El Manual Para Estudiantes y Código de Conducta están disponibles en español. Favor de en contacto con el/la director/a para obtener una copia. Las actualizaciones serán anuncia línea en @ www1.pasadenaisd.org/handbooks a través del año.

Dear Parent:

Welcome to the 2022-2023 school year! 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. Please ensure you have completed and signed all online registration forms. This lets us know that you have received 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.

Best personal regards,



DeeAnn Powell, Ed.D.
Superintendent of Schools

Please ensure you have completed and signed all online registration forms.

Pasadena Independent School District

August, 2022

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.

DeeAnnPowell, 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. UnderTexas 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.

Pasadena Independent School District

PK - High School Student Handbook and Code of Conduct 2022 – 2023

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

If you have difficulty accessing the information in this document because of disability, please contact the District at 713.740.0000

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.

Mission	Vision
To provide unlimited opportunities to engage students in positive relationships, rigorous curriculum and innovative meaningful experiences	To empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world

Core Beliefs: We Believe That

- Everyone has purpose, worth, and dignity.
- Individual potential is unknown and immeasurable.
- Family dynamics profoundly influence the decisions individuals make and the people they become.
- Connecting with others and building positive, meaningful relationships are essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- Feeling safe enhances the ability to learn.
- Diversity adds value to all areas of life.
- Change is natural and continuous.
- Each person is responsible and accountable in all aspects of life for the choices she or he makes.

SUPERINTENDENT OF SCHOOLS

DeeAnn Powell, Ed.D.

BOARD OF TRUSTEES

Vickie Morgan .....President
Nelda Sullivan ..... Vice-President
Casey D. Phelan..... Secretary
Kenny Fernandez ..... Assistant Secretary
Marshall Kendrick..... Member
Crystal Davila .....Member
Paola Gonzalez Fusilier .....Member

2022-2023 CALENDAR

PASADENA INDEPENDENT SCHOOL DISTRICT

77410 minutes of instruction 2100 waiver minutes

REGISTRATION
08/3/22 - 08/5/22

FIRST DAY OF SCHOOL
08/16/22 - All Students
08/15/22 - Freshman Orientation

EARLY RELEASE
12/16/22
05/24/23

NO SCHOOL - STUDENTS & STAFF
Labor Day - 09/5/22
Thanksgiving - 11/21/22 - 11/25/22
Christmas - 12/19/22 - 12/30/22
MLK Jr. - 01/16/23
Spring Break - 03/13/23 - 03/17/23
Good Friday - 04/07/23
Memorial Day - 05/29/23
Independence Day - 07/04/23

STAFF PD/TEACHER WORK DAY*
08/8/22 - 08/11/22
08/12/22*
10/07/22
11/08/22
01/02/23*
01/03/23
02/20/23 - 02/21/23
04/17/23
05/26/23*

240 STAFF WORK
11/21/22 - 11/22/22
01/16/23
04/07/23

LAST DAY OF SCHOOL
05/24/23

GRADUATION
05/24/23 - 05/25/23

MAKE-UP DAYS
05/30/23 - 05/31/23
06/01/23 - 06/30/23

GRADING PERIODS

Intermediate & High School
1st 08/16-09/23
2nd 09/26-11/04
3rd 11/07-12/16
4th 01/04-02/17
5th 02/20-04/06
6th 04/10-05/24

Elementary & Middle School
1st 08/16-10/14
2nd 10/17-12/16
3rd 01/04-03/10
4th 03/20-05/24

AUGUST '22

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

SEPTEMBER '22

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

OCTOBER '22

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

NOVEMBER '22

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

DECEMBER '22

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

JANUARY '23

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

FEBRUARY '23

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

MARCH '23

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

APRIL '23

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

MAY '23

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

JUNE '23

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

JULY '23

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



REGISTRATION | FRESHMAN ORIENTATION | STAFF WORK DAYS | STAFF PD (Campus Directed) | STAFF PD (District Directed) | EARLY RELEASE | NO SCHOOL STUDENTS & STAFF | MAKE-UP DAYS AS NEEDED - Course Completion or Intervention | GRADUATION

Elementary Schools

Atkinson Elementary
Christopher Bui .....Principal
9602 Kingspoint Road
Houston, TX 77075
713.740.0520 Fax 713.740.4128

Bailey Elementary
Karyn L. Johnson.....Principal
2707 Lafferty Road
Pasadena, TX 77502
713.740.0528 Fax 713.740.4129

Burnett Elementary
Jae Lee .....Principal
11826 Teaneck Drive
Houston, TX 77089
713.740.0536 Fax 713.740.4130

Bush Elementary
Stephanie Miller.....Principal
9100 Blackhawk Drive
Houston, TX 77075
713.740.0928 Fax 713.740.4126

Fisher Elementary
Blanca Roman..... Principal
2920 Watters Road
Pasadena, TX 77502
713.740.0552 Fax 713.740.4131

Frazier Elementary
Wendy Wiseburn .....Principal
10503 Hughes Road
Houston, TX 77089
713.740.0560 Fax 713.740.4132

Freeman Elementary
Michael Van Loenen .....Principal
2323 Theta
Houston, TX 77034
713.740.0568 Fax 713.740.4107

Gardens Elementary
Linda Flores.....Principal
1107 Harris
Pasadena, TX 77506
713.740.0576 Fax 713.740.4133

Garfield Elementary
Jennifer Teichelman.....Principal
10301 Hartsook Street
Houston, TX 77034
713.740.0584 Fax 713.740.4134

Genoa Elementary
Tiffany Bennett.....Principal
12900 Almeda Genoa Road
Houston, TX 77034
713.740.0592 Fax 713.740.4135

Golden Acres Elementary
Amy Clowers.....Principal
5232 Sycamore
Pasadena, TX 77503
713.740.0600 Fax 713.740.4136

Hancock Elementary
Veronica Sandoval.....Principal
9604 Minnesota
Houston, TX 77075
713.740.5430 Fax 713.740.5977

Jensen Elementary
Judy Diaz.....Principal
3514 Tulip
Pasadena, TX 77504
713.740.0608 Fax 713.740.4137

Jessup Elementary
Ryan Pavone .....Principal
9301 Almeda Genoa Road
Houston, TX 77075
713.740.0616 Fax 713.740.4112

Kruse Elementary
Sandra Buckner.....Principal
400 Park Lane
Pasadena, TX 77506
713.740.0624 Fax 713.740.4138

Matthys Elementary
Erica Fernandez .....Principal
1500 Main Street
South Houston, TX 77587
713.740.0632 Fax 713.740.4139

McMasters Elementary
Andrea Gilger.....Principal
1011 Bennett Drive
Pasadena, TX 77503
713.740.0640 Fax 713.740.4079

Meador Elementary
JenniferChavez.....Principal
10701 Seaford Drive
Houston, TX 77089
713.740.0648 Fax 713.740.4105

