

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

Dear Parent:

Welcome to the 2021-22 school year! Involved parents, dedicated teachers and committed principals form an invaluable partnership to improve the quality of education for all children in the Pasadena Independent School District. By working together with other members of our community, we can create a safe, healthy and orderly environment that will help your child get the most out of his or her education. We need your help.

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

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

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

Best personal regards,

DeeAnn Powell, Ed.D.

Superintendent of Schools

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*Please Print*

PRINT:

Student's ID Number \_\_\_\_\_ Homeroom \_\_\_\_\_

Student's Last Name \_\_\_\_\_ Student's First Name \_\_\_\_\_

I have received, understand and consent to the procedures and responsibilities outlined in the Student Handbook and in the Code of Conduct for 2021-2022.

<u>X</u> _____	_____	<u>X</u> _____	_____
Student Signature	Hm/Sec.	Parent Signature	Date

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

<u>X</u> _____	_____	<u>X</u> _____	_____
Student Signature	Hm/Sec.	Parent Signature	Date

***Please sign and date this page, remove it from the handbook, and return it to your child's school.***

# **Pasadena Independent School District**

## ***PK - High School Student Handbook and Code of Conduct 2021 – 2022***

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

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

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

### Core Beliefs: We Believe That

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

### **SUPERINTENDENT OF SCHOOLS**

DeeAnn Powell, Ed.D.

### **BOARD OF TRUSTEES**

Mr. Marshall Kendrick .....	President
Mrs. Vickie Morgan .....	Vice-President
Mr. Kenny Fernandez .....	Secretary
Mrs. Nelda Sullivan.....	Assistant Secretary
Ms. Crystal Davila.....	Member
Mrs. Paola Gonzalez Fusiler.....	Member
Mr. Casey Phelan.....	Member



# 2021-2022 CALENDAR

PASADENA INDEPENDENT SCHOOL DISTRICT  
 School Days 410 minutes Half School Days 255 minutes  
 TFA Professional Development Waiver Days (PDWF) 420 minutes Total Instructional minutes with SDWD 77850

<b>REGISTRATION</b> August 3-5 By appointment at other times prior to 08/13/21  <b>FIRST DAY OF SCHOOL</b> Teachers 08/09/21 All Students 08/17/21  <b>EARLY RELEASE</b> 1st Semester 12/17/21 2nd Semester 05/26/22  <b>NO SCHOOL - STUDENTS &amp; STAFF</b> <b>** Make-up Day if Needed</b> Labor Day 09/06/21 Thanksgiving 11/22/21 - 11/26/21 Christmas and Semester Break 12/20/21 - 1/02/22 MLK Jr. Day 01/17/22** Spring Break 03/14/22 - 03/18/22 Good Friday 04/15/22** Memorial Day 05/30/22  <b>STAFF PROFESSIONAL DEVELOPMENT</b> <b>Students Off TEA PD Waiver Day^^</b> 10/11/21^^ 10/12/21^^ 01/03/22 01/04/22** 02/21/22^^ 02/22/22^^ 04/18/22^^  <b>240 STAFF WORK</b> 11/22/21-11/23/21 01/17/22 04/15/22 05/30/22  <b>LAST DAY OF SCHOOL</b> Students 05/26/22 Teachers 05/27/22  <b>GRADUATION</b> Tegeler 05/24/22 Other Campuses TBD 05/25/22-05/26/22  <b>MAKE-UP DAYS/INTERVENTION and COURSE COMPLETION</b> May 31 - June 30, 2022  <b>GRADING PERIODS</b> Intermediate and High School 1st 08/17 - 09/17 2nd 09/20 - 10/29 3rd 11/01 - 12/17 4th 01/05 - 02/18 5th 02/21 - 04/08 6th 04/11 - 05/26  <b>GRADING PERIODS</b> Elementary and Middle Schools 1st 08/17 - 10/08 2nd 10/11 - 12/17 3rd 01/05 - 03/11 4th 03/21 - 05/26	<b>AUGUST '21</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>							S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<b>FEBRUARY '22</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr></table>							S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																		
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REGISTRATION		FRESHMAN ORIENTATION		STAFF WORK DAYS		STAFF PD (campus directed)		STAFF PD (District Directed)		EARLY RELEASE		NO SCHOOL STUDENTS & STAFF		MAKE UP DAYS AS NEEDED - Course Completion or Intervention		240 Staff Work																																																																																															

## Elementary Schools

### Atkinson Elementary

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

### Bailey Elementary

**Karyn L. Johnson** .....Principal  
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Pasadena, TX 77502  
713.740.0528 Fax 713.740.4129

### Burnett Elementary

**Jae Lee** .....Principal  
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Houston, TX 77089  
713.740.0536 Fax 713.740.4130

### Bush Elementary

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

### Fisher Elementary

**Norma GomezValenzuela** Principal  
2920 Watters Road  
Pasadena, TX 77502  
713.740.0552 Fax 713.740.4131

### Frazier Elementary

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

### Freeman Elementary

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

### Gardens Elementary

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

### Garfield Elementary

**Courtney Merilatt** .....Principal  
10301 Hartsook Street  
Houston, TX 77034  
713.740.0584 Fax 713.740.4134

### Genoa Elementary

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

### Golden Acres Elementary

**Edgar Lopez** .....Principal  
5232 Sycamore  
Pasadena, TX 77503  
713.740.0600 Fax 713.740.4136

### Hancock Elementary

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

### Jensen Elementary

**Judy Diaz** .....Principal  
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Pasadena, TX 77504  
713.740.0608 Fax 713.740.4137

### Jessup Elementary

**Ryan Pavone** .....Principal  
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Houston, TX 77075  
713.740.0616 Fax 713.740.4112

### Kruse Elementary

**Sandra Buckner** .....Principal  
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Pasadena, TX 77506  
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### Matthys Elementary

**Erica Fernandez** .....Principal  
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South Houston, TX 77587  
713.740.0632 Fax 713.740.4139

### McMasters Elementary

**Andrea Gilger** .....Principal  
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Pasadena, TX 77503  
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### Meador Elementary

**Beverly Bolton** .....Principal  
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Houston, TX 77089  
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### Moore Elementary

**Jill Lacamu** .....Principal  
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Houston, TX 77089  
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### Morales Elementary

**Jennifer Condado** .....Principal  
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Pasadena, TX 77506  
713.740.0664 Fax 713.740.4104

### Parks Elementary

**Candice Arthur** .....Principal  
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Pasadena, TX 77503  
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### Pearl Hall Elementary

**Allison Tamez** .....Principal  
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### Pomeroy Elementary

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### Red Bluff Elementary

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### Richey Elementary

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Pasadena, TX 77506  
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### Smith, L.F., Elementary

**Lorena Carasco** .....Principal  
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Pasadena, TX 77502  
713.740.0720 Fax 713.740.4113

### Smythe, Mae, Elementary

**Denise Moody** .....Principal  
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Pasadena, TX 77502  
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**South Belt Elementary**

**Candy Howard** .....Principal  
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 Houston, TX 77089  
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**South Houston Elementary**

**Karina Zarzosa** .....Principal  
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 South Houston, TX 77587  
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**South Shaver Elementary**

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 Pasadena, TX 77502  
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**Sparks Elementary**

**Erica Salazar** .....Principal  
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 Pasadena, TX 77502  
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**Stuchbery Elementary**

**Joey Hernandez** .....Principal  
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 Houston, TX 77089  
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**Teague Elementary**

**Valorie Morris** .....Principal  
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 Pasadena, TX 77504  
 713.740.0760 Fax 713.740.4148

**Turner Elementary**

**Donna Duke** .....Principal  
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 Pasadena, TX 77505  
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**Williams Elementary**

**Christine Golibart-Coppedge** Principal  
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 Pasadena, TX 77502  
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**Young Elementary**

**Amy McClellen** .....Principal  
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 Pasadena, TX 77504  
 713.740.0784 Fax 713.740.4151

**Middle Schools****De Zavala Middle School**

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**Keller Middle School**

**Dan Eble** .....Principal  
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 Pasadena, TX 77503  
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**Kendrick Middle School**

**Melissa Messenger** .....Principal  
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 Pasadena, TX 77502  
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**Lomax Middle School**

**Rebecca Dietz** .....Principal  
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 Pasadena, TX 77504  
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**Melillo Middle School**

**Diane Wheeler** .....Principal  
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 Houston, TX 77089  
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**Milstead Middle School**

**Scott Pollack** .....Principal  
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 Houston, TX 77034  
 713.740.5238 Fax 713.740.4176

**Morris Middle School**

**Allison Lewallen** .....Principal  
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 Houston, TX 77089  
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**Roberts Middle School**

**Jorly Thomas** .....Principal  
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 Houston, TX 77034  
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**Schneider Middle School**

**Kristin Still** .....Principal  
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 Houston, TX 77075  
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**Shaw Middle School**

**Darby Hickman** .....Principal  
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**Sullivan Middle School**

**Kelly Cook** .....Principal  
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 Pasadena, TX 77502  
 713.740.5420 Fax 713.740.5991

**Intermediate Schools****Beverly Hills Intermediate**

**Stacey Barber** .....Principal  
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 Houston, TX 77089  
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**Bondy Intermediate**

**Roneka Lee** .....Principal  
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 Pasadena, TX 77505  
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**Jackson Intermediate**

**Jennifer Stewart** .....Principal  
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 Pasadena, TX 77506  
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**Miller Intermediate**

**Mikie Escamilla** .....Principal  
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**Park View Intermediate**

**Christina Serna** .....Principal  
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**Queens Intermediate**

**Cleveland Lee** .....Principal  
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**San Jacinto Intermediate**

**Diane Phelan** .....Principal  
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 Pasadena, TX 77503  
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**South Houston Intermediate**  
**Jessica Swenson** .....Principal  
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South Houston, TX 77587  
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**Southmore Intermediate**  
**Derek Moody** .....Principal  
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Pasadena, TX 77502  
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**Thompson Intermediate**  
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Houston, TX 77089  
713.740.0510 Fax 713.740.4083

### **High Schools**

**Dobie High School**  
**Franklin Moses** .....Principal  
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Houston, TX 77089  
713.740.0370 Fax 713.740.4158

**Dobie 9 High School**  
**Mike Van Essen** .....Principal  
10811 Monroe Street  
Houston, TX 77075

**Pasadena Memorial High School**  
**Jeremy Richardson** .....Principal  
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Pasadena, TX 77504  
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**Pasadena High School**  
**Laura Gomez** .....Principal  
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Pasadena, TX 77506  
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**Sam Rayburn High School**  
**Vanessa Reyes** .....Principal  
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**South Houston High School**  
**Andrea Wenke** .....Principal  
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South Houston, TX 77587  
713.740.0350 Fax 713.740.4155

**Dr. Kirk Lewis Career & Technical High School**  
**Steve Fleming** .....Principal  
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Houston, TX 77034  
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### **Alternative Schools**

**Guidance Center**  
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Pasadena, TX 77502  
713.740.0792 Fax 713.740.4108

**The Summit Intermediate & High School**  
**Robert DeWolfe** .....Principal  
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Pasadena, TX 77503  
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**Tegeler Career Center**  
**Jean Cain** .....Principal  
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Pasadena, TX 77504  
713.740.0410 Fax 713.740.4077

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



### **PASADENA INDEPENDENT SCHOOL DISTRICT**

1515 CHERRYBROOK LANE  
PASADENA , TEXAS 77502  
713.740.0000

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## Preface/Overview

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### Parents and Students

Welcome to the new school year! Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Pasadena ISD Student/Parent Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the Pasadena ISD's Student Code of Conduct. To review the Code of Conduct, visit the District's website at [www1.pasadenaisd.org](http://www1.pasadenaisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

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

For questions about the material in this handbook, please contact the Campus Principal.

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## Section One: Parental Rights

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

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### Consent, Opt-Out, and Refusal Rights

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#### Consent to Conduct a Psychological Evaluation

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

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

#### Consent to Human Sexuality Instruction

##### Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. For further information, see the district's human sexuality instruction website at [https://www1.pasadenaisd.org/departments/departments\\_n-s/physical\\_education\\_health\\_wellness/health\\_education](https://www1.pasadenaisd.org/departments/departments_n-s/physical_education_health_wellness/health_education)

- Students in grades 7-12 who are enrolled in a health class for high school credit 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 the last grading period. This curriculum is available for parental review at your student's campus.
- Students in grades 7-8 who are not enrolled in a health class for high school credit will receive human sexuality instruction using WAIT (Why Am I Tempted) program and training. This curriculum will be taught during the last grading period, and it focuses on giving students the knowledge they need to make healthy choices and delay sexual relationships. The curriculum is an interactive, high intensity, activity-driven program that delivers the tools to develop the skills, character, and commitment to remain abstinent until marriage. This curriculum is available for parental review at your student's campus.
- Students in grades 5-6 will receive age appropriate human sexuality instruction using BASIC Training from the WAIT program. This curriculum will be taught during the last grading period, and it is interactive and focused on puberty science, with special emphasis on growth and development as well as character/relationship education. This curriculum is available for parental review at your student's campus.

