

Pasadena Independent School District

PK - High School Student Handbook and Code of Conduct 2015 – 2016

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

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

The Pasadena Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination in Employment Act, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about **Title IX rights**, contact the Title IX Coordinator, Renea Ivy, Associate Superintendent for Communications and Community Relations, 1515 Cherrybrook, Pasadena, Texas 77502; (713) 740-0247. For information about **Section 504/ADA rights**, contact the Section 504/ADA Coordinator, Jeanne Nelson, Coordinator Dyslexia, Intervention, and 504, 1515 Cherrybrook, Pasadena, Texas 77502; (713) 740-0067.

SUPERINTENDENT OF SCHOOLS

Kirk Lewis, Ed.D.

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Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

EMERGENCY SCHOOL CLOSING

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

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

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The information in this handbook is subject to change by the Texas Commissioner of Education or by recent Legislative action. Updates will be posted on line at www1.pasadenaisd.org/handbooks throughout the year. Computer access is available on each campus.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

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

Absences/Attendance

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

Compulsory School Attendance

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

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

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

Credit Loss/Recovery

This section deals with credit for passing a class, all classes, or a grade level. State attendance laws require students to be in attendance for a minimum of ninety (90) percent of the time the class is offered in order to receive credit. The District imposes stricter attendance requirements. Students in grades K-12 may not be absent more than six (6) days per year in order to receive credit for the year. After the sixth absence, a student may be required to submit a doctor's note. This requirement applies to both excused and unexcused absences. Missing 10% or more of class time automatically results in loss of credit, regardless of student grades and whether the absence is Excused or Unexcused. Regaining credit through the district's extended day/year program requires 100% attendance with all make-up time and work completed prior to the last day of the program term.

A parent/legal guardian may submit a written appeal to the school's Attendance Committee stating the extenuating circumstances causing absence in excess of 10%. The Attendance Committee may accept or reject the request. If the Committee accepts the appeal, it may:

- Require doctor notes for absences,
- Waive make-up time,
- Decide what and how much time will be acceptable for make-up time (district policy establishes guidelines for determining extenuating circumstances and establishes ways for students to make up work), and/or
- Require proof that make-up work has been completed.

Consecutive Absences

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

Daily Attendance (Official ADA)

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

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

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

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

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

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

- **U. S. Naturalization Appointments** - The student is required to visit U. S. Naturalization to complete required paperwork or attend a student's own citizenship ceremony. A note is required listing the exact date of the absence, the reason, and signed by the parent.
- **Court Appointments** - A student who is required to appear in court or attend a foster care meeting with the Department of Family and Protective Services may be excused if the clerk or other officer of the court provides a written excuse, signed and dated. This may not apply if the student is a defendant as determined by court officials.
- **College Visits** - A junior or senior student's absence of up to two days relating to visiting a college or university will be excused, provided the student returns proper documentation to verify the visit and makes up any missed work.
- **Military Visitation** - A student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Other "Excused" Absence

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

"Unexcused" Absences

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

Excuses

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

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

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

September 23, 2015	
Please excuse John Doe (HR 9-12) for his absences on September 21-22. He was ill with the flu.	
Jane Doe	713-740-0000

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

Make-up Work

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

Parent Responsibility

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

Release of Students from School

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

Required:

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

All notes are subject to verification.

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

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

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

Tardy to School

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

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

V.O.E. - Verification of Attendance

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

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

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

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 parent designated place each day. Students should not arrive prior to the time designated by the campus or remain on the school campus after their dismissal time unless they are participating in an authorized school activity. We encourage parents to be prompt in dropping off and picking up students. Students who are consistently picked up late may be referred to the appropriate authorities.

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

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

Assemblies

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

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

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

Courtesy of the audience to those on the stage:

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

Assistance to Students Who Have Learning Difficulties

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of local education agencies to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives written consent from the parent. The district must give a copy of the report to the parent. An Admission, Review and Dismissal (ARD) meeting must be held within 30 calendar days of the date the evaluation report is completed.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights, if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the Executive Director, Special Services at 713-740-0220.

Awards and Honors

PK-8

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

Honor Roll

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

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

Middle school and intermediate 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 the highest honors that can be bestowed upon a middle school student. Membership, however, is more than an honor; it carries with it a responsibility and should be considered the beginning of an obligation, not merely the successful culmination of an effort to achieve recognition and honor. Members are selected from grade five.

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

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

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

National Junior Honor Society (Grades 7-8)

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

Members are selected from seventh and eighth grade.

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

disciplinary alternative education program (including Saturday Guidance/Tuancy 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 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/Tuancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school.

National Honor Society (Grades 11-12)

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 eleven and twelve.

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

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

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

Who's Who

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

"Mr. and Miss"

At the close of the school year, the senior class honors one senior girl and one senior boy by electing them Mr. and Miss. Election to this honor recognizes the students who epitomize the spirit of their school. To qualify for consideration, a student must have a 2.5 cumulative grade point average beginning with the ninth grade. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), has had two or more assignments to In-School Suspension (ISC), or has been suspended or expelled from school. "Mr." and "Miss" are not considered social honors.

President's Award for Educational Excellence

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

Superintendent Scholars Program

The Pasadena ISD Superintendent Scholars Program encourages students to set high academic course goals and rewards successful progress toward those goals. Class of 2015 graduates who complete the Recommended High School Program or the Distinguished Achievement Program will receive a special medallion and be recognized at graduation activities. In addition, by completing the Recommended High School Program students who meet the family income requirement may be eligible for the Texas Grant tuition and fees scholarship from the State of Texas.

Class Ranking

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

Bacterial Meningitis

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What Are The Symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How Serious is Bacterial Meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How Can Bacterial Meningitis Be Prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread

of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.*

What Should You Do If You Think You or A Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

For More Information

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources of information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: <http://www.cdc.gov> and the Department of State Health Services: <http://www.dshs.state.tx.us>.

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. Also refer to Immunizations section for more information.

Bilingual/English as a Second Language Programs

In the Bilingual and English as a Second Language (ESL) Programs, the district has students whose primary languages comprise 45 different languages and dialects. In accordance with the programmatic organization, state mandates, and community needs, the bilingual/ESL Department is currently implementing a Transitional bilingual/ESL program serving students in PK-6. This transitional program provides academic instruction in the native language as well as instructional time to the development of the English language. The amount of English instruction increases as the student becomes more proficient in English. The ESL Program at the secondary level is an accelerated English program that focuses on ESL methodology and strategies to help the students keep pace with the regular English curriculum TEKS.

Dual Language Program

The Dual Language program is offered at five elementaries in the district. English speaking students are instructed with Spanish speaking students 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	Kendrick Middle School
Bush Elementary	Milstead Middle School
Fisher Elementary	Miller Intermediate
Garfield Elementary	Pasadena Memorial High School
Pomeroy Elementary	

Bullying

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

Bullying (as defined by Texas Education Code 37.0832) occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive education environment for a student.

This conduct is considered bullying if it;

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school

Any student who believes that he or she has experienced bullying should immediately report the alleged act to a teacher, school counselor, principal, or other district employee. (Refer to the Pasadena ISD web site - Local Policy FFI and FFH)

Buses

The District provides bus transportation to students who live one mile or more from school. Riding a bus is a privilege and not a right. Transportation will not be provided students attending the school on a transfer. Students riding school buses are subject to audio-visual recording. All buses will load and unload at designated areas. Please do not park in the designated area when visiting a school.

The following rules will be observed by students riding school buses:

1. The bus driver is in charge. Students must follow his or her instructions respectfully and promptly and do nothing to distract the driver. The bus driver will assign seats to students. The bus driver has the authority to issue bus misconduct slips.
2. Students should be at the bus stop 5 minutes prior to scheduled bus arrival time. Buses will not wait for them.
3. Proper behavior and safety precautions must be observed at the bus stops. Students should stand back from the curb or roadway to protect themselves from traffic.
4. Students will load and unload the bus at the bus stop closest to the residence of the student. Students must show respect for the rights of owners of property where bus stops are located.
5. Students must remain seated on the bus and never put their arms or heads out of the bus window. Riders must not throw paper or other rubbish on the floor of the bus or out the window.
6. Students are to observe the rules of classroom conduct when they ride the bus. Disobedience, misconduct or violation of these rules will be reported to the appropriate assistant principal for disciplinary consequences which may include suspension and/or removal from the bus.
7. Students must not try to get on or off the bus or move about while the bus is in motion. The instructions of the driver should be followed exactly when students are leaving the bus.
8. Students may ride another bus in an emergency and with a parental note signed by the principal or assistant principal.
9. Students must keep their belongings in their lap where they will not slide or fall, never on the edge of a seat or in the aisle. This includes books, book bags, band instruments, special projects, packages, coats, etc. Articles mentioned will not be allowed to displace a student from a seat.
10. Bus riders should never tamper with the school bus or any of its equipment. Treat school bus equipment as you would valuable furniture in your home. Damage to seats, etc., must be paid for by the offender.
11. Students must board or exit a bus in an orderly fashion. Traffic should stop, but be very careful as you cross the street in front of the bus.
12. Students shall not carry medication on the school bus.
13. Students who are not eligible to ride the bus may not ride the bus home with a friend.
14. Students are not permitted to eat, drink or chew gum on the bus.

STUDENTS AND PARENTS MUST REALIZE THAT RIDING A BUS IS A PRIVILEGE AND NOT A RIGHT. **Students who violate the above rules may forfeit their bus riding privilege.** As provided by law, charges may be filed against any person who intentionally disrupts, prevents or interferes with school transportation.

Items such as personal clothing, textbooks, purses and band instruments are frequently left on the bus by students. Usually the student will be able to reclaim these items the next time he or she boards the bus, but personal items are the students' responsibility and the student should check his/her surrounding area for personal items before departing the bus. In some instances, items left on the bus are turned in to the Transportation Office (713-740-0817).

Some special needs students have transportation arrangements determined by an ARD committee.

Private Buses

If you make arrangements with a day care center for transportation, be sure they are able to comply with the school's starting and dismissal times.

Career and Technical Education

Career and Technical Education programs are available for all students who desire to develop marketable skills and occupational knowledge and experience. Career and Technical Education includes courses in sixteen Career Pathway Clusters. For more information on the sixteen Career Clusters, you can view these websites: <http://www.achievetexas.org> and <http://www.careerclusters.org>

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

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

Checks

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.)

Child Abuse

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. The Pasadena district has established a plan for addressing child sexual abuse and other maltreatment of children; refer to policies FFG (EXHITIT), FFG (LEGAL), FFE (LEGAL), GRA (LEGAL), DGC (LEGAL), and DMA (LEGAL).