Moore Elementary
Jill Lacamu..... Principal
8880 Southbluff
Houston, TX 77089
713.740.0656 Fax 713.740.4140

Morales Elementary
Jennifer Condado..... Principal
305 W. Harris
Pasadena, TX 77506
713.740.0664 Fax 713.740.4104

Parks Elementary
Candice Arthur ..... Principal
3302 San Augustine
Pasadena, TX 77503
713.740.0680 Fax 713.740.4141

Pearl Hall Elementary
Allison Tamez..... Principal
1504 9th Street
South Houston, TX 77587
713.740.0688 Fax 713.740.4142

Pomeroy Elementary
Stephen Harding..... Principal
920 Burke Road
Pasadena, TX 77506
713.740.0696 Fax 713.740.4103

Red Bluff Elementary
Tammie Hinton..... Principal
416 Bearle Street
Pasadena, TX 77506
713.740.0704 Fax 713.740.4143

Richey Elementary
Andrea Zapata..... Principal
610 South Richey
Pasadena, TX 77506
713.740.0712 Fax 713.740.4098

L.F. Smith Elementary
Lorena Carasco..... Principal
2703 Perez Road
Pasadena, TX 77502
713.740.0720 Fax 713.740.4113

Mae Smythe Elementary
Denise Moody..... Principal
2424 Burke Road
Pasadena, TX 77502
713.740.0728 Fax 713.740.4114

South Belt Elementary
Candy Howard .....Principal
1801 Riverstone Ranch Drive
Houston, TX 77089
713.740.5276 Fax 713.740.5924

South Houston Elementary
Karina Zarzosa.....Principal
900 Main Street
South Houston, TX 77587
713.740.0736 Fax 713.740.4144

South Shaver Elementary
Erica Ordogne Lilly.....Principal
200 West Avenue
Pasadena, TX 77502
713.740.0842 Fax 713.740.4145

Sparks Elementary
Erica Salazar.....Principal
2503 E. Southmore
Pasadena, TX 77502
713.740.0744 Fax 713.740.4146

Stuchbery Elementary
Jose Hernandez.....Principal
11210 Hughes Road
Houston, TX 77089
713.740.0752 Fax 713.740.4147

Teague Elementary
Valorie Morris.....Principal
4200 Crenshaw Road
Pasadena, TX 77504
713.740.0760 Fax 713.740.4148

Turner Elementary
Jennifer Kaatz .....Principal
4333 Lily
Pasadena, TX 77505
713.740.0768 Fax 713.740.4149

Williams Elementary
Christine Golibart-Coppedge
Principal 1522 Scarborough Lane
Pasadena, TX 77502
713.740.0776 Fax 713.740.4150

Young Elementary
Amy McClellen.....Principal
4221 Fox Meadow Lane
Pasadena, TX 77504
713.740.0784 Fax 713.740.4151

Middle Schools

De Zavala Middle School
Melissa Garza.....Principal
101 E. Jackson
Pasadena, TX 77506
713.740.0544 Fax 713.740.4159

Keller Middle School
Dan Eble.....Principal
1711 Magnolia Street
Pasadena, TX 77503
713.740.5284 Fax 713.740.5915

Kendrick Middle School
Melissa Messenger.....Principal
3000 Watters Road
Pasadena, TX 77502
713.740.5380 Fax 713.740.5980

Lomax Middle School
Rebecca Dietz.....Principal
1519 Genoa Red Bluff Road
Pasadena, TX 77504
713.740.5230 Fax 713.740.4175

Melillo Middle School
Diane Wheeler .....Principal
9220 Hughes Road
Houston, TX 77089
713.740.5260 Fax 713.740.5908

Milstead Middle School
Scott Pollack.....Principal
338 Gilpin Street
Houston, TX 77034
713.740.5238 Fax 713.740.4176

Morris Middle School
Allison Lewallen.....Principal
10415 Fuqua
Houston, TX 77089
713.740.0672 Fax 713.740.4047

Roberts Middle School
Citlali Guerrero.....Principal
13402 Conklin Lane
Houston, TX 77034
713.740.5390 Fax 713.740.5979

Schneider Middle School
Kristin Still.....Principal
8420 Easthaven Blvd.
Houston, TX 77075
713.740.0920 Fax 713.740.4125

Shaw Middle School
Darby Hickman.....Principal
1201 Houston Avenue
Pasadena, TX 77502
713.740.5268 Fax 713.740.5909

Sullivan Middle School
Kelly Cook.....Principal
1112 Queens Road
Pasadena, TX 77502
713.740.5420 Fax 713.740.5991

Intermediate Schools

Beverly Hills Intermediate
Stacey Barber .....Principal
11111 Beamer Road
Houston, TX 77089
713.740.0420 Fax 713.740.4051

Bondy Intermediate
Roneka Lee.....Principal
5101 Keith Road
Pasadena, TX 77505
713.740.0430 Fax 713.740.4152

Jackson Intermediate
Jennifer Stewart.....Principal
1020 East Thomas
Pasadena, TX 77506
713.740.0440 Fax 713.740.4109

Miller Intermediate
Mikie Escamilla .....Principal
1002 Fairmont Pkwy
Pasadena, TX 77504
713.740.0450 Fax 713.740.4106

Park View Intermediate
Christina Serna.....Principal
3003 Dabney
Pasadena, TX 77502
713.740.0460 Fax 713.740.4115

Queens Intermediate
Cleveland Lee.....Principal
1452 Queens Road
Houston, TX 77017
713.740.0470 Fax 713.740.4101

San Jacinto Intermediate
Diane Phelan.....Principal
3600 Red Bluff
Pasadena, TX 77503
713.740.0480 Fax 713.740.4153

South Houston Intermediate
Jessica Swenson.....Principal
900 College Avenue
South Houston, TX 77587
713.740.0490 Fax 713.740.4097

Southmore Intermediate
Derek Moody.....Principal
2000 Patricia Lane
Pasadena, TX 77502
713.740.0500 Fax 713.740.4154

Thompson Intermediate
Tanis Griffin.....Principal
11309 Sagedown Lane
Houston, TX 77089
713.740.0510 Fax 713.740.4083

High Schools

Dobie High School
Jorly Thomas.....Principal
10220 Blackhawk Blvd.
Houston, TX 77089
713.740.0370 Fax 713.740.4158

Dobie 9 High School
George Cervantes.....Principal
10811 Monroe Street
Houston, TX 77075

Pasadena Memorial High School
Jeremy Richardson.....Principal
4410 Crenshaw
Pasadena, TX 77504
713.740.0390 Fax 713.740.4156

Pasadena High School
Laura Gomez.....Principal
206 South Shaver
Pasadena, TX 77506
713.740.0310 Fax 713.740.4085

Sam Rayburn High School
Vanessa Reyes.....Principal
2121 Cherrybrook Lane
Pasadena, TX 77502
713.740.0330 Fax 713.740.4157