Additional video resources are utilized to support the human sexuality curriculums mentioned above. These videos can be found on the district's human sexuality instruction website at [https://www1.pasadenaisd.org/departments/departments\\_n-s/physical\\_education\\_health\\_wellness/health\\_education](https://www1.pasadenaisd.org/departments/departments_n-s/physical_education_health_wellness/health_education)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.

- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

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

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

### **Consent Before Instruction**

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

### **Consent to Provide a Mental Health Care Service**

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

The District has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns or substance abuse or suicide risk. The school counselor will notify the student's parent within a reasonable amount of time after learning that a student has displayed early warning signs and a possible need for intervention.

The District has also established procedures for staff to consult with District mental health coordinators regarding a student who may need intervention

The school counselor and the District mental health coordinators can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support**

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes: artwork, special projects, photographs, original videos or voice recordings, and other original works.

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

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

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

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

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

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

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

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

### **Prohibiting the Use of Corporal Punishment**

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

### **Limiting Electronic Communications between Students and District Employees**

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

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

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

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

## **Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the District to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include: a student’s photograph (for publication in the school yearbook); a student’s name and grade level (for communicating class and teacher assignments); The name, weight, and height of an athlete (for publication in a school athletic program); a list of student birthdays (for generating schoolwide or classroom recognition); a student’s name and photograph (posted on a District-approved and -managed social media platform); and the names and grade levels of students submitted by the District to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal by August 31, 2021. **[Refer to the Form located in Appendix Four-Denial of Release of General Student Information]**

The District requests that families living in a shelter for survivors of family violence or trafficking notify District personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the District does not release any information that might reveal the location of such a shelter.

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

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

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

## **Participation in Third-Party Surveys**

### **Consent Required Before Student Participation in a Federally Funded Survey**

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

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

- Political affiliations or beliefs of the student or the student’s parent;
- Mental or psychological problems of the student or the student’s family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or

- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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

### **“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information**

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

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

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

A parent may inspect:

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

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

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

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See Consent to Human Sexuality Instruction for information on a parent's right to remove a student from any part of the District's human sexuality instruction.

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

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

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

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

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

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

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

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



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

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

## **Religious or Moral Beliefs**

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

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

## **Tutoring or Test Preparation (State-Mandated exams)**

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

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

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

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

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services – if the school offers these services. .

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC.]

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

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### **Instructional Materials**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in person, virtually, or remotely.

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

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

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

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

## **Student Records**

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.

### **Authorized Inspection and use of Student Records**

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

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

### **Whom should you contact to review records?**

A parent or eligible student having the right to review student records shall make a written request in advance to the school principal, or, in the case of Special Education data, to the Executive Director of Special Education 713.740.0220.

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

### **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).

### **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?**

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

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

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

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns** and **Finality of Grades** at policy FNG(LEGAL).]

### **Family Educational Rights and Privacy Act**

Under the Family Rights and Privacy Act (FERPA), affords parent or guardian and eligible students who is eighteen years old or older certain rights regarding student education records.

- inspect and review the student's educational records within 45 days after the day the school receives a request for access;
- Request an amendment of the student's educational records the parent or eligible student believes in inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent. and

- File a complaint with the U. S. Department of Education concerning failures by the school to comply with FERPA requirements.
- For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student: reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary educational institution. However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

Legitimate educational interest may include; working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

FERPA also permits the disclosure of personally identifiable information without written consent to authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

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

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

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

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

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, special education records [Admission, Review, Dismissal (ARD) reports, Individual Education Plans (IEP), IEP progress reports, Individual Transition Plans (ITP), comprehensive Individual Assessments, alternate assessments, classroom based assessments], Section 504 records, dyslexia assessment summaries, or other records concerning the student's education necessary for the receiving agency or institution to provide appropriate educational services to the student.

### **Notice of the Destruction of Special Education Records**

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

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

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

### **Teacher and Staff Professional Qualifications**

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,

- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

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

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## **A Student with Exceptionalities or Special Circumstances**

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### **Children of Military Families**

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

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

The District will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is called to active duty, on leave, or returning from a deployment of at least four months.

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

### **Parental Role in Certain Classroom and School Assignments**

#### **Multiple-Birth Siblings**

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

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

#### **Safety Transfers/Assignments**

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

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

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** and policies FDB and FFI for more information.]

The District will honor a parent's request for the transfer of his or her child to a safe public school in the District if the child attends a school identified by the Texas Education Agency as persistently

dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to neighboring District if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

### **Student Use of a Service/Assistance Animal**

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

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

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

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

The District will award partial course credit when the student only passes one-half of a two half course.

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

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

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

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

### **A Student Who Is Homeless**

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

- Proof of residency requirements;

- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the District after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the District;
- Awarding partial credit when a student passes only one-half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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

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

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

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

### **Special Education Referrals**

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

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



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

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

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

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

### **Contact Person for Special Education Referrals**

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.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Deborah Scanapico Coordinator of Evaluation, at 713.740.0220 or [DScanapico@pasadenaisd.org](mailto:DScanapico@pasadenaisd.org).

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the District's transition and employment designee: Donald Zelenka, at 832.570.3653 or [dzelenka@pasadenaisd.org](mailto:dzelenka@pasadenaisd.org).

### **Section 504 Referrals**

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

### **Contact Person for Section 504 Referrals**

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

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

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

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

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

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

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

The student receiving special education services may be eligible for special transportation based on the individual needs of the student and ARD committee decision.

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

### **A Student Who Speaks a Primary Language Other than English**

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

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

### **A Student with Physical or Mental Impairments Protected under Section 504**

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

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

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

For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District's Section 504 Coordinator Erika Chapa at (713) 740-0067 or by mail at 1515 Cherrybrook Ln., Pasadena, Texas 77502 or [echapa2@pasadenaisd.org](mailto:echapa2@pasadenaisd.org).

### **Dyslexia**

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

Teachers who serve these students are qualified to assess for dyslexia and related disorders and are trained in evidence-based, instructional strategies that are designed for students with dyslexia. Each school shall provide identified students in grades K-12 with an appropriate variety of assistance and access to the services of a trained Dyslexia/Intervention Teacher.

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

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

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## **Section Two**

### **Other Important Information for Parents and Students**

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

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

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### **Absences/Attendance**

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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 important state laws – one dealing with the required presence of school-aged children in school, e.g. compulsory attendance, and the other with how a student’s attendance affects the award of student’s final grade or course credit – are of special interest to students and parents. They are discussed below.

### **Compulsory School Attendance**

#### **Prekindergarten and Kindergarten**

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

#### **Ages 6–18**

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

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

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

Any student who misses any part of a school day may be in violation of the law. By law, the District is required to notify all parents/guardians at the beginning of each school year that if a student is absent without acceptable excuse\* for ten (10) or more days (or parts of days) within a six month period, the school may file charges against both the parent (or person standing in parental relation) and student. A warning letter will be issued to students and their parent/guardian after the student accumulates three (3) absences without an acceptable excuse within a twenty-eight (28) day period.\* School authorities may investigate absences. With an acceptable excuse means any Unexcused Absence and includes truancy and any excuse note with a reason not accepted by a principal.

#### **Age 19 and Older**

A student who voluntarily attends or enrolls after his or her 19<sup>th</sup> birthday is required to attend each school day until the end of the school year. After a student age 19 or older incurs a third (3<sup>rd</sup>)

unexcused absence, the District will send the student a letter as required by law explaining that the District may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences\* in a semester. As an alternative to revoking a student's enrollment, the District may implement a behavior improvement plan. If the student's enrollment is revoked, the student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

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

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

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

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

A parent/legal guardian may submit a written appeal, including any information about the absences, to the school's Attendance Committee.

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

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

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

### **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.

## Official Attendance-Taking Time (All Grade Levels)

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

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

## Compulsory Attendance – Exemptions (All Grade Levels)

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

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.

- **Documented health-care appointments** for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider.

Students with such appointments must submit a note signed by the health care provider or their representative verifying the appointment. The note must include the name of the doctor or clinic, the doctor's or clinic's telephone number and the date and time of the appointment.

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

- **Serious or life-threatening illness** or related treatment that makes a student's attendance infeasible, with certification by a physician
- **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 (5) 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.
- **Armed Services Enlistment** - The District shall excuse a student 17 years of age or older for up to four (4) days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard. A student shall be required to submit verification of such activities in accordance with administrative regulations.
- **Driver License** - The District will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver’s license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver’s license office for each absence and must make up any work missed. [See **Driver License Attendance Verification**]
- **Sounding “Taps”** - The District will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.
- **Early Voting or Election Clerk** - The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk. A student shall be required to submit verification of service in accordance with administrative regulations.

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

## **Other “Excused” Absences**

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

## **“Unexcused” Absences**

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

## **Excuses**

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

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

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

September 23, 2021	
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.

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

**NOTE:** The District is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

### **Make-up Work**

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

### **Parent Responsibility**

Until age 18, parents are responsible for their children. That includes attendance in school. To assist, the school will place a phone call to the parent through an automated dialer when a child misses a class or a day of school. The phone will call the number a parent has listed on the Enrollment Form. Attendance is reported on report cards that are issued on a regular basis.

Parents may also monitor their child's attendance and grades through "Skyward Family Access", an internet service of the District. Instructions on participation may be obtained through the child's school or the PISD website.

### **Tardy to School**

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

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

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the



campus central office at least ten (10) days before it is needed. The District will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

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## **Accountability under State and Federal Law (All Grade Levels)**

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

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

Accountability information can be found on the District's website at [www1.pasadenaisd.org](http://www1.pasadenaisd.org). Hard copies of any reports are available upon request to the District's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texasschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

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## **Arrival and Dismissal**

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

If any arrangement differs from the normal way a student is to go home, a note must be written or faxed to the office. All notes are subject to verification. Otherwise, the students will be sent home the usual way. The school encourages all students to exit the building upon dismissal and to go immediately home or to another designated place each day. Students should not arrive prior to the time designated by the campus or remain on the school campus after their dismissal time unless they are participating in an authorized school activity. We encourage parents to be prompt in dropping off and picking up students. Students who are consistently picked up late may be referred to the appropriate authorities.

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

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

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## **Assemblies**

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

### **Obligations of the audience to the American Flag-Posting the Colors**

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

### **Courtesy of the audience to those on the stage**

Attention to the speaker, performer, or master of ceremonies is required. Talking while someone is performing or speaking from the stage may be distracting or discouraging to the speaker and is not proper assembly etiquette. Students should applaud only by clapping hands. Booing, whistling and cadenced 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.

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## **Awards and Honors**

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### **PK-8**

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

#### **Honor Roll**

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

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

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

#### **Merit Honor Roll**

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

#### **Presidential Academic Award**

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

#### **Academic Excellence**

To be honored for Academic Excellence, students must make a yearly average of A in each subject, based on a weighted grade point system. Conduct grades are not used in determining

this award. A grade adjustment is made for honors/pre-AP classes when determining Academic Excellence (see Weighted Grade Point System section of this handbook).

## **Certificates**

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

## **Honor Society (Grades 5-6)**

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

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

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

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

## **National Junior Honor Society (Grades 7-8)**

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

Members are selected from seventh and eighth grade.

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

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

## **High School**

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

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

scholarships, University Interscholastic League Awards, Academic Decathlon and language societies.

### **Academic Excellence**

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

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

### **Honor Roll**

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

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

### **Mu Alpha Theta**

Membership in Mu Alpha Theta is based on the following:

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

### **National Honor Society (Grades 10-12)**

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

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

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

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

### **Who's Who**

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

### **"Mr. and Miss"**

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

### **President's Award for Educational Excellence**

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

### **Superintendent Scholars Program**

The Pasadena ISD Superintendent Scholars Program encourages students to set high academic course goals and rewards successful progress toward those goals. Class of 2022 graduates who complete the Distinguished Achievement Program Plan with an endorsement and meet the Texas College, Career, Military standard will receive a special medallion and be recognized at graduation activities. In addition, by completing the Distinguished Achievement Program students who meet the family income requirement may be eligible for the Texas EXcellence, Access and Success Grant Program (TEXAS Grant) from the State of Texas.

