, and participation in specified programs. The student's length of placement will be reviewed at approximately twenty (20) day intervals.

Any day a student is in attendance at the disciplinary alternative education program campus and any day a student's absences is considered excused by the District will be considered a "successful" school day for purposes of determining a student's compliance with the length of their placement.

Review of Removals

If a student is removed to a disciplinary alternative education program beyond the end of the school year (see paragraph above), the principal or designee must determine that:

1. The student's presence in the classroom or on campus presents a danger of physical harm to the student or others;
or
2. The student has engaged in serious or persistent misbehavior which violated the previously communicated student code of conduct.

If the length of the removal to a disciplinary alternative education program extends beyond 120 days, the student must be provided with a review of the student's status by the principal or designee at intervals not to exceed 120 days. At the review, the student or the student's parent or guardian shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without the teacher's consent. In the case of a high school student, the Board's designee, with the student's parent or guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The District is not required to provide in the District's DAEP a course not specified under Section 37.008(1) of the Education Code.

If a student's placement in a disciplinary alternative education program is to extend beyond the end of the next grading period, and a parent or student desires to appeal the principal's decision to remove a student to a disciplinary alternative education program, the student will use the process described in the section entitled, "Appeal of Placement in a Disciplinary Alternative Education Program."

Informal Conference and Parent Notification

Not later than three class days after the day a student is removed to a disciplinary alternative education program, the principal or Campus Disciplinary Person shall conduct a conference at which:

1. The student is advised either orally or in writing of the conduct for which he/she is being removed and the basis for the removal.
2. The student is given the opportunity to explain his or her version of the incident and respond to the reasons for the removal.
3. The student may be accompanied by the parent, guardian, or legal counsel.

A student's parent shall be notified by telephone or other appropriate means as soon as reasonably possible of a removal to a disciplinary alternative education program. Following valid attempts to require attendance at the informal conference, the principal or Campus Disciplinary Person may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference. Parents of students who have been removed shall be advised that it is their responsibility to provide adequate supervision for the student during the period of removal.

If the period of placement is inconsistent with the guidelines set forth in this Code of Conduct, the order must give notice of the inconsistency. A period of removal may not exceed one year unless, after a review, the District determines that the student is a threat to the safety of other students or to PISD employees or extended placement is in the best interest of the student.

Appeal of Placement in a Disciplinary Alternative Education Program

If a student is removed to a disciplinary alternative education program, the student is entitled to the following appeal process. If the student and/or parent or guardian disagrees with the outcome of the school-level conference at which the student was notified of the reasons and basis for the removal, a request for a hearing may be filed. The student and/or parent or guardian may appeal by filing a signed written notice within two (2) school days of receipt of that decision with the respective Associate Superintendent for Campus Development. A hearing on that appeal will be conducted before a Central Administration Hearing Committee within seven (7) school days after the notice of the appeal is received unless scheduled at a later date by mutual consent of the parent and principal and/or due to the presence of legal counsel. The student may be represented by the parent, guardian or legal counsel. If the District makes a good-faith effort to inform the

student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing regardless of whether the student or the student's parent or guardian attends. The Central Administration Hearing Committee will be comprised of three (3) central office administrators chaired by a school district hearing officer. The Central Administration Hearing Committee will hear the appeal and render a decision in regards to the student's offense and the appropriate actions, if any, to be taken by the school district. Pending any level of appeal of a principal or designee's decision to remove a student to a disciplinary alternative education program, the student may be removed to the disciplinary alternative educational program. The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. The Central Administration Hearing Committee's decision is final and may not be appealed.

Sanctions During a Disciplinary Alternative Placement

Those students removed to a disciplinary alternative education program are prohibited from being on school grounds of their home campus, any school district property other than the DAEP (except by special permission), or attending school-related extracurricular activities during the period of removal. This restriction will remain in effect until the morning of the first school day after completing the assignment to a disciplinary alternative education program, and until the student is properly re-admitted by the school. Students assigned to The Summit may be enrolled in extended year and/or PISD Community School programs. Violations of the Code of Conduct may result in removal from these programs. The extended year program will serve students assigned to the DAEP in conjunction with other students.