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

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS 1-800-252-5400 or on the web at <http://www.txabusehotline.org>

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

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

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- <http://www.taasa.org/member/materials2.php>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Child Nutrition Services

The Pasadena Independent School District participates in the National School Lunch and Breakfast Program. Students may elect to participate in the Lunch/Breakfast Program or to bring their own lunches. Students are required to remain on campus during lunch. Parents who feel that they may qualify economically for free or reduced price meals are encouraged to complete a Free/Reduced application and submit the application to the Child Nutrition Service Department, PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502. Free/Reduced applications may also be completed and submitted online at www.school lunchapp.com. Applications are available at the schools and at the Food Service 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 "Homeless" or Migrant qualify for free breakfast/lunch. Please contact Student Services and our Migrant office for additional information.

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

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

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

Students are required to remain on campus in the cafeteria or other designated area during lunch. Since several hundred students will be served at each lunch period, books and other personal belongings should be left in the classroom if possible. Such items brought to the cafeteria will be the bearer's responsibility.

Breakfast Program

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

Lunch Program

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

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

Non-Discrimination

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

Payment of Meals

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

Specially marked food service envelopes are available for use by parents when sending money to the school. The envelope should be marked with the student's name, grade level, and the amount enclosed. Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the District will notify the Parent via phone message and with letters given to students at the point of sale. The student will be allowed to continue purchasing meals for up to three days, and the District will present the parent with a schedule of repayment for any outstanding account balance. If the District is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. Ala Carte items may not be charged.

SMART SNACKS IN SCHOOL

"Foods of Minimal Nutritional Value" rules have been replaced by "Smart Snacks in Schools." The Smart Snacks ruling places restrictions which apply to all foods and beverages sold to students on the school campus at any time during the school day. Your cafeteria will be provided with a list of what items are allowed on the menu to be sold during the meal period (please follow the ala-carte list provided to the cafeteria manager at the beginning of the school year).

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

- Must be a whole grain-rich; or
- Have as the first ingredient a fruit, vegetable, dairy product or protein food; or
- Be a combination food that contains at least ¼ cup fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of calcium, potassium, vitamin D, or dietary fiber; and
- Must meet all of the specific nutrient standards for calorie limits, sodium limits, fat limits, and sugar limits.

- Beverages must also meet specific size and calorie restrictions.

Special Diets

Students who have a life threatening food allergy or a medical disability requiring a meal modification must have a written request from a licensed medical doctor indicating special instructions. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. The Pasadena Independent School District provides a Diet Modification form that the physician must fill out and identify: the student's medical need and an explanation of why the condition restricts the student's diet; the major life activity affected by the condition; the food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted. The PISD Diet Modification Form can be obtained from the school nurse or the PISD Child Nutrition webpage. This form should be returned to the school nurse. Without this documentation the student will not be able to receive his/her special diet as ordered by the doctor. The physician's statement must be renewed with the Child Nutrition Services if any changes need to be made to a student's diet.

Student ID Numbers

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

Clubs and Organizations

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

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

High School Organizations

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

Listed below are some examples of clubs and organizations available in the district:

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

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

College Credit Courses

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

- Certain courses at the high school termed Advanced Placement
- Enrollment in courses termed as dual credit taught in partnership with San Jacinto Community College
- Certain CTE courses

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

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

Advanced Placement- AP/PreAP Program

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

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

Developed by the College Board, Advanced Placement courses are college level and, consequently, very demanding. They are designed specifically to provide the opportunity for high school students to gain college credit by examination prior to college entrance. Before enrolling for these courses, students should consider carefully their own priorities and make certain they are willing to devote the necessary time commitment to study at the possible expense of social and extracurricular activities. All Advanced Placement and Pre-Advanced Placement courses offer PREMIUM GRADE POINTS for students entering high school in 2014-15 and prior. Students entering high school in 2015-2016 will be awarded HONORS GRADE POINTS for Pre-Advanced Placement courses and ADVANCED HONORS GRADE POINTS for Advanced Placement courses. **Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and if so, will affect a student's final course grade.**

It is important to keep in mind that not all colleges and universities award credit in all qualifying Advanced Placement exam scores. *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 and on some high school campuses. In order to be eligible for these opportunities, a student must demonstrate college readiness by meeting passing standards by TAKS scores, ACT scores, or SAT scores, ACCUPLACER scores, or qualified through a test for graduation purposes. Students must also demonstrate success in core high school courses, have prior approval from the student's high school counselor, and acquire the signatures of the student's parent and the high school counselor on the Pasadena ISD Dual Credit Approval Form. A student may not register for a class that conflicts with scheduled high school classes. Prior to registration, students and their parents are required to attend one of the scheduled informational meetings at San Jacinto College or the student's high school.

Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit courses taken in high school for college credit. *Students are responsible for ensuring that the college they are planning to attend will accept transfer credits from San Jacinto College.* For more information, contact the college admission office.

Premium points are awarded for some of the dual credit courses for students entering high school in 2014-2015 and prior. Students entering high school in 2015-2016 will be awarded Advanced Honors points for Level II dual credit courses and Honor points for Level I dual credit courses. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three college semester hours and one-half credit toward high school graduation. Grades of "A" or "B" in core academic courses count as advanced measures for the Distinguished Achievement Program or 12 hours of college academic courses count as performance acknowledgment for the Foundation High School Program. Letter grades will be converted as follows: A=95, B=85, C=77, D=72, and F=65. The student's transcript will indicate that the grade was earned in a dual credit college program. **Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and if so, will affect a student's final course grade.**

College Preparation

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

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

Each year the District sponsors a College Fair for juniors, seniors and their parents. Officials representing most colleges and universities in Texas and other schools across the nation present up-to-date information and insights on their institutions. The College Fair is scheduled for **6:30 – 8:30 PM, Tuesday, November 17, 2015, at Deer Park High School 710 San Augustine, Deer Park, TX 77536.** Information about this important event is available from the school counselor or College NOW Coordinator.

College and University Admissions

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

- Completes the Recommended or Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

Beginning with ninth graders in the 2014-15 school year; to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent (8%) of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

College Admission Exams

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

The district offers students opportunities to prepare for the SAT through imbedded instruction and specialized classes. More information about these classes is explained in the ACT, SAT and PSAT Test Preparation Classes subsection below. In addition, other preparation materials are available from the College Board or ACT Assessment web sites.

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

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

Test Dates

PSAT	SAT	ACT
October 14, 2015	October 3, 2015	September 12, 2015
<i>Saturday testing not offered in Pasadena ISD.</i>	November 7, 2015	October 24, 2015
	December 5, 2015	December 12, 2015
	January 23, 2016	February 6, 2016
	March 5, 2016	April 9, 2016
	May 7, 2016	June 11, 2016
	June 4, 2016	

ACT/SAT/PSAT Test Preparation Classes

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

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 purpose of the TSI assessment is to determine college readiness reading, mathematics, and writing

skills in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district and is a requirement for all Early College High School Students. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

Financial Aid

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

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

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

Scholarships

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 counselor, as well as the financial aid department of the college he or she plans to attend, concerning these scholarships.

TEXAS (Toward Excellence, Access, and Success) Grant

Students who complete the recommended high school program curriculum or the distinguished achievement program will have a more solid academic foundation for pursuing opportunities in higher education. The Texas Legislature has provided further incentive for students to graduate under these programs. The TEXAS Grant programs establishes grants to cover tuition and fees to Texas public and independent colleges and universities, including community colleges and technical schools, for students with financial need who have completed one of the advanced graduation programs. High school counselors have information about the TEXAS Grant program. Funding for this program may be limited by the 82nd Texas Legislature.

Athletic Scholarships

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

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

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

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

Conferences/Resolving Problems

Conferences

Parent-teacher conferences are encouraged. Teachers and parents are partners in helping students learn. During the school year, teachers will share information with parents about students' progress, achievements, talents, and problems or difficulties. Each

teacher has a class period devoted to parent contacts, either by telephone, email (*refer to campus website*), or personal conference. The school office will help parents schedule conferences or take messages for teachers to call. To avoid conflicts, appointments should be made a minimum of one day in advance. Instructional time should not be interrupted with conferences or phone calls, no matter how brief.

Resolving Problems

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

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

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

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

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

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

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

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

Counseling

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

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

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

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

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

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

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

Dating Violence, Discrimination, Harassment, and Retaliation

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

The school board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law.

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

Discipline

(See Student Code of Conduct in this handbook.)

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
- "Homeless" as identified by the Pasadena ISD Homeless Liaison.

This half-day program is available for all eligible (appropriate documentation required) students within the district and is offered at numerous elementary campuses. Availability of space in Prekindergarten is limited by facilities and enrollment and is conducted on a first-come, first-served basis. Contact the school office for availability information.

Transportation is not provided.

Prekindergarten programs are offered at:

Bailey.....	2707 Lafferty.....	Pasadena, TX.....	77502.....	713-740-4129	Regular & Bilingual
Burnett.....	11825 Teaneck Dr.	Houston, TX.....	77089.....	713-740-0536	Regular & Bilingual
Fisher.....	2920 Watters Rd.....	Pasadena, TX.....	77502.....	713-740-0552	Regular & Bilingual
Frazier	10503 Hughes Rd.....	Houston, TX.....	77089.....	713-740-0560	Regular & Bilingual
Freeman	2323 Theta St.....	Houston, TX.....	77034.....	713-740-0568	Regular & Bilingual
Gardens.....	1105 East Harris.....	Pasadena, TX.....	77506.....	713-740-0576	Regular & Bilingual
Garfield	10301 Hartsook	Houston, TX.....	77034.....	713-740-0584	Regular & Bilingual
Genoa.....	12900 Almeda Genoa.....	Houston, TX.....	77034.....	713-740-0592	Regular & Bilingual
Golden Acres	5232 Sycamore	Pasadena, TX.....	77503.....	713-740-0600	Regular & Bilingual
Jensen	3514 Tulip	Pasadena, TX.....	77504.....	713-740-0608	Regular & Bilingual
Jessup	9301 Almeda Genoa Rd.	Houston, TX.....	77075.....	713-740-0616	Regular & Bilingual
Kruse	400 Park Lane.	Pasadena, TX.....	77506.....	713-740-0624	Regular & Bilingual
Mathys	1500 Main.....	South Houston, TX	77587.....	713-740-0632	Regular & Bilingual
Mae Smythe	2202 Pasadena Blvd	Pasadena, TX.....	77502.....	713-740-0728	Regular & Bilingual
McMasters	1011 Bennett Dr.	Pasadena, TX.....	77503.....	713-740-0640	Regular & Bilingual
Meador	10701 Seaford Dr.	Houston, TX.....	77089.....	713-740-0648	Regular & Bilingual
Moore	8880 Southbluff	Houston, TX.....	77089.....	713-740-0656	Bilingual/ESL
Morales.....	305 W. Harris.....	Pasadena, TX.....	77506.....	713-740-0664	Regular & Bilingual