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## Bullying (All Grade Levels)

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

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

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

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

A cellular or other type of telephone	Text messaging
A Computer	A social media application
A camera	An internet website
Electronic mail	Any other internet-based
Instant messaging	communication tool

Bullying is prohibited by the District and could include

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

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

A student may anonymously report an alleged incident to bullying by immediately reporting the alleged act to a teacher, school counselor, principal, other District employee or electronically through the Say Something – Anonymous Tips link available on the PISD and campus websites. (Refer to the Pasadena ISD web site - Local Policy FFI and FFH)

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

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

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

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

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

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

A copy of the District's bullying policy is available in the principal's office, superintendent's office, and on the District's website and is included at the end of this handbook as an appendix

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

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

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

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

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

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

Audio/Video Production	Fashion Design	Interior Design
Construction Management	Graphic Design and Illustration	Marketing
Culinary Arts	Health Science	STEM
Education and Training	Information Technology	

Admission and enrollment to these programs are contained in the High School Course Selection and Registration Guide.

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

It is the policy of the District not to discriminate the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

It is the policy of the District not to discriminate on the basis of race, color, national origin, sex, or handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964,

as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For information about your rights or grievance procedures, contact the Title IX coordinator *Gloria Gallegos, Associate Superintendent, Special Programs, 1515 Cherrybrook Lane, Pasadena, Texas 77502; 713.740.0218; [ggalllegos@pasadenaisd.org](mailto:ggalllegos@pasadenaisd.org)* and the Section 504 coordinator, Erika Chapa, 1515 Cherrybrook, Pasadena, Texas 77502; (713) 740-0067; [echapa2@pasadenaisd.org](mailto:echapa2@pasadenaisd.org)

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## **Celebrations/Social Events (All Grade Levels)**

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### **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.

Snacks may be purchased for birthday parties from Nutrition Services. Refer to the nutrition services webpage for order information. <https://www1.pasadenaisd.org/>

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.

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

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The Pasadena District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at on the District's website [www1.pasadenaisd.org](http://www1.pasadenaisd.org), under Board Policy. Trafficking includes both sex and labor trafficking.

By state law, all school employees, or anyone who suspects that a child has been or may be abused or neglected, are required to report such abuse to law enforcement or to Child Protective



Services (CPS) and cooperate with the investigative authorities. A report of abuse shall be made not later than forty-eight (48) hours after the person suspects that the child has been or may be abused or neglected.

## **Warning Signs of Sexual Abuse**

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

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

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

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

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

## **Warning Signs of Sex Trafficking**

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;

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

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

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

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

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

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

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

Reports of abuse, trafficking, or neglect may be made to: the CPS division of the TDFPS 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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

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

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

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## **Class Rank/Highest-Ranking Student (Secondary Grade Levels only)**

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

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

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## **Class Schedules (Secondary Grade Levels Only)**

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

See **Schedule Changes** for information related to student requests to revise their course schedule.

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## **College Preparation (Secondary Grade Level Only)**

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

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

Each year the District sponsors a College Fair for juniors, seniors and their parents. Officials representing most colleges and universities in Texas and other schools across the nation present up-to-date information and insights on their institutions. The College Fair is scheduled for Tuesday, September 14, 2021 6:00 – 8:00 pm at Deer Park High School South Campus, 710 San Augustine, Deer Park, 77536. Information about this important event is available from the school counselor or College NOW Coordinator.

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

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

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

- Satisfies the ACT College Readiness Benchmarks or earns at least a 480 on the Evidence Based Reading/Writing section and a 530 on the math section on the SAT.

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

Should a 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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2022 terms and spring 2023 term, the University will admit the top six percent (6%) of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University of through a holistic review process.

As required by law, the District will provide written notice concerning automatic college admission, curriculum requirements for financial aid, and benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgement of that they received the information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

## **Financial Aid**

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

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

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form

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

## **Scholarships and Grants**

Each year high school students receive thousands of dollars' worth of scholarships and awards. Businesses, industries, organizations, and individuals provide monies to encourage education.

Each college or university has its own particular scholarships. It is important for the student to check with his or her school counselor, as well as the financial aid department of the college he or she plans to attend, concerning these scholarships.

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant program and the Teach for Texas

Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

## **Athletic Scholarships**

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

Student Athletes 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 or Division II sliding scale.

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

## **College Credit Courses (Secondary Grade Levels Only)**

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

- Successful completion of courses termed dual credit,
- Earning a qualifying score on a College Board Advanced Placement (AP) exam. AP Courses are taught at the high school campus in traditional classroom setting or through a Personalized Learning (PL) platform.
- Successful completion of AP (including the exam) or dual credit courses through the Texas Virtual School Network (TXVSN);
- Successful completion of courses taught in conjunction and in partnership with (San Jacinto Community College)

A student may be eligible for subsidies based on financial need for AP exam fees.

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

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

## **Advanced Placement - AP/PreAP/PAC Program**

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

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

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

## **Dual Credit Opportunities (San Jacinto Community College)**

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

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

Students will be awarded Advanced Honors points for Level II dual credit courses and Honor points for Level I dual credit courses. All grades, including "F," appear on the official high school and college transcripts.

## Early College High School

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

For further information [http://www1.pasadenaisd.org/departments/departments\\_c-e/ECHS/](http://www1.pasadenaisd.org/departments/departments_c-e/ECHS/)

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## Communications (All Grade Levels)

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### Parent Contact Information

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

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

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

A parent may update contact information by contacting the school registrar.

### Automated Emergency Communications

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

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

### Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

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

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## Complaints and Concerns (All Grade Levels)

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### 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 board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's board policy manual, available online at [www1.pasadenaisd.org](http://www1.pasadenaisd.org).

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.

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## **Conduct (All Grade Levels)**

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### **Applicability of School Rules**

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

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



## Campus Behavior Coordinator

Each campus has appropriate campus administrators to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus website provides a listing of campus administrators and contact information.

## Deliveries/ Interruption of Classes

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

A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

## Disruption of School Operations

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

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

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

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

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## 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.

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

## **Academic Counseling**

### **Elementary and Middle/Junior High School Grade Levels**

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

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

### **High School Grade Levels**

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;

- Availability of District programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

### **Mental Health Support (All Grade Levels)**

The District provides a Mult-tiered System of Support (MTSS) to meet the mental health needs of our students. The MTSS is rooted in supporting the whole child, through academic behavioral, social, and emotional services.

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

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

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### **Course Credit (Secondary Grade Levels Only)**

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

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### **Credit by Examination (CBE)**

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

### **Kindergarten Acceleration**

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

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

Application Due By	Test Date	Testing Location
August 2-6, 2021	August 10-13, 2021	TBA
May 27, 2022	June 6-10, 2022	TBA
August 1, 2022	August 8-13, 2022	TBA

## **Grades 1-8 grade acceleration (without prior instruction)**

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

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

## **Credit by Examination (CBE) for High School Course Credit**

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

Students desiring credit by examination for high school credit should submit a completed application to their school counselor thirty (30) days prior to the chosen test date. A day of testing is necessary for students to complete each one-half ( $\frac{1}{2}$ ) credit course. There is no charge for the testing for District students. The results will be mailed to the parents and school counselor after the scoring is completed. Test results cannot be provided over the telephone or by email because of privacy laws.

The District scheduled exam dates are:

Application Due By	Test Date	Testing Location
August 23, 2021	September 11, 2021	TBA
November 8, 2021	December 4, 2021	TBA
February 21, 2022	March 26, 2022	TBA
May 16 2022	June 13, 2022	TBA
August 23, 2022	September 18, 2022	TBA

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

## **Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)**

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

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

## **Languages other than English Examinations**

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

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

<b>Grade Level</b>	<b>Test Date</b>	<b>Testing Location</b>
High School	November 13, 2021	Campus
High School	December 11, 2021	Campus
High School	January 29, 2022	Campus
High School	March 26, 2022	Campus
Intermediate School	November - TBD	Campus
Intermediate School	December - TBD	Campus
Intermediate School	January - TBD	Campus
Intermediate School	November - TBD	Campus
Middle School	January - TBD	Campus
Middle School	March - TBD	Campus

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the District's policy is available in the principal's office and in the superintendent's office or [www1.pasadenaisd.org](http://www1.pasadenaisd.org).

See policy FFH for more information.]

### **Dating Violence**

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

Examples of dating violence against a student may include, but are not limited to; physical or sexual assaults, name-calling, put-downs, threats to hurt the student, the student's family members, or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's past or current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

A flyer from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](http://www.cdc.gov/teenpregnancy/parenting/parenting-teen-dating-violence).

### **Discrimination**

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

### **Harassment**

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

Examples of harassment may include, but are not limited to; offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation, threatening, intimidating, or humiliating conduct, offensive jokes, name-calling, slurs, or rumors,

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

## **Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but are not limited to; touching private body parts or coercing physical contact that is sexual in nature, sexual advances, jokes or conversations of a sexual nature, and other sexually motivated conduct, communications, or contact.

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

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

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to; offensive jokes, name-calling, slurs, or rumors, physical aggression or assault, threatening or intimidating conduct, or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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

## **Reporting Procedures**

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other District employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate District officials to whom to make a report.]

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

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

## Investigation of Report

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

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

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

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

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

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

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

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## Discipline

(See Student Code of Conduct in this handbook.)

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## Discipline Management

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

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

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

- supports the implementation of school wide and classroom discipline management systems for all students and staff using three evidence based approaches:
  - *Safe/Civil Foundations* which establishes positive discipline policies school-wide;
  - *Safe/Civil CHAMPS* which is a proactive and positive approach to classroom management; and
  - [\*Conscious Discipline\*](#) which is a relationship based whole-school solution for social-emotional learning, discipline and self-regulation.
- provides targeted interventions for small groups of students in need of additional behavioral skill building; and



- provides intensive intervention or one on one support for students who may pose a safety risk to self or others

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

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

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## **Distance Learning (All Grade Levels)**

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

### **Correspondence Courses**

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

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

### **Pasadena ISD Virtual School and Texas Virtual School Network**

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

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

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

Depending on the PISD Virtual Course or the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations**]

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

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### **School Materials**

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

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

### **Nonschool Materials - From Students**

Students must obtain prior approval from the principal or designee, before selling, posting, circulating, or distributing more than ten (10) copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization.

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

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

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

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

[See policy FNAA for more information.]

### **Nonschool Materials - From Others**

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

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The principal will approve or reject the materials. The requestor may appeal a rejection in accordance with the appropriate District complaint policy.

Prior review will not be required for:

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

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

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## **Dress and Grooming/Student Dress Code (All Grade Levels)**

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

### **Face Coverings**

Face coverings are recommended, but not required for all students, staff, and visitors on District property.

The District may implement additional health and safety measures as deemed necessary.

When worn, all face coverings/masks/shields must cover the nose and mouth area and be free of any writing (with the exception of school logos) and images, expressions, etc., that are lewd, offensive, vulgar, representative of tobacco/alcohol/or drugs, contain profanity, or are otherwise inappropriate for the educational/school environment. Campus approved logos are allowed just as prints, pictures, stripes, and plaids are allowed

### **Shirts**

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

### **Pants and/or Jeans**

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

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

### **Dresses/Skirts/Jumpers**

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

- All dresses/skirts/jumpers must be appropriately sized, not baggy or excessively tight.
- All skirts must be fitted and worn at the waist. No hip hugger skirts are allowed.
- All dresses must have sleeves.
- Manufacturer slits on dresses/jumpers/skirts can come no higher than 2 inches above the kneecap.
- All dresses/skirts/jumpers must be free of manufactured fading or bleaching.

- All dresses/skirts/jumpers must be free of holes and tears.
- The hem length of all dresses/skirts/jumpers must be no higher than 2 inches above the kneecap.
- Undergarments must not be visible through dresses/skirts/jumpers.

### **Shorts/Skorts - School Grades PK-6**

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

### **Shorts/Skorts - School Grades 7-12**

No shorts/skorts will be allowed.

### **Belts**

Belts are required for garments made with belt loops in grades 5 through 12. Belts should be securely fastened at all times.

