

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

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

Dear Parent:

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

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

We strongly urge you to take the time to read through the booklet with your child. You and your child need to sign this page and return it to the school. This lets us know that you have 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,



Dr. Rick Schneider
Superintendent of Schools

Please Print

Student ID#: _____

Student's
Last Name _____ 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 2004-2005.

X _____
Student Signature Hm/Sec. Parent Signature Date

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

X _____
Student Signature Hm/Sec. Parent Signature Date

RETURN THIS ENTIRE PAGE TO SCHOOL

Pasadena Independent School District

***High School
Student Handbook***

2004 - 2005

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Please contact the school principal to request a copy.**

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It is the policy of the Pasadena Independent School District not to discriminate on the basis of race, color, national origin, sex, age or handicap in its general and vocational programs, services or activities, or in its employment practices. Lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For more information about your rights or grievance procedures, contact the Title IX Coordinator, Kirk Lewis, at 1515 Cherrybrook, Pasadena, Texas 77502, 713-740-0244, and/or the Section 504 Coordinator, Ricki Fischer, 1515 Cherrybrook, Pasadena, Texas 77502, 713-740-0067.

SUPERINTENDENT OF SCHOOLS

Dr. Rick Schneider

BOARD OF TRUSTEES

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EMERGENCY SCHOOL CLOSING

When severe weather conditions or other factors pose a threat to the normal operation of school, the Superintendent of Schools shall evaluate the hazard and determine if school closing is necessary. Please refer to the following radio stations for directions:

KILT 610 AM	KQUE 102.9 FM
KILT 100 FM	KKBQ 92.9 FM
KPRC 950 AM	KLTR 93.7 AM
KNUZ 1230 AM	KIKK 96 FM
KLVL 1480 AM	KIKK 650 AM
KODA 99 FM	KKMX 95.5 FM
KRBE 104.1 FM	KXYX 1320 AM
KTRH 740 AM	KKBQ 92.9 FM

HIGH SCHOOLS

J. FRANK DOBIE HIGH SCHOOL
10220 Blackhawk Rd., Houston, Texas 77089
Principal: Steve Jamail
Phone: 281-481-3000 • Fax: 281-929-3816

PASADENA HIGH SCHOOL
206 South Shaver, Pasadena, Texas 77506
Principal: Morris Fuselier, III
Phone: 713-477-1501 • Fax: 713-920-8237

PASADENA MEMORIAL HIGH SCHOOL
4410 Crenshaw, Pasadena, Texas 77504
Principal: Billye Smith
Phone: 281-991-2440 • Fax: 281-991-2450

SAM RAYBURN HIGH SCHOOL
2121 Cherrybrook, Pasadena, Texas 77502
Principal: Troy McCarley
Phone: 713-477-3601 • Fax: 713-920-8267

SOUTH HOUSTON HIGH SCHOOL
3820 South Shaver, South Houston, Texas 77587
Principal: Deborah Aubin
Phone: 713-944-2450 • Fax: 713-948-4710

TEGELER CAREER CENTER
4949 Burke Road, Pasadena, Texas 77504
Principal: Jean Cain
Phone: 281-998-5548 • Fax: 281-998-5552

2004-2005 HIGH SCHOOL HANDBOOK COMMITTEE MEMBERS

J. FRANK DOBIE HIGH SCHOOL

Dennis Teichelman, Assistant Principal
Al Smith, Counselor

PASADENA HIGH SCHOOL

Morris Fuselier, Principal
Debbie Rodriguez, Counselor
Mark Ruckstuhl, Teacher

PASADENA MEMORIAL HIGH SCHOOL

Billye Smith, Principal
Connie Clark, Counselor

SAM RAYBURN HIGH SCHOOL

Roberto Rios, Counselor
Brenda Rocha, Teacher
Monica Newton, Registrar

SOUTH HOUSTON HIGH SCHOOL

Tana Haass, Assistant Principal
Beverly Bauer, Counselor
Johnny Briseno, Teacher
Jeri Nixon, Nurse

TEGELER CAREER CENTER

Jean Cain, Principal
Linda Poss, Teacher

CENTRAL ADMINISTRATION

Steve Laymon, Assoc. Superintendent
Joyce Eversole, Assoc. Superintendent of C/I
Sharon Prince, Director of Fine Arts
Carol Weston, G/T Facilitator

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

Assemblies

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

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

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

Courtesy of the audience to those on the stage:

Attention to the speaker, performer, or master of ceremonies is required. Talking while someone is performing or speaking from the stage may be distracting or discouraging to the speaker and is not good 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.