Parks	3302 San Augustine	Pasadena, TX.....	77503.....	713-740-0680	Regular & Bilingual
Pearl Hall	13 th St. & Ave. N	South Houston, TX	77587.....	713-740-0688	Regular & Bilingual
Pomeroy	920 Burke Rd.....	Pasadena, TX.....	77506.....	713-740-0696	Regular & Bilingual
Red Bluff.....	416 Bearle St.....	Pasadena, TX.....	77506.....	713-740-0704	Regular & Bilingual
Richey.....	610 So. Richey	Pasadena, TX.....	77506.....	713-740-0712	Regular & Bilingual
L.F. Smith	1401 Avenue A.....	South Houston, TX	77587.....	713-740-0720	Regular & Bilingual
South Belt.....	1801 Riverstone Ranch	Houston, TX.....	77089.....	713.740.5924.....	Regular Only
So. Houston.....	900 Main St.	South Houston, TX	77587.....	713-740-0736	Regular & Bilingual
South Shaver.....	200 West Ave.	Pasadena, TX.....	77502.....	713-740-0842	Regular & Bilingual
Sparks	2503 E. Southmore.....	Pasadena, TX.....	77502.....	713-740-0744	Regular & Bilingual
Stuchbery	11210 Hughes Rd.....	Houston, TX.....	77089.....	713-740-0752	Regular & Bilingual
Teague	7200 Crenshaw Rd.....	Pasadena, TX.....	77504.....	713.740.4148.....	Regular & Bilingual
Turner	4333 Lily	Pasadena, TX.....	77505.....	713-740-4149	Regular Only
Williams	1522 Scarborough Ln.	Pasadena, TX.....	77502.....	713-740-0776	Regular & Bilingual
Young	4221 Fox Meadow Ln.....	Pasadena, TX.....	77504.....	713-740-0784	Regular & Bilingual

Elections and Offices

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

Becoming a Candidate

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

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

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

Campaigning

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

Filling Vacancies in Office

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

Removal from Any Office or Leadership Position

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

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

Special Requirements: Leadership Positions

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

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

principals. The committee **shall remove the student from the position** or place the student on probation. Accumulation of more than five (5) days of detention may result in removal from the position.

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

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

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

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

Special Requirements: Social Honors

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

Electronic Devices and Technology Resources

Responsible Use Policy (RUP) - Technology Resources

Internet Safety

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

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 as a place for students to safely keep school-related documents online.

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

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

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

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

The use of digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other district-approved digital tools. Employees who use digital learning tools in their classrooms must monitor student actions to ensure compliance with the Student Code of Conduct/Handbook, CIPA, and other applicable laws. The safety and security of minors must be included when using digital tools.

DISCLAIMER

In the process of protecting the network, Pasadena ISD cannot guarantee the confidentiality of information. The district is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the Network/Internet is at the user's own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the District. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's network/Internet/electronic communications systems

Telecommunication Devices, Including Mobile Telephones

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

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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

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

Definition of BYOT

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

Internet Access and Use

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

Security and Damages

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

BYOT Student Agreement

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

All mobile devices:

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

Students and Parents/Guardians acknowledge that:

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

Campuses may provide additional guidelines related to telecommunication devices.

Emergencies

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

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

Emergency Preparedness

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

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

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

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

Enrollment/Withdrawal

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

Annual Enrollment of New and Returning Students

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

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

Early Registration for New Students

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

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

Proof of Residency

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

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

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

Enrollment Eligibility (All Grades)

Requirements for enrollment are as follows:

Prekindergarten:

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

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

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

Kindergarten:

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

First Grade:

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

Second through Twelfth Grade:

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

A student may attend (at the school zoned to the home address of the enrolling adult) if:

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

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

Nonresident Student in Grandparent's Care

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

Students Living with a Guardian or Person Other than a Parent

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

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

Families Living with Other Families

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

Homeless

The Pasadena ISD observes and upholds the McKinney-Vento Reauthorization Act. The PISD Liaison is located in the Office of Special Programs (713.740.0216) and is the only person authorized to determine official eligibility. Once determined eligible, students are entitled to all provisions under the federal law.

Withdrawal from School

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

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

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

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

Transfers

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

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

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

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

Environmental Concerns

Asbestos

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

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

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

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

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

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

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

Pesticides

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

Equal Education Opportunity

The Pasadena Independent School District does not discriminate on the basis of sex, race, religion, color, national origin or disability in providing education or providing access to benefits of education services, activities, and programs, including vocational programs, in compliance with Title IX of the Education Amendments of 1972, as amended; Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973, as amended; and various other federal statutes.

If you feel your child has received discriminatory treatment, you should first attempt to resolve the problem with the teacher involved. If you feel further action necessary, you may appeal to the school principal. Any further appeal will be directed first to the Associate Superintendent for Campus Development, then the Superintendent, and, finally, to the Board of Trustees. Also, refer below to specific individuals who have been designated by the District to handle complaints about specific subject matters.

Dyslexia

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

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

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

Individuals with Disabilities Education Act (IDEA)

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

Intervention Process

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

Section 504 of the Rehabilitation Act of 1973

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

Title IX of the Educational Amendments of 1972

This includes complaints regarding sexual harassment. The Pasadena Independent School District complies with the nondiscrimination requirements of Title IX of the Educational Amendments of 1972. Questions concerning the District's implementation of Title IX should be directed to the Title IX Coordinator, Renea Ivy-Sims, Associate Superintendent for Communications and Community, (713) 740-0247, PISD Administration Building, 1515 Cherrybrook Ln, Pasadena, Texas 77502.

Extended Day/Extended Year Services/Summer School

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

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

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

Extracurricular Activities (middle, intermediate, high school only)

The schools encourage extracurricular activities which allow students to enrich their academic education and showcase their talents. Participation is a privilege which comes after long hours of preparation and **after academic requirements are met.**

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization (see <http://www.uil texas.org> for additional information). A student may participate in University Interscholastic League (UIL) contests over a period of four consecutive calendar years after the student first enrolls in the ninth grade.

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

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

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

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

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

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

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

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

English	Math	Science	Foreign Language
English I Pre-AP	Geometry Pre-AP	Biology Pre-AP	Spanish Pre-AP
English II Pre-AP	Algebra II Pre-AP	Chemistry Pre-AP	French Pre-AP
	Pre-Calculus Pre-AP	Physics Pre-AP	German Pre-AP
	Pre-Calculus, no premium points		Latin (H)

Principals will consider exception/waiver requests for students failing an honors (H) course or College Board Advanced Placement (AP)/Pre-Advanced Placement (Pre-AP) class with a grade mark of 60-69. Requests for exemption/waiver for grade marks below 60 will not be accepted. 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.

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

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

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

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

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

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

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

Eligibility/Ineligibility Calendar 2015-2016

Intermediate and High School - SECONDARY SIX WEEK GRADING PERIOD

(UIL approved – April 21, 2015)

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 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 eligible through the summer.*

Oct. 2	--	end of 1 st 6 weeks – check grades for <u>all</u> students
Oct. 9	--	ineligibility begins at the end of the school day
Oct. 23	--	three week grade check for <u>ineligible</u> students
Oct. 30	--	eligibility may be regained at the end of the school day
Nov. 6	--	end of 2 nd six weeks – check grades for <u>all</u> students
Nov. 13	--	eligibility/ineligibility begins at the end of the school day
Dec. 4	--	three week grade check for <u>ineligible</u> students
Dec. 11	--	eligibility may be regained at the end of the school day
Dec. 18	--	end of 3 rd six weeks – check grades for <u>all</u> students
Jan. 13	--	eligibility/ineligibility begins at the end of the school day
Jan. 25	--	three week grade check for <u>ineligible</u> students
Feb. 1	--	eligibility may be regained at the end of the school day
Feb. 19	--	end of 4 th six weeks – check grade for <u>all</u> students
Feb. 26	--	eligibility/ineligibility begins at the end of the school day
March 11	--	three week grade check for <u>ineligible</u> students
March 28	--	eligibility may be regained at the end of the school day
April 15	--	end of 5 th six weeks – check grades for <u>all</u> students
April 22	--	eligibility/ineligibility begins at the end of the school day
May 6	--	three week grade check for <u>ineligible</u> students
May 13	--	eligibility may be regained at the end of the school day

ELEMENTARY and MIDDLE SCHOOL - NINE WEEK GRADING PERIOD

(UIL approved – April 21, 2015)

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

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

- *Grading periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays*
- *Eligibility is determined from six weeks grades, nine week grade report, and three week grade checks, not semester*
- *Students may only lose eligibility at the first six weeks grading report and the nine week grading report*
- *Students can regain eligibility at the three weeks progress reports and at the nine weeks grading report*
- *All students are 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 eligible through the summer.*

Oct. 2	--	end of 1 st 6 weeks – check grades for <u>all</u> students
Oct. 9	--	ineligibility begins at the end of the school day
Oct. 16	--	end of 1 st nine weeks – check grades for <u>all</u> students
Oct. 23	--	eligibility/ineligibility begins at the end of the school day
Nov. 6	--	three week grade check for <u>ineligible</u> students
Nov. 13	--	eligibility may be regained at the end of the school day
Dec. 4	--	three week grade check for <u>ineligible</u> students
Dec. 11	--	eligibility/ineligibility begins at the end of the school day
Dec. 18	--	end of 2 nd nine weeks – check grades for <u>all</u> students
Jan. 13	--	eligibility/ineligibility begins at the end of the school day
Jan. 25	--	three week grade check for <u>ineligible</u> students
Feb. 1	--	eligibility may be regained at the end of the school day
Feb. 12	--	three week grade check for <u>ineligible</u> students
Feb. 19	--	eligibility may be regained at the end of the school day
March 11	--	end of 3 rd nine weeks – check grades for <u>all</u> students
March 28	--	eligibility/ineligibility begins at the end of the school day
April 8	--	three week grade check for <u>ineligible</u> students
April 15	--	eligibility may be regained at the end of the school day
April 29	--	three week grade check for <u>ineligible</u> students
May 6	--	eligibility may be regained at the end of the school day

Family Educational Rights and Privacy

Family Educational Rights and Privacy Act

Under the Family Rights and Privacy Act (FERPA) of 1974, the parent or guardian (or the student who is eighteen years old or older) has the right to:

1. inspect and review the student's educational records;
2. request an amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. consent to the disclosure of personally identifiable information contained in the student's educational records;
4. file with the U.S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of the Act; and
5. to obtain a copy of the school district policy concerning these issues.

School personnel cooperate with parents to ensure that rights under this Act are safeguarded. Pasadena Independent School District Board Policy FL outlines District procedures concerning access to student records, and copies of this policy are available from any school office upon request. If you have questions concerning these issues, please contact your school principal.

Transfer of Records

Pasadena ISD forwards education records to other schools, postsecondary institutions, correctional agencies, and other agencies or institutions that have requested the records for student enrollment purposes. Such records may include grade reports, academic achievement records, discipline records, report cards, permanent record card, state assessment program results (TAKS, TELPAS, 5DM), special education records [Admission, Review, Dismissal (ARD) reports, Individual Education Plans (IEP), IEP progress reports, Individual Transition Plans (ITP), comprehensive Individual Assessments, alternate assessments, classroom based assessments], Section 504 records, dyslexia assessment summaries, or other records concerning the student's education necessary for the receiving agency or institution to provide appropriate educational services to the student.