### **Spirit/D.A.R.E. Shirts**

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

### **Shoes**

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

### **Sweaters/Sweat Shirts/Light Jackets/Hoodies**

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

### **Coats/Jackets - School Grades PK-4**

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

### **Coats/Jackets - School Grades 5-12**

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

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

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

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

1. Hair must be neat, clean, well groomed, and may not have shaved designs.
2. No type of head covering, cap or hat (such as bandannas, sweatbands, etc.) may be worn on campus. No hair rollers or long-handled combs may be worn on campus.
3. Sideburns must be kept neatly trimmed and must not extend below ear level or flare at the bottom.
4. Symbols and/or styles which are identified with gang membership or representation shall not be allowed. A list of prohibited symbols and/or styles is posted next to the Student Code of Conduct in the principal's office. Students are responsible for reviewing the posted list to determine prohibited symbols and/or dress styles.
5. Mustaches and beards are prohibited, and faces must be clean-shaven.
6. Shirts and blouses must be buttoned within one button of the throat.
7. Halter tops and shirts or blouses with plunging necklines are prohibited. Tank tops or undershirts worn as outer garments are also prohibited. The midriff must not be exposed when the student goes through the normal activities of a school day (bending, stretching etc.).
8. Articles of clothing, garments, make-up and accessories with inappropriate decorations or advertisements are prohibited. This includes, but is not limited to, any item that depicts the occult, gang membership, death, suicide, violence, drugs or alcohol.
9. Students at elementary school campuses may not use any type of cosmetics, including, but not limited to, mascara and artificial nails. Nail polish is acceptable.
10. Revealing or excessively tight garments are prohibited. Appropriate foundation garments and/or undergarments must be worn.
11. Pants or shorts may not be worn in any way that reflects gang affiliation or conceals contraband.
12. Shirts and blouses shall be appropriately sized and may not be worn in any way that reflects gang affiliation or conceals contraband. (See posted list in main campus office for gang affiliated attire.)
13. Patterned contact lenses are prohibited.

#### EARRINGS/BODY

#### PIERCING

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

#### TATTOOS

All tattoos must be appropriately covered.

#### BADGES

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

#### VIOLATIONS

When a student's dress or grooming violates the guidelines provided herein, the principal shall request that the student make corrections and may take

appropriate disciplinary action. If the problem is not corrected, the student may be assigned in-school suspension for the remainder of the day or until the problem is corrected. Repeated dress code offenses may result in more serious disciplinary action.

**MEDICAL  
EXCEPTIONS**

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

**INTERPRETATION  
OF  
APPROPRIATENESS**

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

**EXTRACURRICULAR  
ACTIVITIES**

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

**GUIDANCE CENTER**

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

### **Book Bags, Backpacks and Purses**

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

Elementary students shall be permitted to bring backpacks and book bags to school. The principal may require clear, transparent, or mesh backpacks only.

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## **Dual Language Program**

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

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

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## **Early Childhood**

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### **Head Start Program**

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

## Kindergarten

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

## Prekindergarten

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

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

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

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## Electronic Devices and Technology Resources (All Grade Levels)

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### Responsible Use Policy (RUP) - Technology Resources Internet Safety

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

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

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

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act (CIPA). The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may

not be of educational value in the school setting. Filtering for adult Internet usage can be adjusted/disabled for 'bona fide research or other lawful purpose.

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

## **One to One (1:1) Device Program**

### **Program Purpose**

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

### **Student Responsibilities**

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

### **Care of the Computer**

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

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

### **Student Privacy**

- Internet filtering software automatically filters all access to the Internet while the student is connected to the PISD network.



- Students will have no privacy rights regarding any information stored on, accessed from, or used with the Computer. The computer is the property of Pasadena ISD, and appropriate District and school officials may monitor a computer or access its contents at any time.

## **Fees, Fines and Repair**

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

Accidental Damage and Acceptable Condition Protection Coverage ("Coverage") may be provided as an annual insurance offered to students and parents/guardians by the Pasadena Independent School District ("PISD"). This Coverage is offered as a form of insurance to help parents avoid unexpected out of pocket expenses. It is strongly encouraged that parents/guardians consider purchasing this coverage.

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

<b>Pricing for Laptops</b>	
<b>Item</b>	<b>Cost</b>
Computer	\$294.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter	\$45.00
Case	\$15.00

<b>Pricing for Chromebooks</b>	
<b>Item</b>	<b>Cost</b>
Computer	\$245.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter	\$50.00
Case	\$15.00

<b>Pricing for Tablets</b>	
<b>Item</b>	<b>Cost</b>
Computer	\$294.00
Screen	\$49.00
Keyboard	\$30.00
Power Adapter	\$15.00
(Whole Charger)	
Power Adapter	\$10.00
(Brick Only)	
Power Adapter	\$2.00
(USB Cable Only)	
Case	\$15.00

<b>Pricing for Mobile Hotspots</b>	
<b>Item</b>	<b>Cost</b>
Mobile Hotspot	\$50 to \$80, depending on model.
Power Adapter	\$10.00
USB Cable	\$3.00

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

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

If a Device is deemed intentionally damaged or persistent damage is noted, the student is responsible for the full cost of the repair.

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

## **Use of Social Networking/Digital Tools**

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

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

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

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

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

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

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

## **DISCLAIMER**

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

## **Telecommunication Devices, Including Mobile Telephones**

“Telecommunication devices” referred to in this section include any device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor. This includes but is not limited to, cell phones, etc. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

Parents should refrain from contacting their student directly during the school day. The student’s telecommunication device should be turned off. Parents may contact the school office to deliver emergency messages.

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

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

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## **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.

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## **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.

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## **End-of-Course (EOC) Assessment**

**[See Graduation and Standardized Testing]**

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## English Learners (All Grade Levels)

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

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

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

Grades	Online Exam	Rated Holistically	Dates
K-1		Listening, Speaking, Reading and Writing	February 21 - April 1, 2022
2-12	Listening, Speaking and Reading	Writing	

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

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

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## Enrollment/Withdrawal

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Parents who reside within the Pasadena ISD boundaries must enroll their children in grades PK-12 at the school zoned to their home address. Residents may not use the address of a relative or a guardian to be able to change the school of assignment. Parents who wish their children to attend a school other than the zoned school must seek an In-District Transfer.

## Annual Enrollment of New and Returning Students

District procedure requires parents/guardians to submit the Annual Student Verification forms via Skyward Family Access during the start of each school year. Submitting these forms satisfies the requirement for parents/guardians to have the opportunity to submit changes to student demographic, health, and emergency contact information. These forms allow parents to communicate any specific changes in the child's life that may result in the way he/she will be served by their campus. Instructions for submitting these forms are sent to the parent/guardian on the first day of school.

## 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.

## 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. The basis for doubt may include such reasons as repeated absence or tardiness, comments made by the student to classmates, teachers, or other personnel, returned mail, among other possible indicators. The principal may require a parent or guardian to produce acceptable verification at any time during the school year. Violations of residency rules may include discipline, withdrawal, or criminal charges depending upon the individual circumstances of each case. If appropriate, tuition may be charged if residence is out-of-District boundaries.

## Enrollment Eligibility (All Grades)

Requirements for enrollment are as follows:

### Prekindergarten

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

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

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

## Kindergarten

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

## First Grade

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

## Second through Twelfth Grade

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

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

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

## Nonresident Student in Grandparent's Care

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

## Students Living with a Guardian or Person Other than a Parent

Proof the minor is residing with a guardian should be presented at the time of enrollment. A student may not establish a separate residence for the purpose of participation in extracurricular activities.

School personnel may make reasonable inquiries to assure that the student has **permanent** residence within the District.

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

## Families Living with Other Families

If a family is residing with another family, some type of verification must be presented by the "host" family to confirm joint occupancy. The parent seeking enrollment of a child is to complete an SRQ (Student Residency Questionnaire) at the time of enrollment. Information presented to secure enrollment must be truthful and correct. A current Texas Driver's License or Texas Identification

Card will be requested. Presentation of false or misleading information in order to secure educational services or failure to report any change of residency or guardianship immediately to the school attendance office may result in the immediate withdrawal of the child and, may result in criminal charges to the adult signing the SRQ.

## **Students in Foster Care**

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

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

## **Student who is Homeless**

The Pasadena ISD observes and upholds the McKinney-Vento Reauthorization Act. The PISD Liaison is located in the Office of Special Programs (713.740.0225) and is the only person authorized to determine official eligibility. Once determined eligible, students are entitled to all provisions under the federal law.

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

## **Withdrawal from School**

Students are expected to officially withdraw from school before enrolling in another public school in Texas. Parents are requested to give the school at least 24 hours' notice of intent to withdraw a student. Records such as textbooks, library books, etc. must be clear before a student can officially withdraw. 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 SRQ. 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. Transfers may be revoked by the receiving principal and revocation is not appealable.

***In-District Transfers*** may be granted to students who wish to attend a school other than their zoned, PISD "home campus". Transfers are formal agreements between two principals. Application forms may be obtained at any PISD campus and at Student Services in the District

administration building. If both principals agree, a transfer is approved. If one principal disagrees, the transfer is denied. There is no appeal if denied. All transfers must be renewed annually. Transportation is not provided to students on In-District Transfer.

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

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

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## Extended Day/Extended Year Services/Summer School

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

- 1 repeat courses for enrichment;
2. gain initial credit for advancement; (rising freshman and high school only)
3. earn course credit prior to the school year; (rising freshman and high school only)
4. receive help with basic skills as identified by testing or classroom performance;
5. receive extended special education services (as determined through an ARD committee);
6. participate in specially designed summer programs (as offered on a yearly basis).

Detailed information concerning programs (including applicable tuitions) is available from the 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.**

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## Extracurricular Activities, Clubs, and Organizations (middle, intermediate, high school only)

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Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships. The schools encourage extracurricular activities which allow students to enrich their academic education and showcase their talents. Participation is a privilege, not a right, which comes after long hours of preparation and **after academic requirements are met**

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

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.

## Clubs and Organizations

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

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

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

### Elementary, Middle, and Intermediate School organizations

#### Examples of clubs and organizations available

- |              |                           |                   |
|--------------|---------------------------|-------------------|
| • Art Club   | • Dance Club              | • Spanish Club    |
| • AVID Club  | • Destination Imagination | • Student Council |
| • Chess Club | • Robotics Club           |                   |

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

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

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

## Standards of Behavior

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

## Offices and Elections

In the efforts to maintain high expectations of student performance, individual campuses may determine election and office holding criteria that exceed the guidelines outlined below. Failure to follow election guidelines may result in a student being disqualified for the position. Leadership

training and the lessons in citizenship that holding officer elections pose are an important part of the educational program. Your student body wants and deserves students with leadership potential and good citizenship to represent it.

### **Becoming a Candidate**

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

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

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

### **Campaigning**

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

### **Filling Vacancies in Office**

If an elected officer resigns or becomes ineligible, the office shall be filled according to the 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.

### **University Interscholastic League (UIL) Activities - Eligibility**

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter District competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. (See <http://www.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.

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

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

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

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

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

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

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

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

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to ten (10) absences not related to post-District competition, a maximum of five (5) absences for post-District competition prior to state, and a maximum of two (2) absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

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

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

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

*All courses listed above include Personalized Learning courses.*

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

### Intermediate No pass, no play PreAP/PAC and Honors course list

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

*All Personalized Learning courses are eligible for a waiver.*

### Intermediate School no pass, no play policy

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

Students may practice outside the school day in any single extracurricular activity no more than eight hours a week. During any given week, no more than one contest or performance per activity

per student shall be scheduled except for tournaments, post-season competition and contests postponed by inclement weather.

No student may participate in any school activity on or off campus that requires or permits him or her to be absent from class in any course **more than 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](http://www.utexas.edu/admin/uil).

## **Athletics/Marching Band, High School Dance Team, Pre-Participation Physical Evaluation Participation (Secondary Grade Levels Only)**

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

- A District athletics program
- District marching band
- High School dance team
- Any District extracurricular program identified by the superintendent.