Additional Conduct After Removal

If, during the term of placement, a student engages in additional conduct for which placement in a disciplinary alternative education program or expulsion is required or permitted, additional proceedings may be conducted regarding that conduct, and the principal or Board, as appropriate, may enter an additional order as a result of those proceedings.

Withdrawals

If a student withdraws from PISD before an order for placement in a disciplinary alternative education program is entered, the principal or Board, as appropriate, may complete the proceedings and enter an order. If the student subsequently enrolls in PISD during the same or subsequent school year, PISD may enforce the order at that time except for any period of the placement that has been served by the student on enrollment in another district that honored the order. If the principal or Board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. If the student withdraws after receiving verbal and/or written notice of removal to a disciplinary alternative education program, any decision regarding this placement may not be appealed.

Emergency Placement in a Disciplinary Alternative Education Program

The principal or the principal's designee may order the immediate placement of a student in a disciplinary alternative education program when the principal or designee reasonably believes the student's behavior is so unruly, disruptive or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in the class, with the ability of the student's classmates to learn, or with the operation of the school or a school-sponsored activity.

At the time of emergency placement, the student shall be given oral notice of the reason for the action. The reason must be a reason for which placement in a disciplinary alternative education program may be made on a nonemergency basis. Within a reasonable time after the emergency placement, but not later than the 10th calendar day after the date of the placement, the student shall be accorded appropriate due process as described in this Code of Conduct for removals.

Notice to Parents/Authorities

The Board or its designee shall deliver to the student and the student's parents or guardian a copy of a written order placing the student in a disciplinary alternative education program.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Continuation of Placement

If a student placed in a disciplinary alternative education program enrolls in another school district before the expiration of the period of placement, the District is required to forward a copy of the placement order along with other student records. The district in which the student enrolls may continue the disciplinary alternative education program placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement. Pasadena

ISD will require a student coming from a disciplinary alternative education program in another school district to complete his/her disciplinary alternative education placement when enrolled in PISD.

PISD may also require placement in a disciplinary alternative education program of a student who was:

1. Placed in a disciplinary alternative education program by an open-enrollment charter school under Education Code, Section 12.131, and the charter school provides PISD with a copy of the placement order; or
2. Placed in a disciplinary alternative education program by a school district in another state and:
 - a. The out-of-state district provides PISD with a copy of the placement order; and
 - b. The grounds for placement by the out-of-state district are grounds for placement in PISD.

PISD's enforcement or continuation of disciplinary action previously taken against a student by another school district, school or charter school, is **not appealable** through the student discipline appeals processes set forth in this student code of conduct.

Note: If a student was placed in a disciplinary alternative education program by a school district in another state for a period that exceeds one year, and the student seeks to enroll in PISD, PISD shall reduce the period of placement so that the aggregate period does not exceed one year unless, after a review, PISD determines that the student is a threat to the safety of other students or to PISD employees, or extended placement is in the best interest of the student.

SUSPENSIONS AND OTHER CAMPUS-BASED DISCIPLINE

A student may be removed from school on suspension for a period not to exceed three (3) consecutive school days. There is no limit to the times per semester or school year that a student may be suspended so long as each term of suspension does not exceed three (3) school days or otherwise violate the law. A student may be suspended for any offense within this code of conduct and may be suspended pending removal to a disciplinary AEP or expulsion. The student's parent or guardian shall be notified of a violation of the student code of conduct that results in suspension. **A student will not be afforded a hearing on the suspension;** however, the principal or designee will inform the student of the reasons for the suspension and grant the student an opportunity to give his or her version of the incident.

Out of School Suspension

Students in Grades 3 - 12 Who are Not Homeless

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

Students Below Grade 3 and Students Who Are Homeless

A student below grade 3 or any student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

1. Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 42.02 or 46.05;
2. Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Excused Absence and Make-up Work

If a student is suspended, the student's absence shall be considered to be an excused absence if the student satisfactorily completes the assignments for the period of suspension within a reasonable time determined by the teacher. Assignments provided by the teacher do not necessarily need to reflect exactly what has transpired in the classroom. They should be content relevant, but not necessarily classroom exact.

Sanctions During Suspension

A suspended student is prohibited from attending or participating in school-sponsored or school-related activities.