Assistance to Students Who Have Learning Difficulties

If a child is experiencing learning difficulties, the parent may contact the home campus to learn about the district's overall general education screening system for support services. This system links students to a variety of support options. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students, including referral for a special education evaluation.

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

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

Attendance

Compulsory School Attendance

State Law requires every child in the state who is at least six years of age and not more than eighteen years of age to attend school. Provisions of the law also impose severe penalties to those who do not attend regularly.

State attendance laws require students to be in attendance for at least ninety (90) percent of the days the class is offered in order to receive credit. The District imposes stricter attendance requirements. Students in grades 9-12 may not be absent more than three days on seven -period day schedule or two days on a block schedule per course per semester in order to receive credit for the course for that semester. This requirement applies to both excused and unexcused absences, and also applies to absences caused by late enrollment at the beginning of the semester or transitions between school enrollments. An attendance committee will hear petitions for class credit from students who are absent more than three days per semester in any given course. The committee may grant credit when absences due to extenuating circumstances are determined to be acceptable.

District policy establishes guidelines for determining extenuating circumstances. District policy also establishes ways for students to make up work and allows the attendance committee to impose conditions, such as attending tutorials, in order for a student to regain credit lost because of absences. Students must be in attendance for at least three (3) 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.

High School Attendance Policy-Traditional Schedule

After a student's **third** cumulative absence in any class during a semester, the student shall be required to provide a statement from a doctor or health clinic verifying each absence. Failure to provide a doctor's note for any absence after the **third** such absence will result in the absence being deemed **unexcused**, and the student will be required to make up **all time missed**. **All absences in any class beyond eight days per semester must be made up to receive credit.**

High School Attendance Policy-Block Schedule

After a student's **second** cumulative absence in any class during a semester, the student shall be required to provide a statement from a doctor or health clinic verifying each absence. Failure to provide a doctor's note for any absence after the **second** such absence will result in the absence being deemed unexcused, and the student will be required to make up **all time missed**. **All absences in any class beyond five days per semester must be made up to receive credit.**

Excused Absence

Any child not exempted from compulsory school attendance may be excused for temporary absence resulting from personal sickness, illness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to the principal or superintendent. The reason for an absence must be stated in writing and signed by the parent or other person standing in parental relation to the child. The person discharging the duties of attendance officer of the school may investigate any case in which an excused absence is requested. Court related absences will be excused only with a statement from a proper legal authority. Students with either excused or unexcused absences shall be afforded the opportunity to make up missed work. If

a student has an unexcused absence, he or she will not be eligible to participate in any school activity that day or night.

Doctor Appointments

Absences for doctors appointments (health care professionals) will be counted as a day of compulsory attendance under the following guidelines.

- The student must either start classes at the beginning of the day and/or return to school for at least one period on the same day of an appointment with a health care professional.
- The student must return to school with the original medical verification stating the name of the doctor, the doctor's telephone number, and the time of the appointment. (A receipt of payment will not be accepted.) The student must take the original doctor's note to the attendance clerk. The deadline for submitting the verification shall not be extended beyond the second day the student is in school following the appointment.
- The student must make up all classwork due and/or assignment the day of the absence in a timely manner.

Religious Observance

Students are excused for observance of religious holy days, including days of travel to or from a site where the student will observe holy days, if before the absence, the parent, guardian, or person having custody or control of the student submits a written request for the excused absence.

Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the religious holy days. A student whose absence is excused for the purpose of observing religious holy days shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District (Education Code 25.087; 19 TAC 129.21). Documentation will be required of all religious organizations.

Excuses

Excuses for absence must be written on full sheets of paper and must contain all of the following:

- Date excuse is written
- Full name of student and homeroom section
- Student I.D. number
- Dates absent
- Reason for absence on each date
- Signature of parent or guardian
- Telephone number of parent

Example:

Sept. 20, 2003
Please excuse Joe Doe (HR 9-12), student I.D. #001325 for his absences on Sept. 18-19. He was ill with the flu. Parent Phone # 713-740-7000

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

A student who has been absent from school must present a valid excuse to the attendance office the morning the student returns to school.

If a student fails to bring a note from his or her parent, the student will receive an unexcused absence and may be subject to disciplinary action. Students must bring a note within **two (2)** school days.

Absences for Extracurricular Activities

According to state law, a parental permission slip must be obtained before a student can be absent for any reason, including extracurricular activities which require the student to miss any class during the day. This includes athletic events, music programs, in-district performance trips, contests, yearbook and newspaper advertising sales, etc. Pre-filed parent permission forms are allowed for ongoing activities. The teacher, coach, or sponsor will send a note home for parent signature asking permission for the student to be off campus during the season/year to attend activities or events required by the student's participation in that group.

Make-up Work

Students experiencing short-term absences from school may obtain their assignments from classmates, and the school office will secure textbooks with appropriate notice. For extended absences, the school office will also secure assignments from teachers. Requests for these assignments should be made twenty-four (24) hours in advance. For more information, see Handbook section entitled "Grading: Make-up Work."

Leaving School

A high school student needing to be dismissed during the school day must bring a note from a parent or guardian to the office **before school begins**. The student will be issued, at that time, an admit to the office to be used when the student leaves campus later in the day. The admit will indicate whether the absence is excused or unexcused.

If the student must leave because of a doctor's appointment, he or she will be excused for the time of the appointment only and must return with a doctor's verification showing the doctor's name, phone number and time of appointment. Identification will be required before students are released to any persons during school hours.

Identification will be required (i.e. picture ID) before students are released to persons unfamiliar to school personnel. A person whose name is not listed on the enrollment card cannot pick up a child without verbal or written permission to school personnel by the parent or guardian.

Tardiness

A student who is tardy to school or to class may be assigned to detention hall or the tardy room. The student who is frequently tardy will be subject to further disciplinary action. Car trouble or missing the school bus are not acceptable excuses for arriving on campus late. A student arriving on campus late must first report to the attendance office or the tardy room. **A student absent more than half a class period shall be considered absent for that period.**

Excessive Absenteeism/Tardiness

School districts throughout Texas are required by state law (Texas Education Code 25.095) to notify all parents at the beginning of the school year of the following: If a student is absent from school without excuse for 10 or more days or parts of days within a six-month period in the same school year, or on three or more days or parts of days within a four-week period, the parent may be prosecuted for "parent contributing to truancy" and the student may be prosecuted for "failure to attend school." The school district is required by law (TEX 25.087) to notify a parent if the student has been absent without excuse on three days or parts of days within a four-week period.

School authorities are required to investigate absences. Referrals to attendance officers and/or court may occur upon the student's first truancy, third unexcused absence, fifth tardy, or any instance in which absences seem excessive, habitual, or subject to a pattern.

V.O.E. - Verification of Attendance

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

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

Awards and Honors

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 in Extended Day courses will be included in the computation; grades in supplementary coursework (such as correspondence, summer school or evening 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 also receive a jacket and letter. Seniors will not be eligible for this bonus award.

Honor Roll

An Honor Roll will be published at the end of each nine 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 nine weeks. Grades in Extended Day courses will be included in the computation; grades in supplementary coursework (such as correspondence, summer school or evening 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

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

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

A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five (5) days of detention, has been assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/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.

Scholarships

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

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.

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.