South Houston High School
Andrea Wenke.....Principal
3820 South Shaver
South Houston, TX 77587
713.740.0350 Fax 713.740.4155

Dr. Kirk Lewis Career & Technical High School
Steve Fleming……..Principal
1348 Genoa Red Bluff Road
Houston, TX 77034
713.740.5320 Fax 713.740.5961

Alternative Schools

Guidance Center
Robert DeWolfe.....Principal
1838 E. Sam Houston Pkwy S.
Pasadena, TX 77503
713.740.0792 Fax 713.740.4108

The Summit Intermediate & High School
Robert DeWolfe……..Principal
1838 E. Sam Houston Pkwy S.
Pasadena, TX 77503
713.740.0290 Fax 713.740.4049

Tegeler Career Center
4949 Burke Road
Pasadena, TX 77504
713.740.0410 Fax 713.740.4077

Community School
Jennifer Capra……..Principal
1838A E. Sam Houston Pkwy S.
Pasadena, TX 77503
713.740.0298 Fax 713.740.4048

PASADENA INDEPENDENT SCHOOL DISTRICT

1515 CHERRYBROOK LANE

PASADENA , TEXAS 77502

713.740.0000

Pasadena ISD Student Handbook

2022–23 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 713-740-0000 or Notice to Persons with Disabilities

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Preface Parents and Students

Welcome to the new school year! Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year. The Pasadena ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Pasadena ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.pasadenaisd.org under the Parents and Students tab. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

Note: References to board policy codes are included for ease of reference. The policy manual includes:

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

For questions about the material in this handbook, please contact the administrator at your child's campus.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Communications Department at 713-740-0000.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

Puberty and Human Sexuality		
Level	**Adopted Curriculum Resources** *available on campus for parental review*	**Instructional Window**
4th Grade	Quaver Health and PE	4th 9 Weeks
5th Grade	Always Changing Puberty Video Quaver Health and PE	4th 9 Weeks
6th Grade	Always Changing Puberty Video Choosing the Best- Way	4th 9 Weeks
7th-8th Grade PE	Always Changing Puberty Video *(as needed)* Choosing the Best- Path	Last 6 Weeks of each semester
7th-8th Grade Health	Always Changing Puberty Video *(as needed)* Choosing the Best- Life	Last 6 Weeks of each semester
High School Health	Choosing the Best- Life	Last 6 Weeks of each semester

- ***QuaverHealth•PE*** presents an innovative and school-wide approach to health and physical education skills instruction for Kindergarten through 5th/6th grade. All lessons are age and developmentally appropriate, considering children's physical, emotional, social, and intellectual growth over time. The *QuaverHealth•PE* curriculum includes lessons related to human sexuality on the following topics: puberty and body systems, including the reproductive system. The *QuaverHealth•PE* curriculum also includes lessons related

to child anti-victimization on the following topics: prevention of child abuse, family violence, and trafficking. To review the full curriculum, contact your student's campus.

- **Always Changing** is a video-based lesson that helps students to understand the physical and emotional changes they experience during puberty and acknowledge that these changes are a normal part of growth and development. The lesson includes the following topics: body changes, the importance of personal hygiene, and how to stay healthy and confident during puberty. The lesson encourages students to talk to parents and trusted adults about their feelings and questions during puberty to help them better understand what is happening to their bodies and to get the support they need. The videos can be viewed on your student's campus.

- ***Choosing the Best*** will be utilized to support human sexuality instruction in 6th-8th grade and high school health classes. Choosing the Best is a leader in abstinence-centered, sexual risk avoidance curricula, training, and resources. *Choosing the Best*'s mission is to educate teens on the health advantages of delayed sexual activity and empower them to make the healthiest choices, in order to reduce unplanned pregnancies and STDs, improving life outcomes for teens and their families. *Choosing the Best* provides four age-appropriate curricula that are known for being easy to use, dynamic, and engaging. Video vignettes, real-life case studies, role plays, interactive exercises, and small-group discussions create a directed learning environment that encourages "self-discovery". *Choosing the Best* also includes lessons related to parenting and paternity awareness and child anti-victimization lessons on the following topics: prevention of child abuse, family violence, and trafficking.The links below will provide the lesson overviews for each curriculum. To review the full curriculum, contact your student's campus.

- ***Good Heart Wilcox Texas High School Health Skills*** curriculum materials will be utilized to support human reproduction/development and child anti-victimization instruction in intermediate and high school health classes. Educating students to develop healthy behaviors today can improve their overall health and contribute to patterns of wellness that will extend into adulthood. To help guide students along the path to healthy living, G-W assembled an award-winning author team to create the most current and comprehensive high school health program. Together, they developed a contemporary, student-focused, research-based approach to health education. Their expertise, combined with the input of Texas-based teachers and professionals, provides your students with relevant, age-appropriate resources—created especially for Texas! To review the full curriculum, contact your student's campus.

For further information, see the district's health education website that includes human sexuality instruction at: *Health Education - Pasadena Independent School District*

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.

- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

Students in Pre-kindergarten through 12th grade receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Anti-Victimization		
Level	**Adopted Curriculum Resources** *available on campus for parental review*	**Instructional Window**
PK - 4th Grade	Stand Strong Stay Safe	October - May
1st - 6th Grade	Quaver Health and PE	October- May
7th - 8th Grade PE/Health	Choosing the Best Way/Life Good Heart Wilcox High School Health Skills	October- May
High School Health	Choosing the Best Life Good Heart Wilcox High School Health Skills	October- May

- The ***Stand Strong Stay Safe*** program uses three sequential age-appropriate curricula, materials, and follow-up activities to teach children how to handle unsafe situations. Students learn strategies to stand up for themselves and to contribute to the safety of others in their communities by avoiding secrets, standing up to bullying, and treating others with kindness. The program prepares students to recognize abuse, set healthy boundaries, act assertively on behalf of themselves and others, and get help when they need it. The curriculum can be viewed on your student's campus.

For further information, see the district's health education website that includes abuse prevention instruction at: *Health Education - Pasadena Independent School District*

In accordance with state law, a parent may:

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

Consent to Provide a Mental Health Care Service

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

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

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

The school counselors work with the district social workers and behavior response team members to coordinate services for any student with needs. The school counselors or designees provide information to parents and they can be reached at your child's campus.

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

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

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

- Artwork,
- Special projects,

- Photographs,
- Original videos or voice recordings, and
- Other original works.