Other Campus-Based Discipline and Any Related Appeal

As outlined in this Code of Conduct, an appropriate school administrator may assign campus-level discipline to a student who violates the Student Code of Conduct. A student will not be afforded a hearing on the campus-based discipline assignment; however, the principal or designee will inform the student of the reasons for the action and grant the student an opportunity to give his or her version of the incident. A campus-based administrator may hear an informal appeal of the decision if requested. The Board designates the campus principal or other appropriate campus-level administrator to hear any appeal regarding campus-level discipline. The decision of the campus-level administrator who hears the appeal is final and not appealable.

EXPULSION

Due Process Pending Expulsion

A school level hearing shall be offered when a student is charged with an offense that could result in expulsion, and expulsion is recommended. A student's parent or guardian shall be given notice of the charges, the proposed sanction and an opportunity for a hearing before the principal or the principal's designee. The hearing before the principal or his or her designee is an informal hearing. On the basis of this informal hearing, the principal or designee will determine if there is sufficient evidence to support a recommendation of expulsion to the Central Administration Hearing Committee.

If the student and/or parent or guardian choose not to request a due process hearing, the Central Administration Hearing Committee will review and act on the principal or designee's recommendation. If the recommendation of expulsion is accepted, the Central Administration Hearing Committee will enter an order of expulsion.

If the student or parent or guardian requests a due process hearing, they must file written notice with the respective Associate Superintendent for Campus Development within two (2) school days of receipt of the decision from the principal or principal's designee. A hearing on that request will be conducted before a Central Administration Hearing Committee within five (5) school days after the notice of the appeal is received unless scheduled at a later date by mutual consent of the parents and the principal and/or due to the presence of legal counsel. The Central Administration Hearing Committee will typically be comprised of three (3) central office administrators chaired by a school district hearing officer. However, the

Superintendent retains discretion to appoint or designate three (3) other committee members, if deemed appropriate. The Central Administration Hearing Committee will hear the appeal and render a decision in regards to the student's offense and the appropriate actions, if any, to be taken by the school district.

At the hearing before the Central Administration Hearing Committee, the student shall be afforded due process, which shall include the following:

1. Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation;
2. Right to a full and fair hearing;
3. Right to an adult representative or legal counsel;
4. Prior notice of the names presented by the District whose testimony may be used against the student and the nature of their testimony;
5. Opportunity to testify and present evidence and witnesses in his or her defense; and
6. Opportunity to examine the evidence presented by the school administration and question the administration's witnesses.

The student will be given the opportunity to be represented by the student's parent, guardian or another adult (not an employee of the District) who can provide guidance to the student. If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

The Gun Free Schools Act requires any student who brings a firearm to school to be expelled for at least one calendar year [Texas Education Code 37.007(e)] provided, however, that the Superintendent may modify the length of the expulsion in the case of an individual student.

Pending an appeal, the student may be placed in the Guidance Center, removed to another disciplinary alternative education program, suspended for up to 3 school days, or emergency expelled if the principal or designee reasonably believes that action is necessary to protect persons or property from imminent harm. If the student's appeal is denied, he or she shall not be given credit for any coursework performed during the pendency of the appeal. If the student is expelled, the student will be given an opportunity to complete assignments pending an appeal of the expulsion. However, if the Board upholds the expulsion, the student will not be given credit for any coursework performed after the due process hearing and during the time pending of the appeal to the Board, unless the student is placed in a JJAEP.

Any decision rendered by the Central Administration Hearing Committee may be appealed to the Board of Trustees by filing written notice within two (2) school days of receipt of that decision with the Superintendent.

If the Central Administration Hearing Committee's decision to expel a student is appealed, then the appeal shall be made in writing to the Superintendent within two (2) school days after receipt of the written notice. The written appeal must contain:

1. A detailed statement of the complaint and evidence in its support;
2. The specific remedy suggested by the parent or student; and
3. The signature of the appealing party(ies).

Upon receipt of the written appeal, the matter will be placed on the Board agenda for consideration within a reasonable amount of time or mutually agreeable date. If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time of the Board meeting at which the Board will consider the appeal, the Board may consider the appeal regardless of whether the student, the student's parent or guardian, or another adult representing the student attends. The Board shall base its decision solely on the record made at the appeal hearing conducted by the Central Administration Hearing Committee. No new evidence will be submitted to the Board. The student or his or her representative and the administration's representative may make arguments to the Board based on the record for time periods as set by the Board.