Texas Scholars

The Pasadena ISD Texas Scholars Program encourages students to set high academic course goals and rewards successful progress toward those goals. Students who complete the Recommended High School Program or the Distinguished Achievement Program will receive a special medallion and be recognized at graduation activities. In addition, by completing the Recommended High School Program students who meet the family income requirement may be eligible for the Texas Grant tuition and fees scholarship from the State of Texas. Employers from the Pasadena area show their support by speaking to eighth and ninth grade students and their parents to encourage the completion of the Recommended High School Program.

Class Ranking

At the end of the sixth and seventh semesters of high school, rankings of the academic performance of all students will be determined. All grades on the high school academic achievement record (transcript), excluding intermediate school credits and drivers education 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, advanced placement tests, and credit by examination.

Bacterial Meningitis

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What Are The Symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How Serious is Bacterial Meningitis?

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

How is Bacterial Meningitis Spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How Can Bacterial Meningitis Be Prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

For More Information

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

Bilingual / English as a Second Language Programs

Within the district are students using between 30-40 different languages and dialects. Bilingual/English as a Second Language programs are in place to help those with limited English speaking skills keep pace with their classmates while learning a new language. English as a Second Language is an expanding and progressive program in Pasadena. Students receive instruction that focuses on different language skills while placing tremendous emphasis and energy on upgrading the student's self-esteem.

Buses

The District provides bus transportation to students who live one mile or more from school. 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 DESIGNATED BUS PICK UP AREAS WHEN VISITING A SCHOOL.

To protect students' safety as a bus rider, the District has established the following rules:

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 HAS THE AUTHORITY TO ASSIGN SEATS.
2. Students must be on 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 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.
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 must bring the principal a note from their parent or guardian if they must ride other than their regular bus in an emergency.
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, shop projects, packages, coats, etc.
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.

Students who violate the above rules may forfeit their bus riding privilege. As provided by law, charges will 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. In some instances, items left on the bus are turned in to the Transportation Office (713-948-4477).

Some special education students attend class in schools outside of their usual school attendance areas. Transportation will be provided as determined by the ARD committee.

Career and Technology Education

Career and Technology Education programs are available for all students who desire to develop marketable skills and occupational knowledge and experience. Career and Technology Education includes courses in Agriculture Science, Business Education, Family and Consumer Science Education, Health Science Technology Education, Marketing Education, Technology Education, and Trade and Industrial Education. The courses are available at each high school or at the L.P. Card Skill Center.

Descriptions and requirements for each of these courses and programs are contained in the *High School Course Selection And Registration Guide* which is given to all students during registration.

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 & Technology courses are available in the Counseling Offices prior to spring registration.

Checks

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

Child Abuse

By state law, all school employees are required to report any form of suspected child abuse or neglect and to cooperate with the investigative authorities of the Texas Department of Family and Protective Services. No later than 48 hours after the person first suspects that the child has been or may be abused or neglected, the report shall be made to the Texas Department of Family and Protective Services by calling 1-800-252-5400.

Clubs

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

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

Art Club	Future Homemakers of America	Orchestra Club
Band Club	German Club	Quill and Scroll
Bowling Club	ICT	Science Club
Chess Club	Junior Engineering Technical Society	Spanish Club
Choir Club	Junior Historical Society	Speech Club
Computer Club	Latin Club	Student Council
DECA	Library Club	Students Against Drunk Drivers (SADD)
Dramatics Club (Thespian Soc.)	Medical Careers	Texas Association of Future Educators
French Club	National Forensic League	VICA
Future Farmers of America	Number Sense	VOE

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

College Board Advanced Placement (AP)/Pre-AP Program and Honors Courses

Developed by the College Board, Advanced Placement courses are college level and, consequently, very demanding. They are designed specifically to provide the opportunity for students to gain college credit by examination prior to college entrance. Before enrolling for these courses, students should consider carefully their own priorities and make certain they are willing to devote the necessary time commitment to study at the possible expense of social and extracurricular activities. All Advanced Placement and Pre-Advanced Placement courses offer PREMIUM GRADE POINTS.