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

- Is to be used for school safety,
- Relates to classroom instruction or co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

Limiting Electronic Communications between Students and District Employees

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

A teacher, trainer, or other employee who has an extracurricular duty may use text messaging to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message; or
- The employee shall include his or her colleague, and/or immediate supervisor as a recipient on each text message to the student so that the student and at least one other Pasadena ISD employee receive the same message

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

Objecting to the Release of Directory Information

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

The records custodian shall be responsible for the education records of the District. These records may include:

- Admissions data, personal and family data, including certification of date of birth.
- Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
- All achievement records, as determined by tests, recorded grades, and teacher evaluations.
- All documentation regarding a student’s testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by an accelerated learning committee convened for the student
- Health services record, including:
    - The results of any tuberculin tests required by the District.
    - The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
    - Immunization records. [See FFAB]
- Attendance records.
- Student questionnaires.
- Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
- Verified reports of serious or recurrent behavior patterns.
- Copies of correspondence with parents and others concerned with the student.
- Records transferred from other districts in which the student was enrolled.
- Records pertaining to participation in extracurricular activities.
- Information relating to student participation in special programs.
- Records of fees assessed and paid.
- Records pertaining to student and parent complaints.
- Other records that may contribute to an understanding of the student.

Access to Directory Information by Parents

The District shall make a student’s records available to the student’s parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requestor's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student’s records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent’s, principal’s, or school counselor’s office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper

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

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)].

Access to Directory Information by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records. For the purposes of this policy, "school officials" shall include:

- An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
- An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
- A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
- A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A person appointed to serve on a team to support the District's safe and supportive school program.
- All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

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

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Record Responsibility for Students Served with Special Education

The executive director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the administration building.

Procedures to Amend Records

Within 15 District business days of the records custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

The District designates the following information as directory information: student name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student identifiers that cannot be used alone to gain access to electronic education records.

The District shall not release directory information except as follows:

- For school-sponsored/school-affiliated purposes; and
- To military recruiters and institutions of higher education, as required by law, but only for secondary students.

A parent or eligible student may opt out of the release of directory information for either or both of these purposes by completing the Annual Verification online forms in Skyward.

School-sponsored/school-affiliated purposes shall 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 District. "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.)

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's: name, address, and telephone listing.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

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

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

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

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

A parent may inspect:

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

The U. S. Department of Education provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

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

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

Reciting a Portion of the Declaration of Independence in Grades 3–12.

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation (State-Mandated Exams)

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

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

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

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

Under state law, students with grades below 70 and/or as OT (Off-Track) or a reporting period are required to attend tutorial services—if the district offers these services.

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

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

Instructional Materials

A parent has the right to review teaching materials, other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether the instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records;
- Test scores;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;
- Applications for admission;
- Health and immunization information;
- Other medical records;
- Teacher and school counselor evaluations;
- Reports of behavioral patterns;
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law;
- State assessment instruments that have been administered to the child; and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

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

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

- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

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

The campus principal is the custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated and designated the Director of Student Services to serve as the contact for students who have withdrawn.

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

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

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

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

You may contact the custodian of records for students who have withdrawn or graduated at – Jamie Burt, Director of Student Services, jburt@pasadenaisd.org, 713-740-0236 or by mail at Pasadena ISD - Student Services, 1515 Cherrybrook, Pasadena, Texas, 77502

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

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

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

The district's student records policy is found on the district website under Board Policy FL(LEGAL) and (LOCAL). **Note:** The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

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, 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.

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.

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitled children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

Transportation is not provided for a transfer to another campus. Contact the campus principal with special circumstances.

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

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed

on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

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

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

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

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

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

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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

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

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

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

Special Education Referrals

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

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

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent.

However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus school-based evaluator.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the campus school-based evaluator.

Section 504 Referrals

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

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

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 the campus 504 Coordinator.

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

- Legal Framework for the Child-Centered Special Education Process
- Partner Resource Network
- SPEDTEX: Special Education Information Center
- Texas First Project

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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 at (713) 740-0000 or by mail at 1515 Cherrybrook Ln., Pasadena, Texas 77502.

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 serve these students are qualified to assess for dyslexia and related disorders and are trained in evidence-based, instructional strategies that are designed for students with dyslexia. 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, guardian, or another person standing in parental

relation to the student. Procedural safeguards under Section 504 shall be followed. The District shall inform parents and guardians of students found 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, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Section Two: Other Important Information for Parents and Students

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences. Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

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

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 (10) 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 student accumulates three (3) absences without an acceptable excuse within a twenty-eight (28) day period.* School authorities may investigate absences. With an acceptable excuse means any Unexcused Absence and includes truancy and any excuse note with a reason not accepted by a principal.

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 (3rd) 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. [See policy FEA for more information.] * Without an acceptable excuse means any Unexcused Absence and includes truancy and any excuse note with a reason not accepted by a principal.

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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

Secondary Grade Levels

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

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

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

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

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

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

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

Compulsory Attendance—Failure to Comply All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is:

Jamie Burt, Director of Student Services, *1515 Cherrybrook Ln, Pasadena, TX 77504* jburt@pasadenaisd.org, 713-740-0239

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

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

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

Age 19 and Older

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

As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends 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 attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- If makeup work is completed, absences listed under Compulsory Attendance—Exemptions will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the District.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 AM. A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent or the parent may electronically submit a note through the Skyward Family Access account via the Absent Note tile.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. The campus will document in its attendance records whether the absence is excused or unexcused. **Note:** The district is not required to excuse any absence,

even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within 2 days of returning to school, a student absent for a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

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.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available online.

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

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 accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; 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. TEA maintains additional accountability and accreditation information at the TEA Performance Reporting Division.

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 for students to 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 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. Booing, whistling and cadenced hand clapping 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.

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

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the campus principal for information about this opportunity.

Awards and Honors (All Grade Levels)

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 based on 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 based on 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 overall 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 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 2022 graduates who complete the Distinguished Achievement Program Plan with an endorsement and meet the Texas College, Career, Military standard 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.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district’s policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

- A cellular or other type of telephone
- A computer
- A camera

- electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

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

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

A student may anonymously report an alleged bullying incident by downloading the Anonymous Alerts app (activation code: pasadenaisd) or by clicking on the Anonymous Alerts symbol on our Pasadena ISD website. The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not 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 board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website and is included at the end of this handbook as an appendix.

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

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

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 the following areas:

- Agriculture (Animal Science, Ag Mechanics, Veterinary Science)
- Architecture/Construction
- Audio/Video Production
- Automotive Collision/Technology
- Business
- College and Career Readiness
- Computer Science
- Cosmetology
- Criminal Justice
- Culinary Arts
- Education & Training
- Electrical/Instrumentation
- Engineering
- Fashion Design
- Graphic Design
- Health Science (CMA, Dental Assisting, EKG, EMT, Pharmacy Technician)
- Information Technology
- Investigating Careers
- Marketing
- Maritime and Port Operations
- Outdoor Education
- Process Technology
- Small Engine Repair
- Welding

Admission to these programs is based on course availability at each campus as well as enrollment limitations.