Appeal of Board's Decision:

If a student appeals the Board's decision to expel, the student shall be expelled pending further appeals. The Board's decision may be appealed to a state district court in the county in which the District's central administrative offices are located.

Expulsion Term

A student may be expelled by written order of the Hearing Committee, setting the term of the expulsion based on the seriousness of the offense and other relevant factors. The period of expulsion may not extend beyond one calendar year unless, after a review, the District determines that the student is a threat to the safety of other students or PISD employees,

or extended placement is in the best interest of the student. If the period of an expulsion is inconsistent with the guidelines included in this Code of Conduct, the order must give notice of the inconsistency. As per the District approved Memorandum of Understanding with the Harris County Juvenile Board, students shall attend the JJAEP for the period of the individual student's expulsion. Students expelled during the first, second, third, and fourth six weeks shall be placed in the JJAEP for the remainder of the school year. Students expelled during the fifth six-weeks period shall be placed in the JJAEP for the remainder of the school year and for summer school. Students expelled during the sixth six weeks, shall be placed in the JJAEP for the remainder of the school year and for the fall semester of the following school year. **Students assigned to JJAEP are not provided 120 day reviews.**

Notice to Parents/Authorities

The Board or its designee shall mail a copy of the expulsion order to the student and the student's parent or guardian. The Board or its designee shall also mail a copy of the order to the authorized officer of the juvenile court in the county in which the student resides.

Emergency Expulsions

1. A principal or designee may immediately expel a student if the principal or designee reasonably believes that action is necessary to protect persons or property from imminent harm.
2. At the time of the emergency expulsion, the student shall be given oral notice of the reason for the action. The reason must be a reason for which expulsion may be made on a nonemergency basis.
3. Within a reasonable time, but not later than the 10th calendar day after the date of the expulsion, the student shall be offered the due process outlined in this Code of Conduct for expulsions.

Parental Supervision

After the Board or its designee sends notice to the parent or guardian that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.

Sanctions During Expulsion

Expelled students and/or students pending expulsion are prohibited from being on school grounds, District property or attending school-related extracurricular activities during the period of expulsion, except by special permission. If a court orders a student who has been expelled to attend school as a condition of probation, the District shall readmit the student, but the student is not immune from suspension, removal to a disciplinary alternative education program, or expulsion during the term of the probation.

Coordination Between Districts

If an expelled student enrolls in another school district, Pasadena ISD will provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the juvenile court. If Pasadena ISD receives a request to enroll from a student who has been expelled from another school district, the District shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

PISD may take any action permitted by the preceding paragraph if the student was expelled by a school district in another state if:

1. The out-of-state district provides to PISD a copy of the expulsion order; and
2. The grounds for the expulsion are also grounds for expulsion in PISD.

PISD's enforcement or continuation of disciplinary action previously taken against a student by another school district, school or charter school, is **not appealable** through the student discipline appeals processes set forth in this student code of conduct.

However, if a student was expelled by a school district in another state for a period that exceeds one year, and PISD continues the expulsion or places the student in a disciplinary alternative education program, PISD shall reduce the period of expulsion or placement so that the aggregate period does not exceed one year unless, after a review, PISD determines that the student is a threat to the safety of other students or to PISD employees, or extended placement is in the best interest of the student.

Placement in a Juvenile Justice Alternative Education Program

Students who are expelled may be ordered by the juvenile court to attend the Juvenile Justice Alternative Education Program ("JJAEP") in accordance with Texas Education Code 37.011.

The Board of Trustees has entered into an agreement with the Harris County Juvenile Board outlining the Juvenile Board's responsibilities concerning the establishment and operation of the Juvenile Justice Alternative Education Program and conditions on payments from the District to the Juvenile Board. Details of this relationship are defined in agreements that will be available for public inspection upon request to the Superintendent.

Withdrawals

If a student withdraws from PISD before an order for expulsion is entered, the principal or Board, as appropriate, may complete the proceedings and enter an order. If the student subsequently enrolls in PISD during the same or subsequent school year, PISD may enforce the order at that time except for any period of the expulsion that has been served by the student on enrollment in another district that honored the order. If the principal or Board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. If the student withdraws after receiving verbal and/or written notice of expulsion, any decision regarding this placement may not be appealed.