Public Access to Student Records

Student Name _____ Student ID No _____ Student Grade _____

DENIAL OF RELEASE OF GENERAL STUDENT INFORMATION

Pasadena ISD's Policy does not release "directory information" regarding students (name, address, telephone number) except in the following circumstances:

- (1) school-sponsored/school-affiliated purposes*; and
- (2) for secondary students only, to military recruiters and institutions of higher education.**

This means your child's directory information will only be released to these above named organizations/purposes and not to any other organization, vendor, or entity. If you do not want your child's directory information released for either or both of these purposes, you must complete this form and return it to your child's school. If you do not want your child photographed or videotaped, you must notify the principal.

*school-sponsored/school-affiliated purposes include the following: yearbook, newsletters, school/district website, awards, honors, local newspaper, artwork displays, extracurricular programs or events, class rosters given to other parents, school/district photos, school/district videos, and other activities/events as necessary to accomplish the educational mission of the school district.

**Federal law requires school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et. seq.) to provide a military recruiter or an institution of higher education on request, with the name, address, and telephone number of a secondary student unless the parent has advised the district that the parent does not want the student's information disclosed without the parent's prior written consent.

Certain information about district students is considered "*directory information*" and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Pasadena ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing with return of this form by September 11, 2015. Pasadena ISD has designated the following information as directory information: name, address, and telephone number.

If you would like your child's directory information to be withheld, check the option below that applies:

- ☐ (option for both elementary and secondary students) Pasadena ISD may NOT release my child's "*directory information*" (name, address, telephone number) for any purpose. (This means your child's information will not be released to military recruiters and institutions of higher education and will also not be released for school-sponsored/school-affiliated purposes as defined above).
- ☐ (option for secondary students only) Pasadena ISD may NOT release my child's "*directory information*" (name, address, telephone number) to military recruiters and institutions of higher education upon their request. (This means your child's information will not be released to military recruiters and institutions of higher education but will be released for school-sponsored/school-affiliated purposes).

This form should be completed **ONLY** if you wish to restrict release of your child's information further than Pasadena ISD currently does; otherwise, you do not need to return this form. If you do not want your child photographed or videotaped, you must notify the principal.

Name of Student Printed: _____

Student ID Number: _____ Campus _____

Parent/Guardian Name Printed: _____

Signature of Parent/Guardian: _____ Date _____

Fees

Items such as drill books, workbooks, science lab supplies and other materials and supplies necessary to meet state and District educational requirements will be provided to students without charge. A reasonable charge, payable in cash, will be assessed students in those courses where the students elect to undertake an advanced project which will become their property. Students enrolled in Pre-AP and Advanced Placement classes may be assessed fees for materials which will become their property.

Other fees authorized by the school district include:

- Field trips
- Membership for voluntary clubs
- Admission for voluntary extracurricular activities
- Athletic equipment and apparel, including a service charge for towels
- Voluntary purchases such as student publications, class pictures
- Extended Year tuition
- Community School tuition and make-up sessions
- Student accident insurance and physical exams
- Instrument rental and uniform maintenance
- Lost or damaged school owned materials or equipment
- Parking permits
- Optional insurance on school-owned instruments
- Student identification cards
- Duplicate report card

Applications for payment plans or waiver of fees are available in the principal's office for extreme hardship cases.

Students will be expected to supply pencils, paper, rulers, locks, notebooks and similar materials necessary for school, and commencement items, such as caps and gowns.

Field Trips

Field trip opportunities are often scheduled as a part of the instructional program. According to state law, parental permission is required before a student is allowed to participate in a field trip, including extracurricular activities which require the student to miss any class during the day. **Individual campuses retain the right to formulate criteria for field trip eligibility. Field trips will be considered a privilege for students, and this privilege may be withheld when deemed necessary or appropriate by the principal or his/her designee. The selection of adult chaperones for each field trip will be governed by individual campus policy.**

Final Examination Exemption

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

Courses Not Eligible for Final Exam Exemption:

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

First Semester Exam Exemption Policy:

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

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

Second Semester Final Exam Exemption Policy:

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

- at least an 80 average for the 3 previous six weeks, OR passes the EOC test in the subject area; and
- currently passing the course; and
- no more than 3 days of ISC per semester; and
- no more than 1 day of Saturday Guidance Center; and
- no days of suspension or assignment to the Guidance Center, Summit or JJAEP; and
- no more than 3 absences per semester (exceptions are official school business approved by college days, death in family and religious holy days; and
- (for an AP course) must take College Board Advanced Placement Exam .

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

Guidelines for Implementation

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

Gifted/Talented Program

The purpose of this program is to recognize and develop the giftedness and potential of District students. Approximately 5% of the total district population is identified for participation in an enriched academic program. Eligible students from kindergarten through grade 12 are served by trained teachers. Most secondary students will find their academic needs met through advanced classes such as Honors (H), College Board Advanced Placement (AP)/Pre-AP, or other special classes. Specific services vary by campus. Information about the Gifted/Talented Program, referrals and student eligibility is available at each campus. The district Advanced Academic program Coordinator for grades 7-12 is Patricia Sermas, 713-740-5247, Lisa Wooley, 713.740.5257 and for grades K-6 is Leslie Axel, 713-740-0102. Further information is available on the district website.

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 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 classes. When determining this eligibility, the following point values will be assigned:

<u>Pre-AP/Honors Classes</u>	<u>All Other Classes</u>	<u>Grade Points</u>
<u>A</u>	<u> </u>	<u>5</u>
<u>B</u>	<u>A</u>	<u>4</u>
<u>C</u>	<u>B</u>	<u>3</u>
<u>D</u>	<u>C</u>	<u>2</u>
<u> </u>	<u>D</u>	<u>1</u>
<u>F</u>	<u>F</u>	<u>0</u>

Letter grade equivalents are as follows:

A 90-100

B 80-89

C 75-79

D 70-74

F 0-69

Special Education courses and any course grades reflecting modification of essential elements will earn “basic” grade points.

Weighted Grade-Point System – High School

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

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

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

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

Students earn grade points based upon their numeric semester averages in all courses taken (including summer school, Community school, correspondence courses, 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. Numeric averages in courses translate into grade points as follows for students entering high school prior to 2015-16:

Numeric Average	Regular Grade Pt.	*Premium Grade Pt.	Dual Credit Grade Pt.	Basic Grade Pt.	Numeric Average	Regular Grade Pt.	*Premium Grade Pt.	Dual Credit Grade Pt.	Basic Grade Pt.
100	5.0	6.0	5.0	4.0	84	3.4	4.4	3.9	2.4
99	4.9	5.9	5.0	3.9	83	3.3	4.3	3.9	2.3
98	4.8	5.8	5.0	3.8	82	3.2	4.2	3.9	2.2
97	4.7	5.7	5.0	3.7	81	3.1	4.1	3.9	2.1
96	4.6	5.6	5.0	3.6	80	3.0	4.0	3.9	2.0
95	4.5	5.5	5.0	3.5	79	2.8	3.8	2.8	1.8
94	4.4	5.4	5.0	3.4	78	2.6	3.6	2.8	1.6
93	4.3	5.3	5.0	3.3	77	2.4	3.4	2.8	1.4
92	4.2	5.2	5.0	3.2	76	2.2	3.2	2.8	1.2
91	4.1	5.1	5.0	3.1	75	2.0	3.0	2.8	1.0
90	4.0	5.0	5.0	3.0	74	1.8	2.8	1.8	0.9
89	3.9	4.9	3.9	2.9	73	1.6	2.6	1.8	0.8
88	3.8	4.8	3.9	2.8	72	1.4	2.4	1.8	0.7
87	3.7	4.7	3.9	2.7	71	1.2	2.2	1.8	0.6
86	3.6	4.6	3.9	2.6	70	1.0	2.0	1.8	0.5
85	3.5	4.5	3.9	2.5	Below 70	0.0	0.0	0.0	0.0

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 for students entering high school starting in 2015-16 and thereafter:

Numeric Average	Dual Credit Numeric Average		Basic Grade Points	Regular Grade Points	*Honors, PAP, and Level 1 College Course	**AP/Adv. Honors and Level 2 College Course
100	100		4.0	5.0	5.5	6.0
99	99		3.9	4.9	5.4	5.9
98	98		3.8	4.8	5.3	5.8
97	97		3.7	4.7	5.2	5.7
96	96		3.6	4.6	5.1	5.6
95	95		3.5	4.5	5.0	5.5
94	94		3.4	4.4	4.9	5.4
93	93		3.3	4.3	4.8	5.3
92	92		3.2	4.2	4.7	5.2

91	91		3.1	4.1	4.6	5.1
90	90		3.0	4.0	4.5	5.0
89	89		2.9	3.9	4.4	4.9
88	88		2.8	3.8	4.3	4.8
87	87		2.7	3.7	4.2	4.7
86	86		2.6	3.6	4.1	4.6
85	85		2.5	3.5	4.0	4.5
84	84		2.4	3.4	3.9	4.4
83	83		2.3	3.3	3.8	4.3
82	82		2.2	3.2	3.7	4.2
81	81		2.1	3.1	3.6	4.1
80	80		2.0	3.0	3.5	4.0
79	79		1.8	2.8	3.3	3.8
78	78		1.6	2.6	3.1	3.6
77	77		1.4	2.4	2.9	3.4
76	76		1.2	2.2	2.7	3.2
75	70-75		1.0	2.0	2.5	3.0
74	69		0.9	1.8	2.3	2.8
73	68		0.8	1.6	2.1	2.6
72	67		0.7	1.4	1.9	2.4
71	66		0.6	1.2	1.7	2.2
70	60-65		0.5	1.0	1.5	2.0
Below 70	0		0.0	0	0	0

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

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

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

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

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

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

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

Grading/Progress Reports to Parents

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

A 90 -100

B 80-89

C 75-79

D 70-74

F 69 and below

Teachers will maintain records of student grades on assignments and tests; from this work, teachers will compute averages which will be used in figuring student grades as reported to parents. 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. Report cards are issued for Prekindergarten students at the end of each twelve week period. All report cards must be signed by the parent or guardian and returned to school immediately. To help parents know when to expect progress reports and report cards, the school calendar is printed on the back of this Handbook.

Prekindergarten/Kindergarten/First Grade/Second Grade

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

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

Kinder-Second grade students shall receive a **3** (meets standard), a **2** (approaching standard) or a **1** (below standard) for each reading, writing, mathematics, science and social studies skill and strategy assessed. Technology, music, art, health, and physical education will be rated using a **S, N, or U** (unsatisfactory) on the first grade report card. Bilingual/ESL will be reported in first grade using TELPAS standards: Beginner, Intermediate, Advanced and Advanced High.