The district offers other work-based programs in the following areas:

- Career Preparation
- Practicum in Agriculture
- Practicum in Audio/Video Production
- Practicum in Business
- Practicum in Computer Science
- Practicum in Construction Technology
- Practicum in Culinary Arts
- Practicum in Distribution & Logistics
- Practicum in Education & Training
- Practicum in Fashion Design
- Practicum in Health Science
- Practicum in Graphic Design
- Practicum in Information Technology
- Practicum in Law Enforcement
- Practicum in Marketing
- Practicum in Outdoor Education

- Practicum in STEM
- Practicum in Transportation Systems
- Practicum in Welding

Admission and enrollment to these programs is based on course availability on each campus, enrollment limitations, and job placement opportunities. District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

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

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss 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. Snacks may be purchased for birthday parties from Nutrition Services. Refer to the nutrition services webpage for order information. https://www1.pasadenaisd.org/.

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

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

Pasadena ISD has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at Pasadena ISD District Improvement Plan in Section 11. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- 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 Trafficking

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

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

Possible warning signs of sex trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

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

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website.

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

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

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

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

At the end of each school year and seventh semester 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).

The student with the highest class rank at the end of the last grading period of the senior year who meets the eligibility criteria shall be named valedictorian. The eligible student with the second highest class rank shall be named salutatorian.

Class Schedules (Secondary Grade Levels Only)

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

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

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

- Completes the distinguished level of achievement under the foundation graduation program
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

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

- Scholarship or grant-in-aid
- Loan
- Work-study or co-op programs
- Part-time employment

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following in order to graduate: Complete and submit a Free Application for Federal Student Aid (FAFSA); Complete and submit a Texas Application for State Financial Aid (TASFA); or Submit a signed opt-out form 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, www.ncaa.org, the Campus Athletic Director, or the school counselor.

College Credit Courses (Secondary Grade Levels Only)

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

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

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

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

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

Advanced Placement - AP/PreAP/PAC Program

Course offerings that serve the needs of exceptionally capable students vary by campus. When students participate in middle/intermediate/high school honors/Pre-AP/ Pasadena Advanced Courses (PAC) classes, premium points are added to grade-points when determining eligibility for Academic Excellence and Honor Roll.

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.

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.

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. 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 must 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.

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.

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update their phone number and email address by logging into their Skyward Family Access account and clicking on the Update Guardian Info tile. To update the home address, the parent must submit two current proofs of residence to the Attendance Office at the student's school.

Automated Emergency Communications

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

Automated Non-Emergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal.

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at https://pol.tasb.org/Home/Index/597. To file a formal complaint, a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent. If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has administrators who serve as the campus behavior coordinators to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. Contact your child's school to speak to the administrator when you have questions or concerns about student behavior or discipline.

Disruption of School Operations

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

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

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Deliveries: Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted. A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/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.

Intermediate School students 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. Students and parents are encouraged to reach out to the campus counselor to aid in course selection, career planning, guidance, counseling, and more.

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

Course Credit (Secondary Grade Levels Only)

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

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

Credit by Examination--

If a Student Has Taken the Course/Subject (Grades 6–12)

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

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

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

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

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

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

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

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

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

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date.

Kindergarten Acceleration

During the summer preceding kindergarten, a student is provided a one-time opportunity to bypass kindergarten and placed directly into first grade if:

- the student meets the state age requirement of five years old by September 1st;
- is enrolled in a PISD school and applies for the CBE one month prior to the start of school;
- scores at least an 80 on each examination in the subject areas of reading, mathematics, science, and social studies;
- a district administrator recommends that the student be accelerated; and
- the student's parent gives written approval of the grade advancement.

Students in Grades 1–5

A student in grades 1-5 can be accelerated one grade level if the student:

- scores at least an 80 on each examination (at the grade level the student wishes to advance past) in the subject areas of language arts, mathematics, science, and social studies;
- a district administrator recommends that the student be accelerated; and
- the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

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

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

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

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

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

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

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

- **Board of Trustees Policy Manual**
  https://pol.tasb.org/Home/Index/597

Dating Violence

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

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

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier
- The CDC's Preventing Teen Dating Violence

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

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

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

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

Distance Learning (Virtual/Online Learning Courses)

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 face-to-face 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.

Depending on the PISD Virtual Course or the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules.

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

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Contact the campus principal for the specific location for approved nonschool materials to be placed for voluntary viewing or collection by students.

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

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, including the name of the sponsoring person or organization, and be submitted to the campus principal or designee who will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. Contact the campus principal for the specific location for approved non-school materials to be placed for voluntary viewing or collection by students.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

General Clothing Expectations

The intent of this dress code is to uphold the values and standards of our community while allowing students to make personal grooming choices that are acceptable and appropriate for the school setting. Any clothes, accessories, symbols, or jewelry which depict or suggest gang affiliation shall not be brought or worn to school.

Bare shoulders, bare backs, bare midriffs, and low necklines are unacceptable. Any type of transparent material worn as clothing is not acceptable. Clothing must be appropriately sized to preserve modesty. Appropriate underclothing must be worn and covered at all times. Students may not wear pajamas or like garments to school.

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.

Face Coverings

The District may implement a recommendation for face coverings and other health and safety measures as deemed necessary, given an increase in respiratory or other illnesses.

Pants and Jeans

Pants/jeans of any color and appropriately sized shall be free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs, or weapons.

- Pants must be fitted and worn at the waist level.
- Pants must be free of holes, rips, slits, or tears no more than 2 inches above the knee.
- Undergarments above the knee must not be visible through the pants.
- Capri pants are permitted as long as they meet the criteria listed above.

Dresses/Skirts/Jumpers

Dresses/skirts/jumpers of any color and appropriately sized, shall be free of inappropriate designs which include, but are not limited to, those related to death, sex, drugs, alcohol, gangs, or weapons.

- All dresses must have sleeves.
- Slits or hems on dresses/jumpers/skirts may come no higher than 2 inches above the knee.
- Undergarments must not be visible through the dresses/skirts/jumpers.
- All dresses/skirts/jumpers must be free of holes and tears.

Shorts PK-12

Shorts of any color and appropriately sized must be no higher than 2 inches above the knee and 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.

PK-6

Students will participate in physical education activities with the clothes they wear to school.

Spirit Shirts

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

Shoes

Shoes must have backs and be securely fastened at all times.

Sweaters/Sweatshirts/Light Jackets/Hoodies/Coats

Sweaters/sweatshirts/hoodies of any color 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.
- Trench coats or oversized jackets are not allowed on any PISD campus.

Campuses may require coats and jackets to be stored in a designated area on campus.

Additional Expectations

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

- Hair must be neat, clean, and well groomed.
- No type of head covering, cap or hat may be worn on campus.
- Mustaches and beards are prohibited, and faces must be clean-shaven. Sideburns must be neat and trimmed and not extend below the ear.
- 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.
- Patterned contact lenses are prohibited.

Book Bags, Backpacks And Purses

Book bags and backpacks may be prohibited on any campus under the authority of the campus principal. The principal may require clear or transparent backpacks.