A student who wishes to participate in, or continue participation in programs (athletics, dance team, marching band) governed by the UIL must submit a certification from an authorized health-care provider in the first year of intermediate school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form and the results of this appraisal may prompt the District to require a physical examination,

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an

electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information refer to the UIL's explanation of sudden cardiac arrest at

<https://www.uil texas.org/health/info/sudden-cardiac-death>

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## **Eligibility/Ineligibility Calendar 2021-2022** (UIL approved March 19, 2021)

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### **General Information**

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

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

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

### **Intermediate and High School - Secondary Six Week Grading Period**

Sept. 17	--	end of 1 <sup>st</sup> 6 weeks – check grades for <b><u>all</u></b> students
Sept. 24	--	ineligibility begins at the end of the school day
Oct. 8	--	three week grade check for <b><u>ineligible</u></b> students
Oct. 15	--	eligibility may be regained at the end of the school day
Oct. 29	--	end of 2 <sup>nd</sup> six weeks – check grades for <b><u>all</u></b> students
Nov. 5	--	eligibility/ineligibility begins at the end of the school day
Nov. 19	--	three week grade check for <b><u>ineligible</u></b> students
Dec. 6	--	eligibility may be regained at the end of the school day
Dec. 17	--	end of 3 <sup>rd</sup> six weeks – check grades for <b><u>all</u></b> students
Jan. 12	--	eligibility/ineligibility begins at the end of the school day
Jan. 24	--	three week grade check for <b><u>ineligible</u></b> students
Jan. 31	--	eligibility may be regained at the end of the school day
Feb. 18	--	end of 4 <sup>th</sup> six weeks – check grade for <b><u>all</u></b> students
Feb. 25	--	eligibility/ineligibility begins at the end of the school day
Mar 11	--	three week grade check for <b><u>ineligible</u></b> students
Mar 28	--	eligibility may be regained at the end of the school day

April 8	--	end of 5 <sup>th</sup> six weeks – check grades for <b><u>all</u></b> students
April 15	--	eligibility/ineligibility begins at the end of the school day
May 2	--	three week grade check for <u>ineligible</u> students
May 9	--	eligibility may be regained at the end of the school day

## Elementary and Middle School – Nine Week Grading Period

Sept. 24	-	end of 1 <sup>st</sup> 6 weeks – check grades for <b><u>all</u></b> students
Oct. 1	--	ineligibility begins at the end of the school day
Oct. 8	--	end of 1 <sup>st</sup> nine weeks – check grades for <b><u>all</u></b> students
Oct. 15	--	eligibility/ineligibility begins at the end of the school day
Oct. 29	--	three week grade check for <u>ineligible</u> students
Nov. 5	--	eligibility may be regained at the end of the school day
Nov. 19	--	three week grade check for <u>ineligible</u> students
Dec. 6	--	eligibility/ineligibility begins at the end of the school day
Dec. 17	--	end of 2 <sup>nd</sup> nine weeks – check grades for <b><u>all</u></b> students
Jan. 12	--	eligibility/ineligibility begins at the end of the school day
Jan. 24	--	three week grade check for <u>ineligible</u> students
Jan 31	--	eligibility may be regained at the end of the school day
Feb. 11	--	three week grade check for <u>ineligible</u> students
Feb. 18	--	eligibility may be regained at the end of the school day
Mar 11	--	end of 3 <sup>rd</sup> nine weeks – check grades for <b><u>all</u></b> students
Mar 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
May 2	--	three week grade check for <u>ineligible</u> students
May 9	--	eligibility may be regained at the end of the school day

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## Fees (All Grade Levels)

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Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks.

A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.



- Fees for optional courses offered for credit that require use of facilities not available on District premises.
- Summer school/Extended Year for courses that are offered tuition-free during the regular school year.
- Community Evening School Tuition
- Lost or damaged school owned materials or equipment
- Optional insurance on school-owned instruments
- Duplicate report card
- Student computer usage fee
- Commencement items, such as caps and gowns

## **Payment of fees**

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

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

## **Refund of Fees**

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

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## **Final Examination Exemption**

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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;
- 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.

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## **Fundraising (All Grade Levels)**

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

Fundraising shall not be permitted during class time

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## **Gang-Free Zones (All Grade Levels)**

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

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## **Gifted/Talented Program**

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

eligibility is available at each campus. The District Advanced Academic program Coordinator for grades 7-12 is Patricia Sermas, 713-740-5247 or [psermas@pasadenaisd.org](mailto:psermas@pasadenaisd.org), Pamela Johnson, 713.740.5257 or [pjohnson@pasadenaisd.org](mailto:pjohnson@pasadenaisd.org) and for grades K-6 is Amanda Khan, 713-740-0102 or [akhan@pasadenaisd.org](mailto:akhan@pasadenaisd.org). Further information is available on the District website.

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

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

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

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## **Gender-Based Harassment**

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

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## **Grade-Level Classification (Grades 9–12 Only)**

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Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI] The student is awarded 0.5 credit for each semester course in which he or she earns at least a 70 average. Credits may also be awarded on a per-year average basis for courses recognized as full credit courses.

Students shall have earned the following number of credits in order to achieve the corresponding grade-level classification for the school year:

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

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

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

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## **Grade Point Average (GPA) Calculation**

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

A 90 -100

B 80-89

C 75-79

D 70-74

F 69 and below

## **Weighted Grade-Point System – Middle and Intermediate School**

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

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

<u>Pre-AP/PAC/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>

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

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

## Weighted Grade-Point System – High School

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

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

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

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

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

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

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

Numeric Average	Dual Credit Numeric Average		Basic Grade Points	Regular Grade Points	*Honors, PAP, PAC, PL and Level 1 College Course	**AP/Adv. Honors and Level 2 College Course
100	100		4.0	5.0	5.5	6.0
99	99		3.9	4.9	5.4	5.9

98	98		3.8	4.8	5.3	5.8
97	97		3.7	4.7	5.2	5.7
96	96		3.6	4.6	5.1	5.6
95	95		3.5	4.5	5.0	5.5
94	94		3.4	4.4	4.9	5.4
93	93		3.3	4.3	4.8	5.3
92	92		3.2	4.2	4.7	5.2
91	91		3.1	4.1	4.6	5.1
90	90		3.0	4.0	4.5	5.0
89	89		2.9	3.9	4.4	4.9
88	88		2.8	3.8	4.3	4.8
87	87		2.7	3.7	4.2	4.7
86	86		2.6	3.6	4.1	4.6
85	85		2.5	3.5	4.0	4.5
84	84		2.4	3.4	3.9	4.4
83	83		2.3	3.3	3.8	4.3
82	82		2.2	3.2	3.7	4.2
81	81		2.1	3.1	3.6	4.1
80	80		2.0	3.0	3.5	4.0
79	79		1.8	2.8	3.3	3.8
78	78		1.6	2.6	3.1	3.6
77	77		1.4	2.4	2.9	3.4
76	76		1.2	2.2	2.7	3.2
75	70-75		1.0	2.0	2.5	3.0
74	69		0.9	1.8	2.3	2.8
73	68		0.8	1.6	2.1	2.6
72	67		0.7	1.4	1.9	2.4
71	66		0.6	1.2	1.7	2.2
70	60-65		0.5	1.0	1.5	2.0
Below 70	0		0.0	0	0	0

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

English I PAP, English II PAP, Adv. Journalism Newspaper & Yearbook III, Independent Study English or Journalism, Academic Decathlon, Algebra II PAC, Geometry PAC, Pre-calculus PAC, Biology PAC, Chemistry PAC, Spanish I PAC, Spanish II PAC, Spanish III PAC, German II PAC, German III PAC, French I PAC, French II PAC, French III PAC, Latin I PAC, Latin II PAC, Latin III PAC, 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, PL(non-AP), Level 1 Dual Credit Courses and any new honors or PAP OR PAC courses that offered.

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

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

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

Students enrolled in the Personalized Learning Program are awarded grade points based on their final grade. Senior PL students are awarded grade point credits at the end of the seventh semester for class ranking.

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

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

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## **Graduation (Secondary Grade Levels Only)**

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### **Requirements for a Diploma**

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

- Complete the required number of credits established by the state and any additional credits required by the District;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Demonstrate proficiency, as determined by the District, in the specific communication skills required by the State Board of Education (SBOE).
- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for state Financial Aid (TASFA) or submit a signed opt-out form.

### **Receipt of Diploma**

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

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

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

## Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in: English I, English II, Algebra I, Biology, and U.S. History. A student who does not achieve a sufficient score will have opportunities to retake an assessment. State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

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

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

[See **Standardized Testing**.]

## Foundation Graduation Program

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

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

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

Please see your school counselor for more information.

## Credits Required

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

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

### **Available Endorsements**

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

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



## **FAFSA or TASFA**

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Please contact the school counselor or the College Now Coordinator for more information.

The District will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance.

## **Personal Graduation Plans**

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

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

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

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

## **Available Course Options for All Graduation Programs**

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

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

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

## Students with Disabilities

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

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

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

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

## Graduation Activities

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

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

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

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

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

A summer commencement ceremony is provided for students who complete their graduation requirements through the District's extended year program or other approved sources. Students

are not eligible to participate if they do not complete their requirements prior to this ceremony. Students who complete requirements and are awarded diplomas after the summer commencement ceremony are not eligible to return the following school year to participate in commencement exercises.

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

### **Graduation Speakers**

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

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

### **Graduation Expenses**

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

### **Scholarships and Grants**

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

Graduating Students are required to complete the Free Application or Federal Student Aid (FAFSA) or Texas application for state Financial aid (TASFA) early in their senior year (beginning October 1<sup>st</sup>) in order to determine their eligibility for public and private grants.

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

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### **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.

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### **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.

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## Harassment

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

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## Hazing (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student’s mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

[See **Bullying** and policies FFI and FNCC for more information.]

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## Health—Physical and Mental

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### Accidents or Illness (All Grade Levels)

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

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

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

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

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

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

## **Communicable Diseases**

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

The superintendent shall develop, with the advice of appropriate health, education and legal professionals, and the consent of the Board, guidelines for exclusion, restriction and regulations

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

## **Pediculosis (Head Lice)**

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

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

The District will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

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

[See policy FFAA for more information.]

## **Health Appraisals**

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

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

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

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

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

## **Immunization Policy (All Grade Levels)**

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/DT<sup>1</sup> - 4 doses
- Polio<sup>1</sup> - 3 doses

- MMR<sup>1, 2</sup> (measles, mumps and rubella)-1 dose on or after 1<sup>st</sup> birthday
- Hib<sup>3</sup> 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 <sup>1,2</sup>- 1 dose or documentation of previous chicken pox illness
- Hepatitis A<sup>2</sup> – 2 doses
- Hepatitis B <sup>2</sup> – 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 <sup>1</sup>– 4 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR <sup>1,2</sup> (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<sup>1,2</sup> – 2 doses or documentation of previous chicken pox illness
- Hepatitis A<sup>2</sup> – 2 doses
- Hepatitis B <sup>2</sup> – 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/Td<sup>1</sup>–4 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR <sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart.
- Hepatitis B <sup>2</sup> – 3 doses
- Varicella<sup>1,2</sup> - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

#### **7<sup>th</sup> GRADE – 12<sup>th</sup> GRADE**

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 5 years after last dose DTP/DTaP/DT/Td
- Tdap – 1 dose
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (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 <sup>2</sup> – 3 doses
- Varicella<sup>1,2</sup> - 2 doses or documentation of chicken pox illness
- Meningococcal – 1 dose
- Hepatitis A – 2 doses

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

<sup>1</sup>**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 4<sup>th</sup> birthday will satisfy this requirement.

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

Students entering college/university must also, with limited exception, furnish evidence of having received a quadrivalent meningococcal conjugate vaccine (MCV4) within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements

[See the Texas Department of State Health Services (TDSHS) website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

### **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 49<sup>th</sup> Street, Austin, TX 78756

or online at <https://webds.dshs.state.tx.us/immco/>.

If the student is transferring from another **Texas** school and awaiting the transfer of immunization records, including the official TDH vaccine exemption affidavit, Texas Education Agency policy requires a school District to provisionally enroll the student for no more than 30 calendar days. The vaccine exemption affidavit must be renewed **two years from the date notarized**. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.



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

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

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

## **Failure to Comply with Immunization Requirements**

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

## **Medicine at School (All Grade Levels)**

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

- Prescribed by a United States physician
- Current
- Properly labeled by the pharmacy
- Issued by a United States pharmacy
- In the original container

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

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

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

In rare instances when the physician orders asthma or anaphylactic medications to be carried on the student's person, the parent and student must also sign an affidavit ensuring that the student

is capable of self-administering the prescription medication and releasing the school nurse and the District of any liability for misuse. **Medications shall not be shared with other students.**

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

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

## **Asthma and Severe Allergic Reactions**

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

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

See also **Food Allergies**

## **Steroids (Secondary Grade Levels Only)**

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

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

## **Mental Health Support (All Grade Levels)**

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

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

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

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

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

## **Health-Related Resources, Policies, and Procedures**

### **Physical and Mental Health Resources (All Grade Levels)**

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

- The campus full time nurse,
- The campus full time school counselor(s),
- The local public health authority,  
Harris County Public Health  
713.439.600  
[www.publichealth.harriscountytexas.gov](http://www.publichealth.harriscountytexas.gov)
- The local mental health authority  
The Harris Center for Mental Health and IDD  
24-Hour Crisis Line: 713.970.7000, option 1  
[www.theharriscenter.org](http://www.theharriscenter.org)

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

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

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

- **Consent to Conduct a Psychological Evaluation**
- **Consent to provide a Mental Health care Service** for the District's procedures for recommending a mental health intervention and the mental health liaison's contact information;

- **Counseling** for the District's comprehensive school counseling program;
- **Physical and Mental Health Resources** Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board adopted policies and administrative procedures that promote student health.