Elementary (Applies to fifth when located on an elementary campus)

Numerical grades shall be recorded in the electronic grade book in reading, writing/English Language Arts, spelling, and mathematics for students' grades 2-4. In addition, numerical grades will be recorded for science and social studies in grades 2- 5. 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 and physical education will be graded using an **S, N, or U** on the elementary report card.

Middle School (Applies to fifth grade when located on a middle school campus)

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 master of student expectations in accordance with Board policy (EIA), District regulations (EIA) and campus grading guidelines.

Computation of Grades for High School

Semester Averages: Semester averages will be computed as follows:

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

Year Averages – High School

Graduation credit will be awarded on the basis of a year average in courses recognized by the state as full credit courses. The year 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, credit by examination, virtual school). *The year average may not be used in courses in which a "NC" ("no credit") is received due to excessive absences.*

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

If a student loses a report card, he or she may request a duplicate and may be charged 50 cents.

Incomplete Grades

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

Make-up and Late Work

Students are obligated to make up all worked missed during absences in order to maintain skills and develop new competencies. It is the student's responsibility to request and complete make-up work in a timely manner. Generally, a student is allowed as many days to make up work as he/she was absent. Absences may not extend deadlines for assignments made prior to an absence beyond the date the students returns to school. Refer to the campus grading guidelines for more clarification and for information related to grading penalties for late work.

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

Retest Reassessment Opportunities

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

Graduation Activities

Commencement exercises will be offered for students completing graduation credit requirements at the end of the spring semester. Tegeler Career Center graduates will be provided an equitable number of tickets for family and guests for commencement exercises on the Pasadena Memorial High School campus. **Students who fail to earn the credits necessary for graduation will NOT be allowed to participate in graduation ceremonies.**

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.

Graduation Expenses

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

Graduation Requirements (high school)

These guidelines are for students who graduate in the traditional four-year graduation plan or sooner. Students who will spend more than four years in high school may have different criteria and should consult their school counselor to be certain of course credit and testing requirements for graduation.

Students who entered grade 9 in the 2011-2012 school year are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments will have opportunities to retake the assessment.

Graduation Program – student entering grade 9 prior and including fall, 2013

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times.

All students must meet the following credit and course requirements for graduation under the programs listed:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	3	4	4
Social Studies, including Economics	3	4	4

Languages Other Than English (LOTE)		2	3
Physical Education	1	1	1
Health	.5	.5	.5
Speech	.5	.5	.5
Technology Applications	1	1	1
Fine Arts	1 (effective for grade 9 In 2010-11 school year and thereafter)	1	1
Elective Courses	5	4	3
Total Credits	22	26	26

These options are explained in detail on charts located at the end of this Handbook and before the yellow “Code of Student Conduct” pages).

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, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

Students who complete either the Distinguished Achievement Program or the Recommended High School Program will be recognized as “Superintendent Scholars.” See the “Awards and Honors” section of this Handbook for more information.

Distinguished Achievement Program

Students who participate in the Distinguished Achievement Program must complete the 26-credit Recommended High School Program, including three years of the same foreign language and 2 1/2 credits of electives, and receive any combination of FOUR of the advanced measures listed below. These measures must reflect college or professional level work which will be judged by an external review process. The advanced measures include the following:

Original research/project that is:

- judged by a panel of professionals in the field that is the focus of the project; or
- conducted under the direction of mentor(s) and reported to an appropriate audience; and
- related to the required curriculum set forth in 74.1 of this title (relating to Essential Knowledge and Skills);
- may not be used for more than two of the four advanced measures.

Test data where a student receives:

- a score of three or above on The College Board Advanced Placement Examination;
- a score of four or above on an International Baccalaureate examination;
- a score on the PSAT that qualifies a student for recognition as:
 - a Commended Scholar or higher by the National Merit Scholarship Corporation
 - a part of the National Hispanic Scholar Program of The College Board
 - a part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation.
- Academic college courses, including dual credit and Tech Prep programs, with a grade point of 3.0 or higher (using the college’s grading system) that count for college credit and transfers for graduation credit to a four year college/university.

The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

Graduation Program – student entering grade 9 fall, 2014 and beyond

Students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The

foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on pages 60-62. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in 12 hours of dual credit courses; on an AP or IB exam; on the PSAT, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. 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.

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

Personal Graduation Plans for Students under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of

achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

Available Course Options for all Graduation Programs

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

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

Receipt of Diploma

To receive a diploma from the District, the student must complete graduation requirements as outlined by the State of Texas and the District. Students transferring into the District must complete the same requirements as students who have attended District schools throughout their high school careers. In order for a student to receive a diploma from a District high school, the student must earn the last 2.5 credits from a District high school.

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

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

Special Education Graduation Requirements (effective August 22, 2011)

- (a) Graduation with a regular high school diploma under subsection (b)(1), (2), or (4) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b)(1), (2), or (4) of this section terminates a student's entitlement to the benefits of the Foundation School Program.
- (b) A student receiving special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.
 - (1) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.
 - (2) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's admission, review, and dismissal (ARD) committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.
 - (3) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74 of this title as well as the credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions, consistent with the IEP:
 - (A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
 - (B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or

(C) access to services which are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(4) The student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

- (c) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (b)(3) of this section.
- (d) Students who participate in graduation ceremonies but who are not graduating under subsection (b)(3) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.
- (e) Employability and self-help skills referenced under subsection (b)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (f) For students who receive a diploma according to subsection (b)(3) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

Guest Speakers

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

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

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

Guidance Center/Independent Study Center

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

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

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

Health Services

Accidents or Illness

It is required for each student's protection that the parent completes the emergency card. This card will be used in the event a student is injured at school, or becomes acutely ill. The card may need to be presented to a doctor or hospital for medical treatment. The parent must provide the necessary information to keep the emergency card current, including an accurate, working phone number. In the event of no home phone or work phone, arrangements should be made with a friend or neighbor age 18 or over for use of their phone number in case of an accident or emergency. **Failure to comply may result in a referral to Children's Protective Services.** In case of an emergency, an ambulance will be called, and the student will be transported to the nearest hospital. The parent/guardian will be notified immediately.

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

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

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

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

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

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

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

Communicable Diseases

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

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

Pediculosis (Head Lice)

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

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

Health Appraisals

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

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

Students in **sixth and ninth** grade shall be screened for scoliosis.

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

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

Immunization Policy

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

EARLY CHILDHOOD (By 36 months)

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

PREKINDERGARTEN (By 48 months)

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

KINDERGARTEN – SIXTH GRADE

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

7th GRADE – 12th GRADE

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

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

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

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

Proof of Immunization

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

Exceptions from Compliance

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

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

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

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

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

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

Failure to Comply with Immunization Requirements

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

Medicine at School

In most cases, the medication time can be adjusted so that the prescription medicine does not need to be taken during school hours. Unless an exact time is specified by the doctor, prescription medicines labeled to be taken two to three times a day are to be given outside of school hours (before school, after school, at bedtime). In the rare instances when it is necessary to take prescription medication during school hours, **the school is required to have a written request to administer the prescription medication from the parent, legal guardian or other person having legal control of the student** before prescription medication may be given at school. In order to ensure the student's safety, it may be necessary for the school nurse to contact the student's physician regarding the prescription medication. Prescription medication must be:

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

Because even the simplest and safest of medications can mask symptoms of illness and/or create undesirable reactions, **non-prescription, over-the-counter medication may not be brought to or used at school. Cough drops are considered an over-the-counter medication and are not permitted.**

Prescription medications containing codeine or other narcotics are not to be brought to or administered at school.

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

It is recommended that there be no more than one week's supply of prescription medication in the school. If extenuating circumstances prevent the parent or responsible adult from delivering the prescription medication to the clinic on a daily or weekly basis, the parent may contact the school nurse to make special arrangements to deliver larger quantities less often. It is the parent's responsibility to keep prescription medication current and refilled.

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 **prescription** 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 **prescription** medication. If unable to reach the parent by telephone, written notice will be mailed to the parent. **Unauthorized medication will be held in the clinic for no longer than 30 calendar days, and after that time it will be discarded.**

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

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

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

Diabetes Care in the School Setting

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

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

Homework

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

Human Sexuality Education

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

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

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

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

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

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

Instructional Materials

District adopted instructional materials are provided at no cost to students for each subject or class the student takes; however, this does not release any individual from responsibility for the instructional materials issued. Once instructional materials are checked out to students, students are responsible for those instructional materials. If instructional materials are lost or damaged, the parent/legal guardian of the student is held financially responsible. The student is charged the replacement price for the instructional materials issued and not returned in useable condition, even if the instructional materials were not new when issued. The student is fined for abnormal use or wear based upon a schedule established by the principal or principal's designee. A student who is issued damaged instructional materials should immediately report the damage to the teacher. Refunds for instructional materials which are found after payment has been made can be made through June 15 of the current school year.

Insurance

The District shall offer a general student accident program at parent expense. The District does not assume any liability for student injury. Students who participate in athletics are urged to subscribe, at their own expense, to an athletic injury policy offered by the District; however, the District assumes no liability for injuries suffered by students. The district provides insurance for students involved in a UIL activity (does not include regular Physical Education). This policy supplements the individual's insurance coverage.

Interruption of Classes

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

Libraries

The school library is an extension of the classroom and offers print and digital materials, in English and Spanish, which meet the academic and recreational needs of students. Print materials may be used in the library or checked out by students and parents for home use. Online resources (such as eBooks, audio books, encyclopedias, magazines, and other reference materials) are available for school and home use. Please contact the librarian for a list of the digital resources available through the district and the passwords needed for access from home.

Students are encouraged to use the library and should be checking out library books on a regular basis. If your student wants a library book and cannot get one from the library, please contact the librarian. Students are encouraged to check out books for personal reading. Please encourage your student to develop good reading/listening habits.

All students are responsible for the care of materials checked out to them and must pay for lost or damaged materials. Secondary students are responsible for paying late fees for overdue materials. As the parent or guardian, you will be contacted should there be a concern about materials not returned to the library.

All library books and materials are selected in accordance with the District Selection Policy. Should you have a concern about any books or materials, please contact the librarian. The district has a reconsideration policy to evaluate materials that may concern parents. It is important that as a parent you know the procedure and that the procedure is followed.

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

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

Lockers

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

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

Parent Consent

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

- (a) An employee of a school district must obtain the written consent of a child's parent before the employee may:
- (1) Conduct a psychological examination, test or treatment unless the examination, test or treatment is required under *Section 38.004*; or
 - (2) Make or authorize the making of a video tape of a child or record or authorize the recording of a child's voice.
- (b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a video tape of a child or authorize the recording of a child's voice if the video tape or voice recording is to be used only for:
- (1) Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses.
 - (2) A purpose related to a curricular or extracurricular activity; or
 - (3) A purpose related to regular classroom instruction.