Additional Conduct After Expulsion

If, during the term of expulsion, a student engages in additional conduct for which placement in a disciplinary alternative education program or expulsion is required or permitted, additional proceedings may be conducted regarding that conduct, and the principal or Board, as appropriate, may enter an additional order as a result of those proceedings.

MISCELLANEOUS

Interrogations and Searches

School officials may search a student or a student's property if either school officials have reasonable suspicion to believe that either the law or school rules are being violated by the student, or with the student's free and voluntary consent. 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. Students shall not place, keep, or maintain any article or material in school-owned lockers and desks that is forbidden by District policy or the law or that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function. Canine detection services may be utilized by the District to assist in this effort.

Searches of a student's outer clothing, pockets and articles of personal property, such as purses, wallets and bags, may be conducted if reasonable suspicion exists to believe that either the law or school rules are being violated by the student.

Administrators and teachers have the right to question students regarding their conduct or the conduct of others.

Metal Detectors

Metal detectors may be used at any school activity or event, at random or when reasonable suspicion exists that a student or other individual may have a prohibited weapon or other contraband in his or her possession. The District shall use the metal detectors in accordance with procedures outlined by the District Police Department.

Students assigned to the Guidance Center will be checked with a hand held metal detector upon entering the building. In addition, students attending The Summit will be checked with a metal detector before getting on the bus and again upon arrival at The Summit.

Searches by Trained Dogs

The administration is authorized to use dogs whose reliability and accuracy for sniffing out illegal or prohibited substances have been established to aid in the search for illegal or prohibited substances in school owned property and automobiles parked on school property. Dogs may be used to search luggage and other items of students who are leaving from campus on a trip. Dogs shall not be used to search students themselves, unless school officials have established independently that there is reasonable cause to believe the student possesses contraband on his or her person.

The dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions.

An indication by the dog that illegal drugs are present on school property or in a vehicle shall be reasonable suspicion for a further search by school officials.

Police Questioning of Students

When police ask to question a student on school property or at a school-related activity, the following guidelines shall apply:

1. The questioning officer will display appropriate agency identification that has his/her picture on it. The officer's name and title shall be obtained and recorded by District officials.
2. The principal or designee shall make reasonable efforts to contact the parents of students under the age of eighteen (18). Under no circumstances, however, will this provision interfere with a police or Children's Protective Services investigation.
3. The principal or designee will make reasonable efforts to be present when the officer questions the student.
4. It is the police officer's responsibility to inform the student of his/her rights (Miranda Warnings) when required by law. Once a police officer begins questioning a student, all responsibility for such questioning rests with the police officer.
5. Pasadena Independent School District police officers incur the same responsibility as any other police official in ensuring proper procedures and student rights are observed when working with students.

Arrested Students

If a District student at school is subject to arrest or apprehension by a law enforcement officer, the principal shall request to see the summons or warrant and shall deliver the student into the officer's custody upon presentation of the warrant or summons to the principal. The principal or designee shall make a reasonable effort to notify the parents of the student's arrest or apprehension.

Filing of Charges

Subject to the laws of the State of Texas, students may be issued citations and/or arrested. The Pasadena Independent School District retains the discretion to file criminal charges against a student who is believed to have committed an offense, when deemed appropriate by the administration. Filing of charges may be in addition to any other action taken by the school.

Sexual Assault and Campus Assignments including Potential Assignment to DAEP

If a student has been convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim or the victim's parents request that the Board transfer the offending student to another campus, the offending student shall be transferred to another campus in the District. If there is no other campus in the District serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Students Required to Register as Sex Offenders

Any student who is required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure and who is under any form of court supervision, including probation, community supervision, or parole, shall be removed to the DAEP for at least one semester.

If a student is required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure and is not under any form of court supervision, the District must remove the student to the DAEP for one semester or elect to leave the student in the regular classroom. The District may not leave the student in the regular classroom if the Board's designee determines that the student's presence in the regular classroom:

1. threatens the safety of other students or teachers;
2. will be detrimental to the educational process; or
3. is not in the best interests of the District's students.

A student or the student's parent or guardian may appeal the decision to place the student in the DAEP by requesting a conference among the Board's designee, the student's parent or guardian, and the student. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure. If the Board's designee determines at the conclusion of the conference that the student is required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure, the student shall be placed in the DAEP. The decision of the Board's designee is final and may not be appealed.