## **Physical Education and Recess**

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: flip flops, boots, crocs or shoes with high heels, wooden soles, wheels or cleats. Campus administrators may provide additional guidance on the physical education dress code.

All students in grade six (6) should be given the option to dress out for physical education. All students 7-12 grade will dress out for physical education daily. Campuses physical education teachers will share the physical education uniform expectations at the beginning of each semester from the following options: District provided P.E. uniforms, spirit type P.E. shirts/uniforms sold on campus or student provided appropriate physical education clothes. It is preferred that students be dressed alike so that physical education students can be easily identified in the gym or outside for safety reasons.

Jewelry should not be worn in physical education classes.

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

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

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

## **Physical Fitness Assessment (Grades 3–12)**

Annually, the District will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to school principal

to obtain the results of his or her child's physical fitness assessment conducted during the school year.

## **Recess Guidelines for Pasadena ISD**

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

## **Temporary Restriction from Participation in Physical Education**

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

## **Physical Health Screenings / Examinations**

### **Athletics/Marching Band/High School Dance Team Participation (Secondary Grade Levels Only)**

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

- A District athletics program.
- District marching band.
- High School Dance Team
- Any District extracurricular program identified by the superintendent.

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

## **Spinal Screening Program**

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

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

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

## **Special Health Concerns (All Grade Levels)**

### **Bacterial Meningitis (All Grade Levels)**

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

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

[See **Immunization** for further information]

### **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.

See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

### **Food Allergies (All Grade Levels)**

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

The District has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The District's food allergy management plan can be accessed on the District's website.

[See **Celebrations** policy FFAF for more information.]

## **Seizures (All Grade Levels)**

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

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

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

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

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

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. If you are interested in participating, please contact the District's health/PE department or look for Pasadena I.S.D. website under PE/Health. The council will submit a report to the School Board at the end of the school year.

During the preceding school year, the District's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the District's website at

SHAC 2021-2022 anticipated meeting dates are September 7, 2021; November 2, 2021; February 1, 2022; and April 5, 2022. All meetings will be held in the Administration Building Boardroom beginning at 9:00 am. SHAC meeting minutes and a recording of each meeting will be posted on the District website

[https://www1.pasadenaisd.org/departments/departments\\_n-s/physical\\_education\\_health\\_wellness/parent\\_-\\_s\\_h\\_a\\_c](https://www1.pasadenaisd.org/departments/departments_n-s/physical_education_health_wellness/parent_-_s_h_a_c)

[See **Human Sexuality Instruction** and policies BDF and EHAA. for more information.]

## **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the District has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Amber Macneish, [amacneish@pasadenaisd.org](mailto:amacneish@pasadenaisd.org) with questions about the content or implementation of the District's wellness policy and plan.

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## **Homework (All Grade Levels)**

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.

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## **Law Enforcement Agencies (All Grade Levels)**

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### **Pasadena ISD 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.

### **Questioning of Students**

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

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

### **Students Taken into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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



## **Notification of Law Violations**

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate District personnel regarding a student who is required to register as a sex offender.

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

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## **Leaving Campus (All Grade Levels)**

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

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

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

The same process applies to students in high school. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

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

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

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

## **At Any Other Time during the School Day**

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

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

## **Custody Disputes and Release of Students**

Ultimately, it is the responsibility of the individuals who are party to a case, and/or subject to valid and controlling legal document(s), to comply with the terms of the document(s). This responsibility includes making all necessary arrangements to ensure that the student subject to the controlling legal document is surrendered to the parent/legal guardian entitled to possession and/or access as required in the document. Accordingly, the District highly encourages parents/guardians to coordinate custody issues with each other outside of the school setting and requires a student's parents/legal guardians to provide their student's campus with the controlling legal documents related to student custody, access and/or possession at the time of enrollment and/or upon the subsequent effective date of the document. Examples of valid and controlling legal documents include, but are not limited to, court orders and documents from the Department of Family and Protective Services/Child Protective Services (DFPS/CPS). Controlling court orders are generally the most recent court order related to parental rights/custody of the child that is certified, file stamped, and signed by a judge.

Upon receipt of a legal document from a student's parents/guardians, campuses will review the documents and consult with District Administrators and/or the District's General Counsel as necessary to identify, verify, and interpret the controlling legal document(s). Campuses will rely upon the controlling legal document(s) to determine the student's parents/guardians' legal rights and limitations applicable to the school setting (including but not limited to: access to education records, consultation with school officials, attendance at school activities, designation on the student's records, emergency and educational decision making authority, and possession of/access to the student).

When the District receives conflicting directives from a student's parents/guardians and there are no legal documents on file for the student, the District will generally:

1. Allow and encourage the parties to seek legal intervention to resolve the conflict outside of the school setting;
2. Maintain the status quo of the student (i.e., maintain the student's established transportation procedures or schedule) until legal documents are received and reviewed;
3. Request the student's parents/guardians to provide a copy of the current, controlling legal document related to the custody of the student within the following 2 business days; and
4. Review, verify, and interpret controlling legal documents; and
5. Communicate interpretation and effect of controlling legal documents to parents/guardians, and implement all necessary changes to the maximum extent practicable.

Access and possession periods contained in controlling legal documents on file with the District will be observed by campuses when releasing a student to the maximum extent practicable. If it is not practicable and/or in the best interest of the student for a campus to observe the possession periods and/or rights of access included in controlling legal documents, all decisions made by the campus will be in the best interest of the child based on the information available to the campus at the time the decision is made.

In the absence of legal documents to the contrary and/or conflicting directives from a student's parents/guardians, a student will generally be released to either parent or legal guardian of the

student, or any other individual that has been designated by either parent or legal guardian of the student.

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## **Lost and Found (All Grade Levels)**

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

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## **Makeup Work**

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### **Makeup Work Because of Absence (All Grade Levels)**

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.”

[See Grading/Progress Reports to Parents]

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

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

### **Disciplinary Alternative Education Program DAEP Makeup Work High School Grades 9–12**

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

### **In-School Suspension (ISS) and Out-of-School Suspension (OSS)**

#### **Alternative Means to Receive Coursework**

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

## Opportunity to Complete Courses

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

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## Nondiscrimination Statement (All Grade Levels)

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

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

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

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

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

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

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

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## Nontraditional Academic Programs

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

- **Second Chance Program** offers morning, afternoon and evening classes for individuals who meet certain criteria.
- **Night School** provides students with an opportunity to make-up deficiencies in credits or to earn additional high school credits by taking classes in the evening.
- **TARA Program** (Texas Alternative Requirements Application) gives former Pasadena ISD students who entered 9<sup>th</sup> grade before the 2011-2012 school year and did not successfully pass all required state assessments (TAKS/TAAS/Teams), an opportunity to earn a high school diploma.
- **GED** classes for adults in partnership with the Harris County Department of Education are offered to students at no charge.

Contact Community School for more information: 713.740.0298 or  
<https://community.pasadenaisd.org/>

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## Nutrition Services (Lunch/Breakfast Program)

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

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

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

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

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

## Breakfast Program

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

## Lunch Program

Lunch at **No Cost** is available at all campuses.

When students bring their lunch to school, utensils and napkins need to be included. Students who bring their lunches may purchase milk and/or a snack. Utensils and napkins are available for purchase from the cafeteria if forgotten. Elementary students may not bring from home any sodas or glass containers. Students are required to remain on campus during lunch. Parents are discouraged from bringing in fast food for lunch. Please contact school campus regarding policy in bringing fast food to the campus.

## Non-Discrimination

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

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the **USDA Program Discrimination Complaint Form**, (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: **program.intake@usda.gov**.

This institution is an equal opportunity provider.

## Payment for Snacks and Milk

Students who bring their lunch may purchase milk and all students may purchase snacks.

Students may prepay for milk and snacks. Students may pay on a daily basis in the serving line. Prepayments are normally taken on Monday. The policy regarding the day when prepayments are made is a school's decision. Payments may also be made online at [www.myschoolbucks.com](http://www.myschoolbucks.com). **The Pasadena Independent School District Nutrition Services will not accept personal checks.**

Specially marked food service envelopes are available for use by parents when sending money to the school. The envelope should be marked with the student's name, grade level, and the amount enclosed. Parents are strongly encouraged to continually monitor their child's account balance. When a student's account is depleted, the District will notify the parents via phone message and notices sent home with students.

## Smart Snacks in Schools

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

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

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

## Special Diets

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

## Student ID Numbers

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

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## Parking and Parking Permits (Secondary Grade Levels Only)

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

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

Students with properly displayed parking permits may park cars on school campus. These cars must be properly parked in assigned areas. Failure to comply with this regulation may result in

appropriate disciplinary action. **Repeated offenses will result in loss of parking privilege without the refund of the parking fee.**

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

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

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

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

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

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

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

### **Prayer (All Grade Levels)**

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

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## **Pregnancy and/or Parenting Services**

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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.

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## **Promotion/Placement**

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



## **Prekindergarten/Kindergarten/First Grade/Second Grade**

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

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

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

### **Prekindergarten — Grade 3**

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

### **Grades 3 to 4**

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

### **Grades 5 to 8**

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

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2021-2022 school year (starting in fall 2021) or subsequent summer of 2022.

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.

Students may be eligible for placement according to Texas Education Agency (TEA) guidelines. Students who attend an extended year program 100% of the time and are successful in their academic work will be eligible to move to the next grade level. Extenuating and/or emergency circumstances regarding absences will be considered by the extended year program manager provided that the student and/or parent contact the manager in advance of the absence.

Extenuating and/or emergency circumstances include absences due to illness with a doctor's note and/or death in the immediate family. All absences must be made up in order to be considered for promotion and/or credit recovery.

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

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

## **Personalized Learning Students in Grades 4-8**

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

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

## **Personalized Learning Students in Grades 9-12**

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

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

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## **Release of Students from School**

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[See **Leaving Campus**]

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## **Remote Instruction**

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

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

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## **Report Cards/Progress Reports (All Grade Levels)**

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

A 90 -100	B 80-89	C 75-79	D 70-74	F 69 and below
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Teachers will maintain records of student grades of student grades that reflect student's mastery of learning. Grades shall be entered into the District's grade recording system weekly so that a current average is readily available to students and/or parent(s) upon request. Information regarding access to the on-line grade reporting system shall be made available to parents. Progress reports will be issued after the end of the third week of each six/ nine weeks grading period. All intermediate and high school students will receive a complete grade report after each six weeks and after the close of each semester. All elementary and middle school students will receive a complete grade report after each nine weeks and after the close of each semester. All

report cards must be signed by the parent or guardian and returned to school immediately. To help parents know when to expect progress reports and report cards, the school calendar is printed on the back of this Handbook.

## **Prekindergarten/Kindergarten/First Grade/Second Grade**

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

**Prekindergarten** students will receive a + (mastery) or a / (still developing) for each skill and strategy assessed.

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

## **Elementary**

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

## **Middle School**

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

## **Intermediate and High School**

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

### **Computation of Grades for High School**

**Semester Averages:** Semester averages will be computed as follows:

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

### **Year Averages – High School**

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

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

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

## **Personalized Learning**

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

## **Incomplete Grades**

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

## **Make-up and Late Work**

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

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

## **Retest Reassessment Opportunities**

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

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## **Retaliation**

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

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## **Safety and Security at School (All Grade Levels)**

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### **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.

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

### **Fire Drill**

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

### **Tornado Drill**

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

### **Lockdown- Locks, Lights, Out of Sight**

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

### **ALICE – Alert, Lockdown, Inform, Counter, Evacuate**

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

### **Shelter in Place**

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

1. All HVAC systems will be turned off.
2. All students will be brought in from outside.
3. Exterior doors will be locked.
4. For the safety of students, NO ONE (parents, visitors, and staff) will be allowed to enter or leave the building until further instructions are received from the District’s Crisis Communication Center.