Earrings/Body Piercing

All students may wear earrings as long as the earrings are not a safety hazard or distraction. Students are not permitted to wear non-traditional piercings (nose, lip, etc.). Students are not allowed to wear gauges or other devices to expand the earlobe. Elementary students may not wear more than two earrings in each earlobe.

Tattoos

All tattoos must be completely covered.

Badges

Student identification badges are required to be worn at all times once distributed by the campus. 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.

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.

Medical/Religious Exceptions

The principal 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.

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, Garfield Elementary, Laura Bush Elementary, Hancock Elementary, Fisher Elementary, Pomeroy Elementary, Kendrick Middle School, Milstead Middle School, Miller Intermediate, Pasadena Memorial High School

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.

Electronic Devices and Technology Resources

(All Grade Levels)

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 drive and/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”) may be provided as an 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. 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			**Pricing for Chromebooks**	
Item	**Cost**		**Item**	**Cost**
Computer	$294.00		Computer	$245.00
Screen	$49.00		Screen	$49.00
Keyboard	$30.00		Keyboard	$30.00
Power Adapter	$45.00		Power Adapter	$45.00
Case	$15.00		Case	$15.00
Pricing for Tablets			**Pricing for Mobile Hotspots**	
Item	**Cost**		**Item**	**Cost**
Tablet	$294.00		Mobile Hotspot	$50-$80, depending on the model
Screen	$49.00		Power Adapter	$10.00
Keyboard	$30.00		USB Cable	$3.00
Power Adapter (Whole Charger)	$15.00			
Power Adapter (Brick Only)	$10.00			
Power Adapter (USB Cable Only)	$2.00			
Case	$15.00			

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.

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.

- Messages will not contain profanity, obscene comments or sexually explicit materials.
- Messages will not contain racist, sexist, religious or derogatory content. Respect for members of the school and general community is expected.
- User identity will be accurately reflected in all emails.
- No virus or program will be introduced into the system, which alters its operation, destroys or damages data or renames or relocates files.
- 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.

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

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

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

If a student uses a telecommunications device without authorization during the school day, the device may be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of $15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law.

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students are expected to follow the responsible use policy contained in this document.

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

See **Graduation** and **Standardized Testing**

English Learners (All Grade Levels)

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

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

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

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.

Enrollment

Parents who reside within the Pasadena ISD boundaries must enroll their children in grades PK-12 at the school zoned to their home address. 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 parents to verify student information annually to determine if a student is eligible for programs or services. Parents fulfill this requirement by completing the Annual Verification online forms through Skyward Family Access at the beginning of the school year.

Early Registration for New Students

Early Registration is held on designated dates in August. Early Registration is for PK-12 students who are new to the school. Records (i.e. immunization records, birth certificates, academic records) 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.

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.

When 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 if the principal has reason to question the authenticity of the address provided. 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 result in withdrawal of the student. If appropriate, tuition may be charged if residence is out-of-District boundaries.

Nonresident Student in Grandparent's Care

Texas law permits a child to be enrolled in Pasadena ISD if the grandparent provides significant care 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, and then once approved complete the enrollment process at the school. The grandparent's address will determine the student's school assignment. (See Transfers below.)

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.

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.

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. 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. In-District transfer applications must be submitted via the Scribbles online program. More information can be found on the Pasadena ISD website under the Enrollment page.

Out-of-District Transfers may be granted to students who live outside of the Pasadena ISD school boundaries and would like to attend a Pasadena school. Out-of-District transfer applications must be submitted via the Scribbles online program. This type of transfer requires the student's prior year educational documents be submitted with the application. More information can be found on the Pasadena ISD website under the Enrollment page.

If a student becomes a nonresident of Pasadena mid-year, an Out-of-District transfer application must be submitted immediately if the student wishes to remain enrolled in Pasadena ISD.

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

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

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

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

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

Standards of Behavior

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

Offices and Elections

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 bylaws 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 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.

University Interscholastic League (UIL) Activities - Eligibility

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 inter District 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.uiltexas.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.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 4639581 or curriculum@tea.texas.gov.

Students and parents can access the UIL Parent Information Manual at UIL Parent Information Manual. A hard copy can be provided by the coach or sponsor of the activity on request.

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.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), or a PreAP, or Pasadena Advanced Course (PAC) or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student may be considered for a waiver from the passing grade requirement for students to be eligible to participate in extracurricular activities.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of

a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

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

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.

High School No pass, no play PreAP/PAC and Honors course list

English	Math	Science	Social Studies	World Languages
PreAP English 1	PAC Geometry	PAC Biology	Advanced Studies in Social Studies	PAC Spanish
PreAP English 2	PAC Algebra 2	PAC Chemistry		PAC French
Independent Studies in English	Honors PreCalculus			PAC German
Independent Studies in Speech	Independent Studies in Mathematics			Honors Latin
All Personalized Learning courses are eligible for a waiver.				

Principals will consider exception/waiver requests for students failing an honors (H) course or College Board Advanced Placement (AP)/Pre-Advanced Placement (Pre-AP)/Pasadena Advanced Course (PAC) class with a grade mark of 60. 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 PreAP/PAC and Honors course list

English	Math	Science	Social Studies
7th PreAP Writing	7th PAC Math	7th PAC Science	7th PAC Texas History
7th PreAP Reading	8th PAC Algebra	8th PAC Science	8th PAC 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 extracurricular activities. Principals may consider exception/waiver requests for students failing an honors, PreAP/PAC 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 ten 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 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, InSchool 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, High School Dance Team, Pre-Participation Physical Evaluation 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
- High School dance team
- Any District extracurricular program identified by the superintendent.

A student who wishes to participate in, or continue participation in programs (athletics, dance team, marching band) governed by the UIL must submit a certification from an authorized healthcare 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.uiltexas.org/health/info/sudden-cardiac-death.

ELIGIBILITY/INELIGIBILITY CALENDAR 2022-2023

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.