Review Procedure

1. At the end of the first semester of a student's placement in the DAEP, the Board's designee shall convene a committee to review the student's continued placement in the DAEP. The committee must be composed of:
 - a. a classroom teacher from the campus to which the student would be assigned were the student not placed in the DAEP;

- b. the student's parole or probation officer or, in the case of a student who does not have a parole or probation officer, a representative of the local juvenile probation department;
 - c. an instructor from the DAEP to which the student is assigned;
 - d. a school district designee; and
 - e. a counselor employed by the school district.
2. The committee, by majority vote, shall determine and recommend to the Board's designee whether the student should be returned to the regular classroom or remain in the DAEP.
3. If the committee recommends that the student be returned to the regular classroom, the Board's designee shall return the student to the regular classroom unless the Board's designee determines that the student's presence in the regular classroom:
 - a. threatens the safety of other students or teachers;
 - b. will be detrimental to the educational process; or
 - c. is not in the best interests of the District's students.
4. If the committee recommends that the student remain in the DAEP, the Board's designee shall continue the student's placement in the DAEP unless the Board's designee determines that the student's presence in the regular classroom:
 - a. does not threaten the safety of other students or teachers;
 - b. will not be detrimental to the educational process; and
 - c. is not contrary to the best interests of the District's students.
5. If, after receiving the committee's recommendation, the Board's designee determines that the student should remain in the DAEP, the Board's designee **shall**, before the beginning of each school year, convene the review committee described above to review the student's placement in the DAEP.
6. The placement of any student who is a registered sex offender and is also a student with a disability who receives special education services must be made in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.* The review of the student's placement as described above shall be conducted by the student's Admission, Review, and Dismissal ("ARD") Committee, although the ARD Committee may request that the Board's designee convene a regular review committee to assist the ARD Committee in conducting the review.
7. If a student who has been placed in a DAEP or a JJAEP as a registered sex offender and is under any form of court supervision transfers to the District during the student's mandatory placement, the District to which the student transfers may:
 - a. require the student to complete an additional semester in the DAEP, without conducting a review of the student's placement for that semester under Section 37.306; or
 - b. count any time spent by the student in the DAEP in the District from which the student transfers toward the mandatory placement requirement.
8. If a student who has been placed in a DAEP or a JJAEP as a registered sex offender and is **not** under any form of court supervision transfers to the District during the student's mandatory placement, the District shall use the aforementioned review procedure to determine whether to place the student in the DAEP or the regular classroom.

The District shall not allow the student to return to the regular classroom if the Board's designee determines that the student's presence in the regular classroom:

- a. threatens the safety of other students or teachers;
- b. will be detrimental to the educational process; or
- c. is not in the best interests of the District's students.

Physical Restraint

Any District employee may, within the scope of the employee's duties, use and apply physical restraint as allowed by law to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.

5. Restrain an irrational student.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER I.D.E.A. 2004 (INDIVIDUALS WITH DISABILITIES EDUCATION ACT)

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal the district shall comply with federal law shall prevail. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

All disciplinary actions regarding a student with a disability who receives services under Section 504 of the Rehabilitation Act shall be determined in accordance with state and federal law. This Student Code of Conduct applies to all students, including students with disabilities covered by Section 504.

Student Code of Conduct 2020-2021

BOARD OF TRUSTEES

Nelda Sullivan..... Board Member

CENTRAL ADMINISTRATION

DeeAnn PowellSuperintendent
Karen Hickman Deputy Superintendent
for Academic Achievement
Alyta Harrell Associate Superintendent
for Campus Development
Jodie Kennemer General Counsel
Darla Massey-Jones Associate Superintendent
for Accountability and Compliance
Troy McCarley Associate Superintendent
for Projects Planning and Communication
Rhonda Parmer Associate Superintendent
for Campus Development
Joe Saavedra Associate Superintendent
for Campus Development
Angela Stallings..... Associate Superintendent
for Campus Development

STUDENTS

Career & Tech High School..... Fattima Charles
Dobie High School..... Julian Calvillo
Dobie 9th Grade Campus Alexis Acosta
Pasadena High School Jacqueline Guzman
Pasadena Memorial High School Emma Skripka
Sam Rayburn High School..... Daniela Hernandez
South Houston High School..... Jesus Gonzalez