Information about the College Board Advanced Placement examination schedule will be provided by high school counselors and Advanced Placement teachers.

College Preparation

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

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

Each year the District sponsors a College Night 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. Information about the date and time of this important event is available from the counselor.

College Admission Exams

Most colleges and universities require one of two major entrance exams: the ACT or the SAT. The ACT is given at various centers throughout the nation with Sam Rayburn High School and San Jacinto College being the most convenient to this District; the SAT is given at South Houston High School, Sam Rayburn High School and San Jacinto College.

The district offers students opportunities to prepare for the SAT through specialized classes. More information about these classes is explained in the SAT/PSAT Test Preparation Classes subsection below. In addition, other preparation materials are available in the counseling office and the library.

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 in the counselors office.

The Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given early in the junior year. The PSAT can be of assistance to the student when he or she is planning for college. The PSAT/NMSQT is the only way the student can compete for National Merit Scholarships or for scholarships given by many companies and associations. Classes to help students prepare for the PSAT/NMSQT are available.

Test Dates

PSAT

October 13 or 16, 2004

SAT

October 9, 2004
November 6, 2004
December 4, 2004
January 22, 2005
March 12, 2005
May 7, 2005
June 4, 2005

ACT

September 25, 2004
October 23, 2004
December 11, 2004
February 12, 2005
April 9, 2005
June 11, 2005

SAT/PSAT Test Preparation Classes

The high school curriculum is developed to embody those skills necessary to perform on the college admission exams. The District also provides specialized classes that focus on test-taking strategies and techniques. SAT preparation seminar classes are conducted periodically on some of the high school campuses throughout the year. Information on class dates and registration details is available in the counseling office. Tuition for the prep class is \$35.00.

PSAT Preparation Seminar Dates:

October 3 and 9, 2004

Class Location: Tegeler Career Center, Building B, 4949 Burke Rd., Pasadena, Texas 77504

Class Times: Day 1 - 8:30 a.m. - 3:30 p.m. Day 2 - 8:30 a.m. - 11:30 a.m.

Cost: \$35.00. Register with high school counselor.

Also, a PSAT Enhancement Program is offered to selected sophomores based on their scores from an early spring screening test. Fees for these classes vary according to instructional time. A district brochure with specific information, such as dates, times, location, fees, as well as details about registration, is available in the counselor's office.

Financial Aid

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

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

A student needing financial aid to attend college should contact his or her 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 catalogs in the counselor's office, library, or make direct inquiries to the college during his or her junior year.

Athletic Scholarships

All athletes seeking a scholarship in college must be a member of the NCAA Clearinghouse and meet the requirements as described in Proposition 48 of the NCAA plan. These requirements include the following: graduation from high school, successful completion of a core curriculum, a specified minimum grade-point average and a specified minimum SAT or ACT score. Further information may be obtained from the NCAA Guide for the College-Bound Student-Athletic, www.ncaa.org, the Campus Athletic Director, or the counselor.

Counseling

School counselors, who are professionally certified, seek to help each child develop positive feelings of self-worth, achieve personal, educational, and career goals, and learn problem solving skills necessary to be effective citizens. The counseling relationship is a professional one, and counselors have a professional code of ethics. To the extent possible under legal and ethical guidelines, the privacy rights of students and their families are protected by counselors.

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

Counseling and counseling-related services are available to any student for the asking; however, it is impossible to guarantee specific results in working with any child. In some schools, group counseling activities are available to students who are experiencing special problems. Generally, students determine if they wish to participate in these counseling activities. **However, if parents do not wish their child to participate in counseling activities, parents must notify the school counselor or case manager.**

Parents are encouraged to call the counselor or case manager whenever they need help in assisting their child. Counselors and case managers are happy to talk with parents by phone or in person.

Both certified professional counselors and case managers have the same goal – helping students achieve success in school.

Some campuses offer peer mediation, a program where students and teachers are trained as mediators who help disputants reach mutually satisfactory agreements. Mediation is a voluntary process. The goal is to resolve a situation before it escalates into a discipline referral. Participants also learn life-long positive communication skills.