5. In some instances, a buffer room (a room near the entrance) may be set up to receive persons from the outside. This room will serve as a “buffer” between exposing children and staff who are already sheltered and allowing limited access in emergency and critical situations to those who may be contaminated. Once inside the buffer room, persons must remain there until the all clear is given.
6. School District officials will notify all schools as quickly as possible once local emergency officials have given the “all-clear.” Once campuses receive the all-clear, they may return to normal operations.

## **Evacuation**

Most evacuations will be based upon three scenarios:

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

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

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

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

## **Preparedness Training: CPR and Stop the Bleed**

The District will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The District will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security’s Stop the Bleed](#) and [Stop the Bleed Texas](#).

## **Emergency Medical Treatment and Information**

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

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

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

The emergency care authorization form will be used by the district when a student’s parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

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

## Emergency School Closing Information

We value the safety of our students and staff. For this reason, decisions on closings or delays of Pasadena ISD schools are based on road and travel conditions throughout the District as well as facility usage. Decisions regarding school closings or delayed openings of Pasadena ISD schools will be announced by 5:30 a.m. each day of inclement weather.

For the latest announcements regarding school closings or delayed openings, check the District website at [Pasadena ISD](#), District [Facebook](#) and local television and radio stations.

*Parents will be notified of school closings by:*

- (1) the Pasadena ISD phone notification system,
- (2) on the front page of the [District website](#),
- (3) through [Facebook](#) and (4) [Twitter](#),
- (5) local television and
- (6) radio stations.

We encourage parents to check with their child's campus to verify that the information on file is up to date, in order to receive emergency alerts from the District.

If no information is posted or announced, Pasadena ISD schools will start at the regular time on a regular schedule. Thank you for cooperating with us to keep the students, faculty and staff of Pasadena ISD safe.

[See **Communications-Automated, Emergency**]

## Say Something – Anonymous Tips

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

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

Register to receive District news on the web at [www1.pasadenaisd.org](http://www1.pasadenaisd.org).

## Metal Detectors

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

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

## **Video Surveillance**

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

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

## **Safety to and from School**

### **Bicycle Riders**

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

### **Students Who Walk to School**

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

### **Going Home from School**

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

### **After School Events**

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

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## **SAT, ACT, and Other Standardized Tests**

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[See **Standardized Testing** for information]

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## **Schedule Changes (Middle and Secondary Grade Levels)**

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



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

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

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## **School Facilities**

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### **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 2021, Loflin Environmental completed a three-year re-inspection of all facilities containing asbestos. Each six months a periodic surveillance will be conducted to assess the condition of asbestos containing building materials. Tom Douglas is the designated person and can be reached at 713-740-0822.

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

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

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

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

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

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

#### **Pest Management Plan (All Grade Levels)**

The District is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the District strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the school principal.

### **Vending Machines (All Grade Levels)**

The District has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines refer to policy FFA.

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off District premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Libraries (All Grade Levels)**

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

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

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

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

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

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

### **Use of Hallways during Class Time (All Grade Levels)**

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

## **Use of Hallways by Students Before and After School (All Grade Levels)**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

## **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

## **School-Sponsored Field Trips (All Grade Levels)**

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

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

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

## **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, District officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and District policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to District policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on District property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a District official may conduct a search in accordance with law and District regulations.

## **District Property (All Grade Levels)**

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in District property.

Students are responsible for any item found in District property provided to the student that is prohibited by law, District policy, or the Student Code of Conduct.

## **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.

## **Metal Detectors (All Grade Levels)**

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

## **Telecommunications and Other Electronic Devices (All Grade Levels)**

Use of District-owned equipment and its network systems is not private and will be monitored by the District. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

## **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.

## **Trained Dogs (All Grade Levels)**

The District may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by District officials.

## **Vehicles on Campus (Secondary Grade Levels Only)**

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

## **Bicycles**

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

### **General (All District Property)**

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

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

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

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

### **Parking**

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

### **Unauthorized Vehicles**

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

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the District will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the District may turn the matter over to law enforcement. The District may contact law enforcement even if permission to search is granted.

For more information refer to Vehicles on Campus

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## **Sexual Harassment**

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

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### **Special Programs (All Grade Levels)**

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The District provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact:

Gifted and Talented Students – Advanced Academics – 713.740.5248

Bilingual, English Learners – Bilingual/ESL/Dual Language – 713.740.0044

Dyslexia – Erika Chapa – 713.740.0067

Students with Disabilities – Special Education – 713.740.0861

Migrant, Foster Care, Homeless – Special Programs – 713.740.0225

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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## **Standardized Testing**

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### **Advanced Placement (AP) Exams**

Advanced Placement (AP) exams are taken after students complete the corresponding AP course in high school. The AP Examinations are offered once a year in May by all District high schools. Students who earn required scores on an AP exam may receive college credit for their demonstrated mastery in these college-level subject areas.

The registration period for AP Full year and fall single semester course exams continues through the end of October. String single semester courses will have until February to register for the exam. See the CAMPUS AP Coordinator for further information.

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

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

Contact the principal for information about this opportunity

### **College Admission Exams - SAT/ACT**

Many colleges and universities require either the ACT or the SAT for admission. The ACT is given at various centers throughout the nation with Sam Rayburn High School, J. Frank Dobie High School, South Houston High School, and San Jacinto College being the most convenient to the students of Pasadena ISD.

Pasadena ISD provides the SAT Exam for all high school juniors and seniors free of charge and at their own school. All seniors will take the SAT October 13, 2021. Juniors will take the SAT at their high school, March 23, 2022. Each high school will inform the students of the date of SAT administration.

The SAT Exam is also administered on Saturdays at South Houston High School, Sam Rayburn High School, J. Frank Dobie High School, Pasadena Memorial High School, and San Jacinto College. These Saturday exams require a registration fee. Further testing information may be obtained from the College Board, [www.collegeboard.org](http://www.collegeboard.org) and the ACT Assessment [www.act.org](http://www.act.org).

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

Students are encouraged to talk to the school counselor early during their junior year to determine the appropriate examination to take. In preparation for their college or other post-secondary education opportunities.

## PSAT 8/9 and PSAT/NMSQT

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

The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered in October to sophomores and juniors, respectively. The PSAT/NMSQT is of assistance to the student planning for college. The PSAT/NMSQT provides students the opportunity to compete for National Merit Scholarships, College Board recognition programs, and for scholarships given by many companies and associations. The PSAT 8/9 is administered to all ninth graders October 13, 2021 and all eighth graders October 20, 2021.

### Test Preparation

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

### Khan Academy/Free Test Prep for the SAT and PSAT/NMSQT

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

**NOTE:** These assessments may qualify a student to receive a performance acknowledgement on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also make the student eligible for automatic admission to a Texas public institution of higher education.

### Test Dates

PSAT/NMSQT	SAT (Saturday)	ACT (Saturday)
October 13, 2021	August 28, 2021	September 11, 2021
.	October 2, 2021	October 23, 2021
	November 6, 2021	December 11, 2021
<b>PSAT 8/9</b>	December 4, 2021	February 12, 2022
Grade 9 - October 13, 2021	March 12, 2022	April 2, 2022
Grade 8 – October 20, 2021	May 7, 2022	June 11, 2022
	June 4, 2022	July 16, 2022

## TSIA2 (Texas Success Initiative Assessment 2.0)

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSIA2) assessment. The TSI assesses the reading,

mathematics, and writing skills that freshmen level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the District and is a requirement for all Early College High School Students. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

## **Diagnostic Assessment with Measures of Academic Progress (MAP) Growth**

Measures of Academic Progress (MAP) Growth is a computer adaptive assessment that identifies Math and Reading concepts and skills students are ready to learn. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP reports allow teachers to better target instruction based on student's strengths and needs. Reporting allows for monitoring of student growth across each administration and from one grade level to the next. MAP Growth is administered three times a year in Grades 2-8 and High School students participating in Personalized Learning.

## **STAAR (State of Texas Assessments of Academic Readiness)**

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

### **Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students in grade 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

<b>Grades Tested</b>	<b>STAAR Test</b>	<b>Paper Administration Test Date**</b>	<b>Online Administration Test Dates **</b>
Grade 8	Science	May 5 (Thu)	May 5–May 20
Grade 8	Social Studies	May 6 (Fri)	May 6–May 20
Grades 3–8	Mathematics	May 10 (Tue)	May 10–May 20
Grades 3–8	Reading	May 11 (Wed)	May 10–May 20
Grade 5	Science	May 12 (Thu)	May 10–May 20
Students enrolled in Algebra 1	Algebra 1 EOC	May 3-6	May 3 – May 13
Grades 3-8	STAAR Alternate 2	Mar 28–Apr 29	

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



## **Failure to Perform Satisfactorily on STAAR Reading or Math**

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

## **Standardized Testing for a Student Enrolled Above Grade Level**

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

## **Standardized Testing for a Student in Special Programs**

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

## **Personal Graduation Plans - Middle or Intermediate High School Students**

For a middle or intermediate school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle or intermediate student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

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.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

## High School Courses End-of-Course (EOC) Assessments

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

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

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

Students will be administered the exam for each course completed during the school year. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education service who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

### December STAAR End of Course Assessments

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

STAAR End of Course Exam	Paper and Online Administration Test Dates(s)
English I	December 7, 2021
English II	December 9, 2021
Algebra I Biology U. S. History	December 7-10, 2021; specific testing dates will be shared with students and posted on each high school website

### Spring STAAR End of Course Assessments

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

STAAR End of Course Exam*	Paper Administration Test Date(s)	Online Administration Test Date(s)
English I	April 5, 2022	April 5, 2022
English II	April 7, 2022	April 7, 2022
Algebra I, Biology, U. S. History	May 3-6, 2022; specific testing dates will be shared with students and posted on each high school website	May 3 – May 6, 2022 May 9-May 13, 2022

## June STAAR End of Course Assessments

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

STAAR End of Course Exam*	Paper Administration and Online Administration Test Date(s)
English I	June 21, 2022
English II	June 23, 2022
Algebra I, Biology U. S. History	June 21-June 24, 2022 specific testing dates will be shared with students and posted on each high school website

## Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

[See **Graduation**]

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## Students in Foster Care (All Grade Levels)

[See Enrollment/Withdrawal sections]

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## Students who are Homeless (All Grade Levels)

[See **Student Who is Homeless** in the Enrollment/Withdrawal section]

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## Summer School (All Grade Levels)

See Extended Day

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## Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

District adopted instructional materials are provided at no cost to students for each subject or class the student takes; however, this does not release any individual from responsibility for the instructional materials issued. The District may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the District does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet or other computing device.

Each student, or the parent/guardian, is responsible for all instructional materials not returned in an acceptable condition by the student. If instructional materials are lost or damaged, the student, or parent/guardian, must pay the replacement price for the instructional materials issued and not returned in usable condition, even if the instructional materials were not new when issued. The student will also be fined for abnormal use or wear based upon a schedule established by the principal or principal's designee. A student receiving damaged instructional materials should immediately report the damage to the teacher. Refunds are issued through June 15 of the current school year for instructional materials found and returned.

## **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.

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## **Transportation (All Grade Levels)**

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the District's website. For the safety of the operator of the vehicle and all passengers, students must board buses only at authorized stops, and drivers must unload passengers only at authorized stops.

When riding in District vehicles, including buses, students are held to behavioral standards established in this handbook and the student Code of Conduct. The following rules will be observed by students riding school buses:

1. The bus driver is in charge. Students must follow his or her instructions respectfully and promptly and do nothing to distract the driver. The bus driver will assign seats to students. The bus driver has the authority to issue bus misconduct slips.
2. Students should be at the bus stop 5 minutes prior to scheduled bus arrival time. Buses will not wait for them.
3. Proper behavior and safety precautions must be observed at the bus stops. Students should stand back from the curb or roadway to protect themselves from traffic.
4. Students will load and unload the bus at the bus stop closest to the residence of the student. Students must show respect for the rights of owners of property where bus stops are located.
5. Students must remain seated on the bus and never put their arms or heads out of the bus window. Riders must not throw paper or other rubbish on the floor of the bus or out the window.
6. Students are to observe the rules of classroom conduct when they ride the bus. Disobedience, misconduct or violation of these rules will be reported to the appropriate assistant principal for disciplinary consequences which may include suspension and/or removal from the bus.
7. Students must not try to get on or off the bus or move about while the bus is in motion. The instructions of the driver should be followed exactly when students are leaving the bus.
8. Students may ride another bus in an emergency and with a parental note signed by the principal or assistant principal.
9. Students must keep their belongings in their lap where they will not slide or fall, never on the edge of a seat or in the aisle. This includes books, book bags, band instruments, special projects, packages, coats, etc. Articles mentioned will not be allowed to displace a student from a seat.