DEC COMMUNITY MEMBERS

ABC Dental Carolina Turrubiates
ABC Dental Maria Elena Zavala
Parent of Former Student Edissa Canales

DEC PARENT MEMBERS

Bondy Intermediate & Lomax Middle Elaine Carrasco
Fisher Elementary Jennifer Jackson
Miller Intermediate Edie Cantu

DEC ADMINISTRATORS

Beverly Hills Intermediate Travis Regner
Burnett Elementary Jae Lee
Curriculum & Instruction..... Sarah Evans
Frazier Elementary..... Susan Blue
Guidance Center..... Robert Sayavedra
Keller Middle Kim Powers
Kendrick Middle School Kristopher Barras
Moore Elementary..... DeeDee Pitts
Morris Middle Schools..... Jamie Otto
Pasadena High School..... Leslie Constant
Pomeroy Elementary Becky Montemayor
Rayburn High School..... Chad Cox
Roberts Middle School..... Rebecca Dietz
South Houston High School..... Aaron Smith
South Houston Intermediate..... Trevor Parker
Teague Elementary Lorie Morris
Thompson Intermediate Christine Veltman

DISTRICT EDUCATION COMMITTEE

Atkinson Elementary..... Belva Alaniz
Bailey Elementary Carrie Blanco
Burnett Elementary Melisa Evans
Bush Elementary Vanessa Gil
Fisher Elementary Daniela Cruz

Frazier Elementary Maria Arriaga
Freemen Elementary April Alfaro
Gardens Elementary Kristen Gibson
Garfield Elementary Tara Gonzales
Genoa Elementary Diana Davis-Scheer
Golden Acres Elementary Lynda Agan
Hancock Elementary Sara Cooper
Jensen Elementary Judy Abernathy
Jessup Elementary Alejandra Cancel
Kruse Elementary Kristopher Petree
L.F. Smith Elementary Rogelio Guzman
Mae Smythe Elementary Mariano Garcia
Matthys Elementary Nallely Hernandez
McMasters Elementary Nancy Dacus
Meador Elementary Connie Dumas
Moore Elementary Ashley Evans
Morales Elementary Kristi Pfeeghaar
Parks Elementary Narciso Lopez
Pearl Hall Elementary Amanda Butcher
Pomeroy Elementary Rosalba Robles
Red Bluff Elementary..... Nicole Sonnier
Richey Elementary Hannah Wright
South Belt Elementary Jessica Arnold
South Houston Elementary..... Maria Hernandez
South Shaver Elementary Ivett Abudadas
Sparks Elementary Mariana Breaux
Stuchbery Elementary Kevin Albert
Teague Elementary..... Isaac Rodriguez
Thomas Hancock Elementary..... Sara Cooper
Turner Elementary David Hudspeth
Williams Elementary Rocio Nuncio
Young Elementary Jordynn Conner
De Zavala Middle School..... Nikki Gabbert
Keller Middle School Sherry Thomas
Kendrick Middle School Jessica Lambert
Lomax Middle School..... Rebecca Castaneda
Melillo Middle School Jennifer Plunkett
Milstead Middle School Amanda Hall
Morris Middle School Randy Garza
Roberts Middle School..... Steffanie Purucker
Schneider Middle School Whitney Richards
Shaw Middle School Ricardo Cordova
Sullivan Middle School..... Paige Mayo
Beverly Hills Intermediate Ilene McKinney
Bondy Intermediate Lisa Vavricka
Jackson Intermediate Sarah Bonham
Miller Intermediate..... Charlie Herrera
Park View Intermediate..... John McClain
Queens Intermediate..... Glenda Hardy
San Jacinto Intermediate Ruben Orozco
South Houston Intermediate Danna Wincher
Southmore Intermediate Amber Morton
Thompson Intermediate..... Veann Richards
Dobie High School..... Stephanie Albert
Dobie Ninth Grade Campus Eric Huysman
Pasadena High School..... Jessica Rivera
Pasadena Memorial High School Laurie Mellen
Sam Rayburn High School Lanna Barajas
South Houston High School Agustin Loreda
Lewis Career & Tech High School Andrea Nguyen
Community School..... Sheryl Smith
Guidance Center..... Elizabeth Lizama
Tegeler Career Center Ashley Bell
The Summit..... Katrina Cousins