Photography and Videotaping

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

Parties and Socials

PK-8

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

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

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

High School

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

The rules of good conduct and grooming are to be observed for school social affairs. Guests will be expected to observe the same rules as students attending the event; the person inviting the guest will share responsibility for the conduct of the guest. Students

attending a party or social may be asked to sign out when leaving before the event ends; anyone leaving before the end of the party or social will not be re-admitted.

Performing Groups

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

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

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

Physical Education

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

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

Students in grades 6 through high school will dress out for physical education class using PE uniforms provided by the district.

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

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

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

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

PISD Police Department

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

Posters

Signs and posters which students wish to display must first be approved by the assistant principal or designee. Posters not approved or improperly placed will be removed. Any student who posts printed material without approval is subject to disciplinary action.

Students will be instructed about where posters and signs may be displayed.
In general, a student posting an approved sign or poster should—

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

Pregnancy and/or Parenting Services

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

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

Promotion/Placement

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

Prekindergarten/Kindergarten/First Grade/Second Grade

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

Students in grade 1 are promoted to grade 2 when they meet the following criteria during the Fourth Nine Weeks reporting period: read on level F or above, receive at least 13 “Approaching Standard” or “Meets Standard” in language arts, and receive at least 11 “Approaching Standard” or “Meets Standard” in mathematics.

Students in grade 2 are promoted to grade 3 when they meet the following criteria during the Fourth Nine Weeks reporting period: read on level K or above, receive at least 14 “Approaching Standard” or “Meets Standard” in language arts, and receive at least 12 “Approaching Standard” or “meets Standard” in mathematics.

Grades 3 to 5 (applies to 5th grade on an elementary campus)

Students in grades 3 to 5 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.

In addition, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading section of the grade 5 STAAR assessments in English or Spanish in order to be promoted to grade 6.

Parents of a student in grades 3-5 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.

Grades 5 to 8 (applies to 5th grade on a middle school campus)

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

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

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

If a student in grade 6-8 is enrolled in a course that earns high school credit and for which an STAAR end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a STAAR assessment, the student will not be subject to the promotion requirements described above for the grade 8 assessment requirement. (Subject to change by ruling of the Texas Commissioner of Education and legislative action) Students may be eligible for placement according to Texas Education Agency (TEA) guidelines. Students who attend an extended year program 100% of the time and are successful in their academic work will be eligible to move to the next grade level. Extenuating and/or emergency circumstances regarding absences will be considered by the extended year program manager provided that the student and/or parent contact the manager in advance of the absence. Extenuating and/or emergency circumstances include absences due to illness with a doctor's note and/or death in the immediate family. All absences must be made up in order to be considered for promotion and/or credit recovery.

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

High School Grade Classification for Students

Grade classification depends upon units of credit earned. The requirements for each classification beyond freshman (ninth grade) are listed below. (Note: This grade classification is not the same as UIL.

Units of Credit	Grade Classification
5	10 (Sophomore)
10	11 (Junior)
16	12 (Senior)

Correspondence Courses

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

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

Credit by Examination

A student will be permitted to take an exam to earn credit for an academic course or subject to accelerate to the next grade level. The exams offered by district are approved by the district's board of trustees in accordance with state law. Students in Kindergarten through 8th grade may test to move ahead one grade level. High school students may earn credit in a course that they have not received instruction** or under certain circumstances may earn credit for a course which they completed but did not receive credit. Foreign language course (LTOE) may only test out for grades 8-12.

****CBEs and End of Course Exams – The Texas Education Agency instituted a new policy for exams for acceleration under 19TAC Chapter 74 Curriculum Requirements, Sub chapter C, Other Provisions, §74.24. The Algebra I, Biology, English I, English 2 and United States History exams for acceleration (credit by exam with no prior instruction must be validated to meet the rigor of the end of course exams. However, credit by exams subjects for credit recovery do not need to meet this rigor. The district cannot obtain validated exams for course acceleration until TEA approves the exams. The district is still offering credit by exam with prior instruction in the EOC subjects for credit recovery only. For more information about this policy change, please visit: <http://ritter.tea.state.tx.us/rules/tac/chapter074c.html#74.24>.**

Kindergarten Acceleration

The district has established a process for students to bypass kindergarten and be placed directly into first grade. In order to be eligible for Kindergarten Acceleration, the student must be eligible or enrolled in Pasadena ISD and be five years old on or before September 1, 2015 for the 2015-16 school year and five years old on or before September 1, 2016 for the 2016-17 school year. If these qualifications are met then a parent/guardian may request testing of their child test for placement in first grade. **No other testing for grade advancement is done during the school year.**

In order to advance to first grade, the student must score 80% or above on the district approved assessments in reading, math, science and social studies. These assessments measure cognitive development and academic skills that are appropriate for students completing Kindergarten.

Application Due By	Test Date	Testing Location
August 3-7, 2015	August 10-14, 2015	TBA
June 6-10, 2016	June 13-17, 2016	TBA

Grades 1-8 grade acceleration 2015-2016 (without prior instruction)

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

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

Credit by Examination (CBE) – High School Course Credit for Advancement/Acceleration – if the Student Has Not Taken the Course/Subject

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

Students desiring credit by examination for high school credit should submit a completed application to their school counselor thirty (30) days prior to the chosen test date. A day of testing is necessary for students to complete each one-half (½) credit course. There is no charge for the testing for district students. The results will be mailed to the parents and school counselor after the scoring is completed. No information on the test results can be provided over the telephone or by email because of privacy laws.

The District scheduled exam dates are:

Application Due By	Test Date	Testing Location
August 7, 2015	September 12, 2015	TBA
November 14, 2015	December 12, 2015	TBA
February 27, 2016	March 26, 2016	TBA
May 14, 2016	June 25, 2016	TBA

The only exceptions to the dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity.

Credit by Examination (CBE)

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 by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

Foreign Language testing is an exception to the schedule outlined above. Credit by Examination for Spanish I, II, and III and Vietnamese I, and II will be held on individual intermediate and high school campuses. Students (grade 8-12) who have prior instruction in a foreign language through an elementary Spanish or bilingual program, who studied a language in another country, or were enrolled in an after school or summer language program are required to demonstrate 70% mastery on a Credit by Exam in order to earn high school credit. The length of time spent in the coursework is not a determining factor to be eligible for the 70% scores (TAC 74.24). Students without prior instruction must scores at least 80 on the Spanish Credit by Exam. Students may register for the exam in the school counseling office. The actual passing grade will be recorded on the student's transcript. The score will be included in the calculation of the student's GPA. If the score is less than 70, it is not recorded on the transcript.

Online Courses (Virtual School)

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

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

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

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

Eligibility for Participation in Extracurricular Activities

Refer to "Extracurricular Activities" section of this Handbook and the "TEA & UIL Side by Side" publication at the University Interscholastic League website; www.utexas.edu/admin/uil for information concerning eligibility

Publication Distribution

The principal shall establish procedures for distribution of publications or materials not under the editorial control of the Pasadena School District. Students are prohibited from distributing such material without consent and in any manner not authorized by the principal.

Publications

A yearbook may be purchased in the high school during the fall subscription sales. Newspapers are distributed periodically for a nominal fee. The yearbook records school activities for the school year and the newspaper covers current events.

Records

School records are private and are protected by law from unauthorized inspection or use. The law guarantees students (at age 18), parents and those with legitimate educational interest—such as teachers, counselors, principals—access to school records.

Whom should you contact to review records?

A person having the right to review student records shall make a written request 48 hours in advance to the school principal, or, in the case of Special Education data, to the Executive Director of Special Education.

Who has access to student records?

Principals, counselors, teachers and other District employees who have a legitimate educational interest in the records of a student may review and receive copies of the records. By law, both parents, either married or separated or divorced, have access to a student's records until the student becomes 18 years of age, at which time only the student and those he or she authorizes have access to his or her records. Legal guardians have the same rights as do parents.

The law also allows, under restricted conditions, access by state and federal officials for audit purposes; accrediting representatives for accrediting purposes; research representatives for limited research (the results of the research must not identify the student); courts and other bodies issuing orders or subpoenas (the parent or student, if 18, receives notice before compliance); and the parent of a student over 18 if the student is a dependent under the Internal Revenue Code. Notations of access provided as above will be made in the student's records. Records of students leaving this District will be routinely sent without the above notice, to requesting school districts and colleges.

How can an educational record be amended?

Parents of students under 18 and students over 18 may challenge the content of the student's records to ensure that the records are not inaccurate, misleading or otherwise a violation of the privacy or other rights of the student. Policy FL (Local) outlines the hearing procedure of the District that provides an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data and/or the opportunity for the parents or students to enter an explanatory statement concerning the records.

Although improperly recorded grades may be challenged, parents and students are not allowed to contest the grade given a student's performance in a course through this process.

What is the cost of providing copies of records?

A person who requests copies of records for a purpose other than the transaction of the official business of the District shall pay the actual cost of reproducing the records, plus postage, if applicable. A charge of 10 cents per page will normally be made; however, the cost may be increased to include all costs related to reproducing the record, including costs of materials, labor and overhead, when the request is for more than 50 pages; provided however, that the District will not charge for costs associated with searching

for or retrieval of the education records of a student. The District shall use the guidelines for actual cost for reproduction as determined and published by the Texas General Services Commission. Copies should be requested at least 24 hours in advance.

Students can request three official transcripts during the course of the year at no charge. The Registrar will mail the transcripts to the appropriate school, scholarship committee, camp, etc. Official transcripts will not be issued to parents or students.

Questions concerning this may be directed to the Administrative Assistant to the Superintendent, 1515 Cherrybrook, Pasadena, Texas 77502 (713-740-0242).

Safety and Security at School

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

Fire Drill

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

Tornado Drill

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

Total Lockdown

- Staff will lock classrooms doors.
- All students will be moved away from doors and windows to an isolated corner where they cannot be seen.
- Staff will close and lock windows.
- Staff will turn lights off.
- All staff and students will stay as close to the floor as possible (i.e., sit on floor).
- Teachers are instructed to have a class list of students with them throughout the lockdown.
- A police officer or campus administrator will signal the all clear.

Perimeter Lockdown

- All students will remain inside (classrooms, portables, gyms, etc.).
- All doors leading to the outside will be locked.
- No one will be allowed to leave the classroom or building.
- Staff will close and lock windows.
- Teachers are instructed to have a class list of students with them throughout the lockdown.
- A police officer or campus administrator will signal the all clear.

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

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

Evacuation – Most evacuations will be based upon three scenarios:

1. Proximity evacuation – Students and staff vacate the school, but remain within the perimeter of the school property.

2. Neighborhood evacuation – The nature of the event dictates moving the students to an alternate site away from the school property.
3. Mass evacuation – In the case of a mass evacuation, students and staff would be transported by bus to an alternative site out of harm's way. Each campus has been assigned a "partner campus" that would house the students until the crisis is over, and it is deemed safe to return to the home campus.