10. Bus riders should never tamper with the school bus or any of its equipment. Treat school bus equipment as you would valuable furniture in your home. Damage to seats, etc., must be paid for by the offender.
11. Students must board or exit a bus in an orderly fashion. Traffic should stop, but be very careful as you cross the street in front of the bus.
12. Students shall not carry medication on the school bus.
13. Students who are not eligible to ride the bus may not ride the bus home with a friend.
14. Students are not permitted to eat, drink or chew gum on the bus.
15. When transporting students in buses equipped with seatbelts, all students are required to secure their seatbelts before the bus is moved.

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

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

The ARD committee will determine the requirement for special transportation for students with disabilities on an individual basis.

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent of another adult designated by the parent. (See school-sponsored Field Trips)

### **Private Buses**

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

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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## **Vandalism (All Grade Levels)**

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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.

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## **Video Cameras (All Grade Levels)**

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For safety purposes, the District uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the District to place video and audio recording equipment in certain self-contained special education classrooms. The District will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

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## Visitors to the School (All Grade Levels)

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### General Visitors

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

For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable District policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show a valid photo identification and obtain a visitor's permit. **Visitors must report to the school offices and sign out before leaving the campus. The visitor's photo identification will be returned when the visitor badge is returned to the office.**

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

### Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer has the authority to refuse entry or eject a person from District property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

## College, Career and Military visitors (High School Only)

The District invites representatives from colleges and universities and other higher education institutions, prospective employers, and recruiters to present information to interested students.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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## Volunteers (All Grade Levels)

The District invites and appreciates the efforts of volunteers who are willing to serve our District and students.

If you are interested in volunteering, please contact the campus for more information and to complete an application.

The District does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the District.

Subject to exceptions in accordance with state law and District procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

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## Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

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## Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least twenty-four (24) hours' notice of withdrawal so that records and documents may be prepared.

FOR FURTHER INFORMATION, REFER TO ENROLLMENT/WITHDRAWAL SECTION

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## Glossary

**Accelerated instruction** is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ARD** Committee (admission, Review and Dismissal) In Texas, the name for the IEP Team made up of a student's parents and school staff who meet at least annually to : decide whether or not the student has an eligible disability; determine what special education and related services will be provided, and develop an individual education Program (IEP).

**ARD Meeting** (Admission, Review and Dismissal) is an annual review of a student's special education program that includes an update of the student's progress, a review of the current IEP (Individualized Education Program) and development of a new IEP for the upcoming year.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U. S. Department of Education.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

**FERPA** refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

**IDEA** (Individuals with Disabilities Education Act) is the federal law that grants children with disabilities the right to receive "a free appropriate public education" (FAPE). IDEA is important because it provides the minimum requirements each state must meet in order to receive federal special education funds

**IEP** (Individualized Education Program) is a written statement for each child with a disability that is developed, reviewed and revised by the ARD Committee, of which parents are active members. The IEP includes the student's present levels of academic achievement and functional performance, participation in State and District-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle/intermediate school who fails a section on a state-mandated test or is identified by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.



**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the District's health education instruction, as well as assist with other student and employee wellness issues.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the District-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or District vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TEC** stand for the Texas Education Code

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TXVSN** stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school Districts. Courses are taught

by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

## **Appendix: ONE**

### **Freedom from Bullying Policy**

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

#### **BOARD POLICY (FFI)**

STUDENT WELFARE

FREEDOM FROM BULLYING (LOCAL)

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, <https://pol.tasb.org/Policy/Search/597?filter=Bullying>

This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

### **Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited

#### **Examples**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

### **Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

#### **Examples**

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

### **False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

### **Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

### **Reporting Procedures**

#### **Student Report**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

#### **Employee Report**

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

#### **Report Format**

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

### **Notice of Report**

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

### **Prohibited Conduct**

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, disability, or actual or perceived sexual orientation or gender identity. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

### **Investigation of Report**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

### **Concluding the Investigation**

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

### **District Action**

#### **Bullying**

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

#### **Discipline**

A student who is a victim of bully and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action

#### **Corrective Action**

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

#### **Transfers**

The principal or designee shall refer to FDB for transfer provisions.

#### **Counseling**

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

#### **Improper Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

#### **Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

#### **Appeal**

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

#### **Records Retention**

Retention of records shall be in accordance with CPC(LOCAL).

#### **Access to Policy and Procedures**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## **Appendix: TWO**

### **Parent and Family Engagement (All Grade Levels)**

#### **Working Together**

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

- Encouraging your child to put a high priority on education and working with your child on an everyday to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.
- Becoming a school volunteer. [See **Volunteers** policy GKG for more information.]
- Participating in campus parent organizations. Contact the campus principal regarding parent organizations.
- Serving as a parent representative on the District-level or campus-level planning committees that develop educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council (SHAC) and assisting the District in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)**.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about District operations. Regular board meetings are held on the third, Tuesday of each month at 7:00 p. m. at Pasadena ISD Administration Building, 1515 Cherrybrook Lane, Pasadena, TX 77502. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Pasadena ISD Administration Building and online at [www1.pasadenaisd.org](http://www1.pasadenaisd.org)

# Appendix: THREE

## HIGH SCHOOL GRADUATION REQUIREMENTS

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

<b>STEM</b>	<b>Business &amp; Industry</b>	<b>Public Services</b>	<b>Arts &amp; Humanities</b>	<b>Multidisciplinary</b>
<i>Engineering*</i> <i>Robotics*</i> <i>Advanced Math</i> <i>Advanced Science</i> <i>Process Technology</i>	<i>Agriculture*</i> <i>Architecture &amp; Const.*</i> <i>Auto Tech &amp; Collision*</i> <i>Business, Marketing, &amp; Finance*</i> <i>Commercial</i> <i>Photography</i> <i>Computer Maintenance /Networking*</i> <i>Culinary Arts*</i> <i>Graphic Design*</i> <i>Hospitality &amp; Tourism*</i> <i>Maritime/Port Operations*</i> <i>Transportation*</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"> <li>• <i>Athletic Training</i></li> <li>• <i>Fitness</i></li> <li>• <i>AVID</i></li> </ul>

\* 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 English II Algebra I	US History Biology	<b>Outstanding Performance:</b> Dual Credit coursework, Bilingualism/ Biliteracy, AP Exam, PSAT, SAT, or ACT	<b>Certification:</b> Nationally or internationally recognized business or industry certificate or license

## Appendix FOUR

### DENIAL OF RELEASE OF GENERAL STUDENT INFORMATION

Student Name \_\_\_\_\_ Student ID No \_\_\_\_\_

Student Grade \_\_\_\_\_

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 August 31, 2021. 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: \_\_\_\_\_

## Student Code of Conduct 2021-2022

## BOARD OF TRUSTEES

Vickie Morgan ..... Board Member

## CENTRAL ADMINISTRATION

DeeAnn Powell .....	Superintendent
Arthur Allen .....	Associate Superintendent for Business & Technology Services
Art Del Barrio .....	Director of Communications
Kevin Fornof .....	Associate Superintendent for Facilities & Construction Management
Gloria Gallegos .....	Associate Superintendent for Special Programs
Traci Goodwin .....	Executive Director for Professional Development and Events
Alyta Harrell .....	Associate Superintendent for Campus Development
Karen Hickman .....	Deputy Superintendent for Academic Achievement
Jodie Kennemer .....	General Counsel
Toni Lopez .....	Associate Superintendent for Human Resources
Darla Massey .....	Associate Superintendent for Accountability and Compliance
Troy McCarley .....	Associate Superintendent Projects Planning and Communication
Carla Merka .....	Chief Financial Officer
Rhonda Parmer .....	Associate Superintendent for Campus Development
Joe Saavedra .....	Associate Superintendent for Campus Development
Patricia Sanchez .....	RISE Certification Officer
Angela Stallings .....	Associate Superintendent for Campus Development
Donna Summers .....	Executive Director for Research & Evaluation

## DEC COMMUNITY MEMBERS

ABC Dental.....Carolina Turrubiates  
ABC Dental..... Maria Elena Zavala  
Parent of Former Student.....Edissa Canales

## DEC PARENT MEMBERS

Bondy Intermediate & Lomax Middle .....	Elaine Carrasco
Fisher Elementary .....	Jennifer Jackson
Miller Intermediate .....	Edie Cantu

## DEC ADMINISTRATORS

Frazier Elementary .....	Susan Blue
Jessup Elementary.....	Ryan Pavone
Pomeroy Elementary .....	Becky Montemayor
Stuchbery Elementary .....	Joey Hernandez
Young Elementary .....	Amy McClellen
Keller Middle .....	Kim Powers
Kendrick Middle .....	Jessica Martinez
Melillo Middle .....	Jennifer Saucedo
Roberts Middle.....	Lali Guerrero
Parkview Intermediate .....	Jaclyn Sweet
San Jacinto Intermediate .....	Chris Rojas
South Houston Intermediate.....	Gail Ward
Dobie High School.....	Clinton Hopper
Pasadena High School.....	Steve Martin
Pasadena Memorial High School .....	Shaun Owen
Curriculum & Instruction.....	Sarah Evans

**DISTRICT EDUCATION COMMITTEE**

Atkinson Elementary.....	Belva Alaniz
Bailey Elementary.....	Carrie Blanco

Burnett Elementary .....	Haley Emery
Bush Elementary .....	Aide Buenrostro
Fisher Elementary .....	Tisha Garcia
Frazier Elementary .....	Pamela Williams
Freemen Elementary .....	Renita Toney
Gardens Elementary .....	Marissa Gonzalez
Garfield Elementary .....	Tara Gonzales
Genoa Elementary .....	Diana Davis-Sheer
Golden Acres Elementary .....	Lynda Agan
Hancock Elementary .....	Sara Cooper
Jensen Elementary .....	Rubi Reyes
Jessup Elementary .....	Alfredo Juarez
Kruse Elementary .....	Kristopher Petree
L.F. Smith Elementary .....	Rogelio Guzman
Mae Smythe Elementary .....	Javier Short
Matthys Elementary .....	Erica Salas
McMasters Elementary .....	Ingrid DeLaRosa
Meador Elementary .....	Connie Daumas
Moore Elementary .....	Ashley Evans
Morales Elementary .....	Brandi Wood
Parks Elementary .....	Narciso Lopez
Pearl Hall Elementary .....	Amanda Butcher
Pomeroy Elementary .....	Rosalba Robles
Red Bluff Elementary .....	Samantha Cortez
Richey Elementary .....	Hannah Wright
South Belt Elementary .....	Jessica Arnold
South Houston Elementary .....	Maria Hernandez
South Shaver Elementary .....	Elizabeth Rodriguez
Sparks Elementary .....	Mariana Breaux
Stuchbery Elementary .....	Clarissa Ridge
Teague Elementary .....	Isaac Rodriguez
Turner Elementary .....	David Hudspeth
Williams Elementary .....	Rocio Nuncio
Young Elementary .....	Jordynnn Conner
De Zavala Middle School .....	Nikki Gabbert
Keller Middle School .....	Sherry Thomas
Kendrick Middle School .....	Jessica Lambert
Lomax Middle School .....	Rebecca Castaneda
Melillo Middle School .....	Kelly Jurek
Milstead Middle School .....	Amanda Hall
Morris Middle School .....	Randy Garza
Roberts Middle School .....	Laura Hill
Schneider Middle School .....	Whitney Richards
Shaw Middle School .....	Diego Martinez
Sullivan Middle School .....	Paige Mayo
Beverly Hills Intermediate .....	Ilene McKinney
Bondy Intermediate .....	Drema Quinn
Jackson Intermediate .....	Shakira Thomas
Miller Intermediate .....	Jared Mellen
Park View Intermediate .....	Kyle Leonard
Queens Intermediate .....	Jennifer Crawford
San Jacinto Intermediate .....	Ruben Orozco
South Houston Intermediate .....	Alexandra Garcia
Southmore Intermediate .....	Barbara Norris
Thompson Intermediate .....	Kelli Moneyhun
Dobie High School .....	Andrea Morgan
Dobie Ninth Grade Campus .....	Abby Gonzalez
Pasadena High School .....	Jessica Rivera
Pasadena Memorial High School .....	Laurie Mellen
Sam Rayburn High School .....	Lanna Barajas
South Houston High School .....	Katelyn Loges
Lewis Career & Tech High School .....	Jami Marcum
Community School .....	Tricia Cave
Guidance Center .....	Elisabeth Lewis
Tegeler Career Center .....	Jessica Priestley
The Summit .....	Michael Rubi