Intermediate and High School - Six Week Grading Period

Sep 23 Sep 30	–end of 1st grading period – check grades for all students –ineligibility begins at the end of the school day
Oct 14 Oct 21	–three week grade check for ineligible students –eligibility may be regained at the end of the school day
Nov 4 Nov 11	–end of 2nd grading period – check grades for all students –ineligibility begins at the end of the school day
Dec 2 Dec 9	–three week grade check for ineligible students –eligibility may be regained at the end of the school day
Dec 16 Jan 11	–end of 3rd grading period – check grades for all students –ineligibility begins at the end of the school day
Jan 23 Jan 30	–three week grade check for ineligible students –eligibility may be regained at the end of the school day
Feb 17 Feb 24	–end of 4th grading period – check grades for all students –ineligibility begins at the end of the school day
Mar 10 Mar 27	–three week grade check for ineligible students –eligibility may be regained at the end of the school day
Apr 6 Apr 13	–end of 5th grading period – check grades for all students –ineligibility begins at the end of the school day
Apr 28 May 5	–three week grade check for ineligible students –eligibility may be regained at the end of the school day

Elementary and Middle School - Nine Week Grading Period

Sep 23	–end of 1st six weeks – check grades for all students
Sep 30	–ineligibility begins at the end of the school day
Oct 14	–end of 1st nine weeks – check grades for all students
Oct 21	–eligibility/ineligibility begins at the end of the school day
Nov 4	–three week grade check for ineligible students
Nov 11	–eligibility may be regained at the end of the school day
Dec 2	–three week grade check for ineligible students
Dec 9	–eligibility may be regained at the end of the school day
Dec 16	–end of 2nd nine weeks – check grades for all students
Jan 11	–eligibility/ineligibility begins at the end of the school day
Jan 23	–three week grade check for ineligible students
Jan 30	–eligibility may be regained at the end of the school day
Mar 10	–end of 3rd nine weeks – check grades for all students
Mar 27	–eligibility/ineligibility begins at the end of the school day
Apr 6	–three week grade check for ineligible students
Apr 13	–eligibility may be regained at the end of the school day
Apr 28	–three week grade check for ineligible students
May 5	–eligibility may be regained at the end of the school day

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- Optional insurance on school-owned instruments.
- 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.

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Gifted/Talented Program

This program recognizes and develops the giftedness and potential of District students. Eligible students from kindergarten through grade 12 are served by qualified teachers. Most secondary students will find their academic needs met through advanced classes such as Honors (H), College Board Advanced Placement (AP)/Pre-AP/PAC, or differentiation of content. Specific services vary by campus. Information about the Gifted/Talented Program, referrals and student eligibility is available at each campus. Further information is available on the District website.

Students may be referred for services by staff, parents, the student or another adult who has knowledge of the student's abilities. All referred 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. Identification for services 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)

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI] The student is awarded 0.5 credit for each semester course in which he or she earns at least a 70 average. Credits may also be awarded on a per-year average basis for courses recognized as full credit courses. Students shall have earned the following number of credits in order to achieve the corresponding grade-level classification for the school year:

- 5 credits to achieve grade 10 classification
- 10 credits to achieve grade 11 classification
- 16 credits to achieve grade 12 classification

(NOTE: This grade classification is not the same as UIL)

These credits must be in place before the first day of school and will include credits earned during the summer through accredited summer school, evening school, correspondence courses, and credit by examination.

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

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 and Pasadena Advanced Courses (PAC) classes. When determining this eligibility, the following point values will be assigned:

Pre-AP/PAC/Honors Courses	All Other Courses	Grade Points
A		5
B	A	4
C	B	3
D	C	2
	D	1
F	F	0

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 four categories: (1) basic courses; (2) regular courses; (3) honors (i.e., Pre-AP and PAC) courses; and (4) advanced 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 Grade Points	Advanced Grade Points
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

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. Senior PL students are awarded grade point credits at the end of the seventh semester for class ranking.

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 Guidelines (All Grade Levels)

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

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE);
- Complete the state requirement for CPR instruction at least once in Grades 7-12;
- Complete the state requirement for instruction regarding how to interact with peace officers during traffic stops and other in-person encounters during Grades 9-12; and

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

Receipt of Diploma

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.

Testing Requirements for Graduation

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

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

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

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

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

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

Foundation Graduation Program

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

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

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

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

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	**Number of Credits: Foundation Graduation Program**	**Number of Credits: Foundation Graduation Program with an Endorsement**
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Fine Arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

Financial Aid Application Requirement

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

Pasadena ISD is providing support to students and parents for completing this requirement and additional resources are available at the campus. Please contact your campus College Now Coordinator or Counselor if you have questions about this graduation requirement.

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

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

- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

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

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

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

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.
Please review TEA's Graduation Toolkit

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

Available Course Options for All Graduation Programs

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

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

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

Students with Disabilities

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

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

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

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

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 or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as 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, a student will still receive a diploma if all other requirements are met.

For seniors, who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year shall be allowed to participate in graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Graduation Speakers

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

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

Graduation Expenses

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

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 scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

Graduating Students are required to complete the Free Application or Federal Student Aid (FAFSA) or Texas application for state Financial aid (TASFA) 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.

Harassment

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

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

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

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

Health—Physical and Mental

Illness (All Grade Levels)

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

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

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

For more information on when you must keep your student home, please visit the Department of State Health Services website

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

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority.

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form online or by writing to this address:

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

The original notarized exemption affidavit must be submitted to the school prior to enrollment. . If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A
- Pneumococcal and Haemophilus Influenzae Type B (HIB) are required for early childhood and Pre-K enrollment

Immunization records must contain the month, date and year of administration as well as a signature or rubber stamp validation of the licensed physician or public health clinic.

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

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www1.pasadenaisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a quadrivalent meningococcal conjugate vaccine (MCV4) vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

See the DSHS's Texas School & Child Care Facility Immunization Requirements and policy FFAB(LEGAL) for more information.

Lice (All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home.

Medicine at School (All Grade Levels)

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 nonprescription medication 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 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 physician licensed in the State of Texas
- Current or not expired
- Properly labeled by the pharmacy
- Dispensed by a Texas pharmacy
- In the original container

Nonprescription 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 the printed container.

If a student must take medication during school hours, the student's parent must provide the medication. 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, a written notice will be mailed to the parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee.

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

In accordance with policy FFAC, authorized employees may administer:

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

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

A student may possess and apply his or her own sunscreen if the student is able to do so. while on school property or at a school-related event or activity to avoid overexposure to the sun and not for the medical treatment of an injury or illness if the product is approved by the federal Food and Drug Administration for over-the-counter use.

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

Asthma and Severe Allergic Reactions

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

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

Diabetes

The district employs trained campus staff to assist students with their diabetes related health needs. The parent 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.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes may will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. Students disregarding District policies and procedures regarding diabetes-related health needs in the school setting shall be subject to appropriate disciplinary action. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Contact your child's school counselor for more information about specific programs and resources available to your child and family.

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

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

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

For related information, see:

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

Physical Activity Requirements

Elementary School

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

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Recess Guidelines for Pasadena ISD

- 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.
- 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.
- 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.

Junior High/Middle School

The district will ensure that 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 of moderate to vigorous activity in accordance with policies at EHAB, EHAC, EHBG, and FFA. Students in intermediate school 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.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons. 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.

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program. This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of sudden cardiac arrest for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling

spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

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

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes in grade levels outlined by the Department of State Health Services.

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.

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.

Special Health Concerns (All Grade Levels)

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus registered nurse or campus counselor
- The local public health authority, Harris County Public Health at 713.439.6000 or www.public health.harris county tx.gov.