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

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

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

If you have questions regarding the safety of our schools, please feel free to call either Tom Swan at 713-740-0089 or Renea Ivy-Sims at 713-740-0247.

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

Threat Assessment

Once the District Crisis Communication Center receives additional clarification from the local emergency officials, it will assign "levels of threat" to the various areas of the district:

Level 1- requires continued operation of the shelter in place order until further notice. No one will be allowed to enter or leave the building.

Level 2-allows schools to release students to parents who come to the school while maintaining all other precautions required by shelter in place.

Level 3-allows school to return to normal operation while staying on alert for the possibility of reissuing the shelter in place if conditions change.

All-Clear Notice

School district officials will notify all schools as quickly as possible once local emergency officials have given the "all-clear." Once campuses receive the all-clear, they may return to normal operations.

Video Surveillance and Metal Detectors

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

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.

Safety to and from School

Bicycle Riders

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

Students Who Walk to School

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

Going Home from School

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

After School Events

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

Schedule Changes

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

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

At the end of the first week of school, students will be given procedures and a deadline for requesting allowable schedule changes. Any request for schedule changes must be put in writing to the counselor by the parent. Schedule changes may require principal's approval. Change requests received after the deadline will not be considered.

School Health Advisory Committee

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

School Supplies

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

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

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

Sex Offender Registration

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

Sexual Harassment

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

Smoking

Smoking and the use of electronic cigarettes are prohibited on all Pasadena Independent School District property including parking lots and vehicles. Violators are subject to fines or penalties.

Special Education

The Pasadena Independent School District provides services for children with disabilities that include special education and related services to meet their unique needs. These children are identified as having disabilities such as deafness/hearing impairments, speech impairments, visual impairment, orthopedic or health impairments, mental retardation, emotional disturbance, autism, traumatic brain injury, specific learning disabilities, deaf-blindness, or multiple disabilities. Services for students with deafness or

visual impairments may begin at birth. Students with other disabilities may be eligible to receive services beginning at age 3. Special education services may be offered to eligible students through age 21.

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

Notice of the Destruction of Special Education Records

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

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

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

Standardized Dress

All schools within the Pasadena Independent School District are required to wear standardized dress. In addition, each campus principal has the authority to determine specific types of book bags, back packs and purses allowed on campus. Please contact your home school for specific campus requirements.

State Mandated Testing Program

The State of Texas Assessments of Academic Readiness (STAAR) is the state assessment program. Additional information and/or changes to the testing calendar may be found on the Texas Education Agency (TEA) website - <http://www.tea.state.tx.us/student.assessment/calendars>

K-8 State Mandated Testing Requirements

During the 2015-16 school year, the following State Mandated tests will be administered to students enrolled in K-8. The Student Success Initiative (SSI) is a requirement that grade five and eight students may advance to the next grade level only by passing STAAR reading and math assessments or by the decision of the School Grade Placement Committee. A student in grade 5 or 8 will have two additional opportunities to take a failed reading and/or math assessment. Refer to the Promotion/Placement section for additional information.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5.

Grades Tested	STAAR Test*	Date**
Grades 4 and 7 Grades 5 and 8	Writing Day 1 Mathematics	March 29, 2016
Grades 4 and 7 Grades 5 and 8	Writing Day 2 Reading	March 30, 2016
Grades 3, 4, 6 and 7 Grades 5 and 8	Mathematics Mathematics (retest)	May 9, 2016
Grades 3, 4, 6, and 7 Grades 5 and 8	Reading Reading (retest)	May 10, 2016
Grades 5 and 8	Science	May 11, 2016
Grade 8	Social Studies	May 12, 2016
Grades 5 and 8	Mathematics (retest)	June 21, 2016

Grades 5 and 8	Reading (retest)	June 22, 2016
Students enrolled in Algebra at the Intermediate level	Algebra I	May 3, 2016
Grades K-8	TELPAS Listening, Speaking, Writing, and Reading***	March 7--April 6, 2016
Grades K-8	STAAR Alternate 2	April 4-15, 2016

****Includes STAAR-L, STAAR Spanish (grade 3-5), STAAR A (an accommodated version of STAAR)***

*****Changes to the testing calendar will be shared with students and posted on the district website.***

*** The State of Texas also requires that the TELPAS is administered to limited English proficient students as long as they are classified as LEP in the Public Educational Information Management System (PEIMS).

Norm-Referenced Testing

Iowa Tests of Basic Skills	Grade 1, 2	February 23-26 and February 29-March 4, 2016
Logramos (Spanish)	Grade 1, 2	February 23-26 and February 29-March 4, 2016

High School State Mandated Testing Requirements

STAAR end-of-course (EOC) assessments are administered for the following courses, Algebra I, Biology, English I, English II and United States History.

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

Additional information and updates will be available on the Pasadena ISD website.

Students will be administered the exam for each course completed during the school year. The test design for the STAAR assessments will focus on readiness for success in subsequent grades or courses and college and career.

STAAR Alternate, and an accommodated version of STAAR for students receiving special education services, who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee 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.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Refer to the Graduation Requirements section of this Handbook for requirements in addition to those mandated by the state assessment program.

December STAAR End of Course Assessments

This is a testing opportunity for students needing to retest STAAR content exams or for students completing the course during the fall semester.

STAAR End of Course Exam*	DATE
English I	December 7, 2015
English II	December 9, 2015
Algebra I Biology U. S. History	December 7-11, 2015; specific testing dates will be shared with students and posted on each high school website

****Includes STAAR-L***

Spring STAAR End of Course Assessments

The STAAR End-of-Course Assessment measures students' academic performance in core high school courses and is part of the graduation requirement. Students will have the opportunity to retest if the passing standards were not achieved.

STAAR End of Course Exam*	DATE
English I	March 29, 2016
English II	March 31, 2016
Algebra I, Biology, U. S. History	May 2-6, 2016; specific testing dates will be shared with students and posted on each high school website

Algebra II	May 11, 2016
TELPAS Listening, Speaking, Writing, and Reading **	March 7-April 6, 2016

****Includes STAAR-L and an accommodated version of STAAR***

** The State of Texas also requires that the TELPAS is administered to limited English proficient students as long as they are classified as LEP in the Public Educational Information Management System (PEIMS).

July STAAR End of Course Assessments

This is an optional opportunity for students needing to retest STAAR content exams or for students completing the course during the summer semester.

STAAR End of Course Exam*	DATE
English I	July 11, 2016
English II	July 13, 2016
Algebra I, Biology U. S. History	July 11-15; specific testing dates will be shared with students and posted on each high school website

****Includes STAAR-L and an accommodated version of STAAR***

TAKS (Texas Assessment of Knowledge and Skills)

Testing Requirements for Graduation – Students first enrolled in 9th grade, before and including, fall 2010

Students enrolled in grade nine for the first time prior to and including the school year 2010 must earn passing scores on the Exit Level TAKS exams – English Language Arts, math, science, and social studies to receive a diploma from a Texas public school.

Additional information, registration, and/or changes to the testing calendar may be found on the TEA website.

<http://www.tea.state.tx.us/student.assessment/calendars>

For local testing location and times, contact the Pasadena ISD Student Assessment Department, 713.740.5251

TAKS Administration Dates – for students graduating under the TAKS Assessment Program

Exit Level TAKS ELA	October 20, 2015
Exit Level TAKS Mathematics	October 21, 2015
Exit Level TAKS Science	October 22, 2015
Exit Level TAKS Social Studies	October 23, 2015
Exit Level TAKS ELA	February 29, 2016
Exit Level Mathematics	March 1, 2016
Exit Level Science	March 2, 2016
Exit Level TAKS Social Studies	March 3, 2016
Exit Level TAKS ELA	July 11, 2016
Exit Level TAKS Mathematics	July 12, 2016
Exit Level TAKS Science	July 13, 2016
Exit Level TAKS Social Studies	July 14, 2016

Survey/Research Projects

Occasionally, universities or other institutions request district participation in student/parent surveys and research projects that ultimately benefit educational services for students. School personnel will preview surveys or other materials to ensure that they are both relevant and appropriate for students. When the material is determined to merit such consideration, parent permission will be required and student participation will be entirely optional.

Parents are welcome to review and survey all research material but are asked to make prior arrangements so that appropriate accommodations may be made. Parents should feel free to address any questions or concerns about surveys or research to the school principal.

Teacher Conferences

Teachers and parents are partners in helping students learn. During the school year, teachers will share information with parents about student's progress, achievements, talents, and problems or difficulties. Each teacher has a time devoted to parent contacts, either by telephone or personal conference. The school office or counseling center will help parents schedule conferences or take messages for teachers to call.

Telephones – Land Lines

Students are not to use the office or classroom telephones without permission/supervision; they are business phones. Telephone messages will be delivered to students only in cases of emergency. Teachers may not be interrupted by phone calls during instructional time. It is very important to update home, parent, and emergency contact telephone numbers so you can be reached if your child becomes ill. For information on personal cellular phones, please refer to the Student Code of Conduct.

Tutoring

The best source when a student needs additional help with class work is the teacher. All teachers schedule times for students to come in before or after school for additional help. Campuses also offer "extended day" or "extended year" services for identified students who require more time to learn essential knowledge and skills. Tutorial services may be provided during the instructional day for those students who had an average of 74 or lower after the first three weeks and/or six weeks of any grading period or on their report card at the end of the previous nine weeks, in any of the following subjects: reading, language, spelling, math, science, and social studies. Tutorial services may be required. Students, who are required to attend, and do not, may be considered truant and subject to disciplinary action.

Parents who want to secure tutors in specific subject areas, at their own expense, may contact the Pasadena ISD Curriculum and Instruction Department (713-740-0055).

Vandalism

Vandalism costs Pasadena Independent School District taxpayers thousands of dollars each year. While the District maintains a police force to protect school property, parents and students are asked to report any acts of vandalism to the PISD Police department by calling 713-740-0200.

Students caught destroying or defacing school property shall be prosecuted under the law and District policy. Parents of students caught vandalizing school property shall be required to pay for the damage to any school facility or property.

Vehicles

General

Students (PK-8) are not allowed to operate any vehicle on school district property and are not permitted to drive motor vehicles to school.

Students who ride bicycles to and from school will be expected to ride in such a way to protect their own safety and the safety of others and to walk their bicycles on and off campus. Students under age 18 may be required by law to wear bicycle helmets. An area is reserved at school for bicycles. Students are required to secure bicycles in this area, where they should remain until students are ready to leave campus. The District is not responsible for theft or damage to vehicles or property within.

High school students desiring to park their motor vehicles on the high school campus they attend must make application for a parking permit in the manner prescribed by the school they attend. If a student is granted a parking permit to park on a school owned parking lot, he or she must pay a required fee for automobiles and motor bikes prior to receiving the permit. Parking permits are issued for the entire year and are **non-transferable**. Students graduating at the end of the first semester may receive a prorated refund with the return of the permit.