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 www1.pasadenaisd.org.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. These objectives and strategies are included under "Goal 3: SAFE SCHOOLS & SOCIAL EMOTIONAL SUPPORT: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment." These include the implementation of coordinated school health/wellness plans to strengthen the connections between healthy behaviors and academic achievement. Our district is also committed to fostering a culture that champions a restorative and relational model for behavior development while infusing social emotional learning.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact: Scott Harrell, Executive Director of School Improvement 1515 Cherrybrook, Pasadena, TX 77502, 713-740-0084

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held five meetings. Additional information regarding the district's SHAC is available from your student's campus principal.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www1.pasadenaisd.org

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Amber Macneish, PE, Health and Wellness Coordinator, amacneish@pasadenaisd.org,713-740-0127, with questions about the content or implementation of the District's wellness policy and plan. 713-740-0127

Homework (All Grade Levels)

Homework is an important part of learning when used for practicing reading and other basic skills meant to establish fluency. Whether and how homework is included in a student's grade is outlined in each campus' guidelines for grading.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.

- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's

need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence.

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends 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.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Erika Chapa, Director, Section 504/Dyslexia/Intervention,1515 Cherrybrook, Pasadena, Texas 77502, 713- 740-0000.
- For all other concerns regarding discrimination, contact: Dr. Bobbye McCain, 1515 Cherrybrook, Pasadena, TX 77502, 713-740-0000

Nontraditional Academic Programs (All Grade Levels)

Community School is a school of choice in the Pasadena Independent School District. It offers a self-paced program to current Pasadena ISD students who are at-risk of not graduating from high school. Students must have completed at least three (3) years in a high school to be considered for enrollment. The following programs are offered:

Second Chance Program offers morning, afternoon and evening classes for individuals who meet certain criteria.

Night School provides students with an opportunity to make-up deficiencies in credits or to earn additional high school credits by taking classes in the evening.

TARA Program (Texas Alternative Requirements Application) gives former Pasadena ISD students who entered 9th grade before the 2011-2012 school year and did not successfully pass all required state assessments (TAKS/TAAS/Teams), an opportunity to earn a high school diploma.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- Participating in campus parent organizations. Contact your child's school for specific details about parent organizations, like PTO and Booster Clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are typically held on the first Tuesday of every month at 5:30 p.m. at the Pasadena ISD Administration Building, 1515 Cherrybrook Lane, Pasadena, Texas, 77502. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Pasadena ISD Administration Building, 1515 Cherrybrook Lane, Pasadena, Texas, 77502 and online at www1.pasadenaisd.org

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

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

Prekindergarten-Grade 3

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

Prekindergarten-Grade 2

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 12 “Approaching Standard” or “Meets Standard” in language arts, and receive at least 9 “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 12 “Approaching Standard” or “Meets Standard” in language arts, and receive at least 10 “Approaching Standard” or “meets Standard” in mathematics

Grades 3-4

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 Levels

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.

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. For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered during the current school year or subsequent summer.

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.

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).

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards. [See **Grade-Level Classification**.]

Personalized Learning Students in Grades 4-12

A student will be considered passing (High School-awarded credit) 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 score of at least a 70% and;
- Math Concept Score of at least a 80% and;
- completion of all Power Focus Areas and;
- the submission of all assigned projects or math concept units.

Release of Students from School

[See **Leaving Campus**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

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. All report cards must be signed by the parent or guardian and returned to school immediately.

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.

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 according to 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

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
- Online and virtual courses are not allowed final exam exemptions.
- 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;
- 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 the 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.

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 successful 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, LOTE courses), Concept Units (for Math courses) and Focus Areas and are represented as a final percent grade in the online grading system.

Retaliation

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will 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 (https://www.dhs.gov/stopthebleed)
- Stop the Bleed Texas (https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in online and through the following ways:

- Pasadena ISD phone notification system
- Front page of the district website
- Facebook & Twitter
- Local television
- Local radio stations

If no information is posted or announced, Pasadena ISD schools will start at the regular time on a regular schedule.

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page .]

Schedule Changes (Middle/Junior High and High School Grade Levels)

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 Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator: Tom Douglas, Director of Maintenance, 3135 Westside Dr., Pasadena, TX, 713-740-0822

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

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

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.

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus administrator.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator: *Tom Douglas, Director of Maintenance, 3135 Westside Dr., Pasadena, TX 77504, 713-740-4073*

Library (All Grade Levels)

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 campus 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, Middle and Intermediate campuses do not charge for overdue library materials. High School 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 and procedure 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.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Contact the your child's campus for specific hours and events.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

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

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for

example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

As part of Pasadena ISD's safety protocols, random hand-held metal detector screenings may 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

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

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

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 the 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)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Intermediate School Students

For a middle school or intermediate school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school or intermediate school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

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.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

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

Please contact the office of Special Programs (713-740-0225) with any questions.

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison: Nietzy Retta, Migrant, Foster Care and McKinney-Vento Program Coordinator, 1515 Cherrybrook, Pasadena, TX, 77502, 713-740–0250.

Summer School/Extended Year/Extended Year Services (All Grade Levels)

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

- repeat courses for enrichment;
- gain initial credit for advancement; (rising freshman and high school only)
- earn course credit prior to the school year; (rising freshman and high school only)
- receive help with basic skills as identified by testing or classroom performance;
- receive extended special education services (as determined through an ARD committee);
- 6. participate in specially designed summer programs (as offered on a yearly basis).

Detailed information concerning programs (including applicable tuitions) is available from the campus administrator or 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.

Tardies (All Grade Levels)

A student who tardy to class may be assigned to a detention hall or given another appropriate consequence.

Technological Equipment and Instructional Materials (All Grade Levels)

Instructional Materials are any resources used in classroom instruction as part of the required curriculum, such as but not limited to: physical textbooks, workbooks, computer software, and/or online services. The district selects instructional materials in accordance with state law and policy EFA. The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device. A student who is issued a damaged item should report the damage to the teacher. Any student who does not return an item or returns an item in an unacceptable condition loses the right to free instructional materials and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

All transfers are conditional upon the student's attendance, discipline, and grades. Transfers may be revoked by the receiving principal and revocation is not appealable.

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.

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

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

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living one or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Transportation is not provided to students who are attending the school on a transfer.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must

board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The ARD committee will determine the requirement for special transportation for students with disabilities on an individual basis.

Check the PISD Transportation website for pick-up locations.

For additional information, please contact: Cindy Resendez, Transportation Routing Supervisor, 3212 Lafferty Rd., Pasadena, TX. 77504, 713-740-0817.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 713-740-0817.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain

self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal to coordinate the implementation of and compliance with this law.

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Unauthorized Persons

A district official has the authority to refuse entry to or eject a person from district property and/or a school sponsored event without verbal or written notice or warning in order to maintain safety and/or an appropriate educational environment.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

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.

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.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available at the campus.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit *https://pol.tasb.org/Policy/Code/597?filter=FFI* Below is the text of *Pasadena*'s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/18/2017. See attached document.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, disability, or actual or perceived sexual orientation or gender identity. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.