Parking permits will be offered to seniors first. Permits must be displayed, in the prescribed manner, on all cars parked in the school parking areas. Students must show proof of liability insurance naming the student as protected on the policy in order to receive a parking permit. When students arrive at school and park their cars, they are asked to get out of the car immediately. Students are not to sit in parked cars at any time before school, after school, nor during the school day. Parking lots are off limits during school hours.

Students with properly displayed parking permits may park cars on school campus. These cars must be properly parked in assigned areas. Failure to comply with this regulation may result in appropriate disciplinary action. **Repeated offenses will result in loss of parking privilege without the refund of the parking fee.**

Driving a car to school is a privilege. Students who abuse this right or who are tardy too frequently may forfeit this privilege. Car trouble will not be an accepted excuse for tardiness.

Any student parking on campus without a permit issued to him or her by the school will be subject to disciplinary action. Vehicles parked on campus in an unauthorized location and/or without a properly displayed parking decal may be towed at the vehicle owner's expense or may have a restraining boot placed on the vehicle. A fee will be charged for the boot removal. Parking in a handicap parking area may result in a parking ticket issued by the PISD police.

All vehicles parked on school property or within the statutory boundaries designated as being under control of the school are subject to school policies and regulations which includes the right to search for prohibited and/or dangerous substances, weapons and/or anything which compromises the overall welfare of students or poses a threat to the order and discipline in the schools. The driver of the vehicle shall be held responsible for any violation of school policies and regulations.

Riding or operating motor bikes, motorcycles, or motor vehicles on any land, playground, walk, athletic field, tennis court, or other facility owned, rented, used, or occupied by the District is prohibited except in streets, driveways, and parking areas designated for that purpose.

Racing, dragging, or operating a motor bike, motorcycle, or motor vehicle in excess of 15 miles per hour or the posted speed limit on any street, driveway, or parking area on District facilities is prohibited.

With the exception of school sponsored activities or the AG barn, riding horses, ponies, or any other animals in or on any district property is prohibited.

Skateboards and roller blades are prohibited on campus at all times.

Parking

If you need to come into the building, park in the regular designated parking areas, not at the curb. Do not leave your car unattended or allow your child to cross in the lane of traffic at any time. Handicapped parking spaces are to be left open at all times for use of handicapped persons.

Unauthorized Vehicles

School parking lots and driveways are reserved for school traffic. Vehicles parked on school property for an extended period of time or in unauthorized places will be towed away at the expense of the owner.

Visitors

Parents should feel free to visit our schools and observe their children in a learning situation. Students absent from their own school will not be allowed to visit. Unless a teacher conference or classroom visit has been specifically authorized by the office, visitors will be permitted to visit in the cafeteria only. As a courtesy to teachers, parents should schedule their classroom visits in advance through the school office. Parents and other visitors should adhere to confidentiality when visiting classrooms and follow all applicable Board Policy relating to visits to classrooms. Please contact your child's campus for specific procedures regarding campus visits.

For safety purposes, all visitors must report to the school office and obtain a visitor's permit. Visitors will be expected to abide by the same regulations governing our student body. In order to receive a permit, visitors will be required to submit a valid driver's license or state ID card which will be screened for security purposes. Visitors must report to the school office and sign out before leaving the campus. Visitors may pick up the picture ID when the visitor badge is returned to the office.

Voter Registration

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.

Pasadena School Graduation Programs – First Time 9th Graders, Fall 2013 & Prior

Discipline	Pasadena ISD Recommended HSP	Pasadena ISD Distinguished Achievement
English	Four credits to include: English I, II, III, IV The third credit may be substituted with AP English Language. The fourth credit may be selected from the following: AP English Literature or Dual Credit English 1301; 1302.	Four credits to include: English I, II, III, IV The third credit may be substituted with AP English Language. The fourth credit may be selected from the following: AP English Literature or Dual Credit English 1301; 1302.
Mathematics	Four credits to include: Algebra I Geometry Algebra II The additional credit may be selected from either of the following and must be completed prior to Algebra II: Mathematical Models with Application Mathematical Applications in Agriculture, Food, and Natural Resources. The fourth credit may be selected from the following after completion of Algebra I, Geometry, and Algebra II PreCalculus Independent Study in Mathematics Approved AP Mathematics Course Approve IB Mathematics Courses Engineering Mathematics (CTE) Statistics and Risk Management (CTE) Advanced Quantitative Reasoning	Four credits to include: Algebra I Geometry Algebra II The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: PreCalculus Approve IB Mathematics Courses Independent Study in Mathematics Engineering Mathematics (CTE) Approved AP Mathematics Course Statistics and Risk Management (CTE)
Science	Four credits to include: Biology IPC – must be successfully completed PRIOR to taking Chemistry and Physics. Chemistry Physics The fourth credit may be selected from the following: Aquatic Science Astronomy Earth and Space Science Environmental Systems Approved AP Science courses State-approved CTE courses	Four credits to include: Biology Chemistry Physics The fourth credit may be selected from the following: Approved AP and/or IB Science courses Anatomy and Physiology Aquatic Science Astronomy Earth and Space Science Environmental Systems State-approved CTE courses
Social Studies	Three and one-half credits to include: World Geography World History U. S. History U. S. Government (one-half credit)	Three and one-half credits to include: World Geography World History U. S. History U. S. Government (one-half credit)
Economics	One-half credit	One-half credit
Languages Other Than English (LOTE)	Two credits Any two levels in the same language	Three Credits Any three levels in the same language
Physical Education	One Credit Credit may be earned from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics (up to four credits) JROTC (one credit PE/3 credits JROTC) Approved private/commercial programs (up to four credits) Drill Team (up to one credit) Marching Band (up to one credit) Cheerleading (up to one credit) Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned	One Credit Credit may be earned from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics (up to four credits) JROTC (one credit PE/ 3 credits JROTC) Approved private/commercial programs (up to four credits) Drill Team (up to one credit) Marching Band (up to one credit) Cheerleading (up to one credit) Credit may not be earned for any TEKS-based course more than once. No more than four substitutions credits may be earned
Health	One-half credit	One-half credit
Speech	One-half credit: Communications Applications or Professional Communications (CTE)	One-half credit: Communications Applications or Professional Communications (CTE)
Technology Applications	One credit	One credit
Fine Arts	One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)	One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)
Elective Courses	Four credits	Three credits
Total Credits	26 Credits	26 Credits plus options

Pasadena School Graduation Programs – First Time 9th Graders, Fall 2013 & Prior

Discipline	Pasadena Minimum HSP
English	Four credits to include: English I, II, III, IV The third credit may be substituted with AP English Language. The fourth credit may be selected from the following; AP English Literature or Dual Credit English 1301; 1302.
Mathematics	Three credits to include: Algebra I Geometry The third credit may be selected from the following: Math Models with Applications (must be taken <i>prior</i> to Algebra II) Algebra II Precalculus
Science	Three Credits to include: Biology IPC Third Science Credit A third credit may be selected from Anatomy and Physiology Aquatic Science Astronomy OR Biology Chemistry Physics Earth & Space Science Environmental Systems State-approved CTE courses
Social Studies	Two and one-half credits to include: World Geography or World History U. S. History U. S. Government (one-half credit)
Economics	One-half credit
Languages Other than English (LOTE)	None
Physical Education	One Credit Credit may be earned from any combination of the following one-half to one credit courses Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics (up to four credits) JROTC (one credit PE/ 3 credits JROTC) Approved private/commercial programs (up to four credits) Drill Team (up to one credit) Marching Band (up to one credit) Cheerleading (up to one credit) Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned.
Health	One-half credit
Speech	One-half credit: Communications Applications or Professional Communications (CTE)
Technology Applications	One credit
Fine Arts**** Requirement for students entering ninth grades 2010-2011	One credit from any of the following: Art, Dance, Music, Theatre, or Principles & Elements of Floral Design (CTE)
Elective Courses	Five credits
Total Credits	22 credits

STUDENTS ENTERING GRADE 9 IN THE 2014-2015 SCHOOL YEAR AND BEYOND

Foundation Only 22 Credits*	Foundation + Endorsement 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 3 credits Mathematics – Algebra I, Geometry, one credit in an advanced math course • 3 credits Science – Biology, IPC or an advanced science course, an additional advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 5 credits in Electives (may include CTE or certification courses) <p><i>* Students may opt to Foundation only after completing sophomore year.</i></p>	<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 4 credits Mathematics – Algebra I, Geometry, two credits in an advanced math course • 4 credits Science – Biology, one credit in IPC or in any additional authorized advanced science course, two credits in any advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 7 credits in Electives (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses) <p>• Credit requirements specific to at least one endorsement</p>	<ul style="list-style-type: none"> • 4 credits English – English I, II, III, IV or one credit in an advanced English course • 4 credits Mathematics – Algebra I, Geometry, Algebra II, one credit in an advanced math course • 4 credits Science – Biology, one credit in IPC or in any additional authorized advanced science course, two credits in any advanced science course • 3 credits Social Studies –US History, Government, Economics, World Geography or World History <p>2 credits Language Other than English</p> <ul style="list-style-type: none"> • 1 credit Physical Education • 1 credit Fine Arts • 7 credits in Electives (Certain endorsement pathways include a 4 credit coherent sequence of CTE or certification courses) <p>• Credit requirements specific to at least one endorsement</p>

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary
<i>Engineering*</i> <i>Robotics*</i> <i>Computer Maintenance /Networking*</i> <i>Advanced Math</i> <i>Advanced Science</i>	<i>Agriculture*</i> <i>Architecture & Const.*</i> <i>Auto Tech & Collision*</i> <i>Business, Marketing, & Finance*</i> <i>Culinary Arts*</i> <i>Graphic Design*</i> <i>Hospitality & Tourism*</i> <i>Maritime/Port Operations*</i> <i>Transportation*</i> <i>Video Production*</i> <i>Welding*</i> <i>Journalism</i>	<i>Education*</i> <i>Medical Studies*</i> <i>Cosmetology*</i> <i>Child Development*</i> <i>Criminal Justice*</i> <i>Political Science*</i> <i>ROTC</i>	<i>Fine Arts</i> <i>Visual Arts</i> <i>Language Other than English (LOTE)</i> <i>Social Studies</i> <i>English</i>	<i>Select advanced courses from the curriculum of each of the other endorsement areas.</i> <i>Specializations in:</i> <ul style="list-style-type: none"> • <i>Athletic Training</i> • <i>Health</i> • <i>Fitness</i> • <i>AVID</i>

* These Endorsement Pathways require a coherent sequence of CTE courses in a targeted area of study.
NOTE: Not all career endorsement pathways are offered at every secondary campus.

Required State Assessments		Performance Acknowledgements	
English I	US History	Outstanding Performance: Dual Credit coursework, Bilingualism/ Biliteracy, AP Exam, PSAT, SAT, or ACT	Certification: Nationally or internationally recognized business or industry certificate or license
English II	Biology		
Algebra I			