Discipline

(See Student Code of Conduct in this handbook.)

Dual Credit Opportunities (San Jacinto 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 be classified as a senior, THEA exempt by TAKS scores, ACT scores, or SAT scores, or qualified through a test for THEA purposes, proven success in advanced courses at the time of dual credit registration with an 80 average or above, and have prior approval from the counselor. A student may not register for a class that conflicts with scheduled high school classes. Prior to registration, students and their parents are required to attend one of the scheduled informational meetings at San Jacinto College or the high school. For more information, see your high school counselor or the district website (<http://www.pasadenaisd.org/Gifted/highschool.htm>).

Premium points are awarded for courses having premium point equivalents in the regular high school program. All grades, including "F," appear on the official high school and college transcripts. Each college course counts as three college semester hours and one-half credit toward high school graduation. Grades of "A" or "B" count as advanced measures for the Distinguished Achievement Program. Letter grades will be converted as follows: A=95, B=85, C=77, D=72, and F=65. The student's transcript will indicate that the grade was earned in a dual credit college program.

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 treatment.

Teachers who screen and treat these students are qualified to assess for dyslexia and related disorders and are trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components.

Each school shall provide identified students in grades K-12 with an appropriate variety of assistance and access to the services of a trained Dyslexia/Intervention Teacher.

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

Elections and Offices

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

Becoming a Candidate

A student having the required grade average, a good disciplinary record and a desire to serve may submit his or her name as a candidate for office by filing a letter stating this desire with the sponsor. The day after the filing deadline, all letters of nomination will be reviewed by the organization sponsor and a committee that may include principals, counselors, and/or other teachers. The committee will determine whether or not the student is eligible for office, based upon the standards detailed below:

- A student must have a 2.5 grade point average for the previous semester.
- A student must have maintained a good discipline record. A student shall be ineligible if he or she, in either the previous or current semester, has acquired more than five cumulative 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.

- A student must have passed all classes during the prior six or nine 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 Office

It is important that students holding offices maintain good academic performance and discipline.

- A student who fails a nine-week grading period for any course will be placed on probation for the next nine weeks. If the student makes a failing grade in any course for a second consecutive nine-week grading period, the student will be removed from office.
- A student will be removed from office if he or she is assigned to a long-term or short-term off-campus disciplinary alternative education program (including Saturday Guidance/Truancy Center), is assigned two or more assignments to In-School Suspension (ISC), or is suspended or expelled from school.
- A student who fails to fulfill the responsibilities and obligations of the office 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 office.
- Some performing groups and organizations have developed additional standards of behavior and academic achievement to complement those for offices in general. Students will be informed of these additional standards before making a commitment to the performing group or organization. A student failing to meet these additional standards may be removed from the performing group or organization.

Special Requirements: Leadership Positions

All students serving in leadership positions must be enrolled the full school year while serving. "Leadership positions" addressed in this section are listed below, together with special requirements for each.

	<u>Grade *</u>	<u>F **</u>	<u>Major ***</u>
	<u>Requirement</u>	<u>Rule</u>	<u>Office</u>
-Student Body, President	2.5	Yes	Yes
-Student Body, Vice-President	2.5	Yes	Yes
-Newspaper Editor	2.5	Yes	Yes
-Yearbook Editor	2.5	Yes	Yes
-Class Officer	2.5	Yes	No
-Superintendents Student Advisory Committee	2.5	Yes	No
-Student Council Officer	2.5	Yes	Yes
-Drum Major	2.5	Yes	Yes
-Dance Colonel	2.5	Yes	Yes
-Dance Officer	2.5	Yes	No
-Club President	2.5	Yes	No
-Cheerleader & Mascot	2.5	Yes	Yes

A student serving in one of these leadership positions shall appear before a review committee if he or she accumulates more than three (3) days of detention while serving. The student will be asked to appear with his or her parents before a committee of the faculty advisor and principals. The committee shall remove the student from office or place the student officer on probation. Accumulation of more than five days of detention will result in removal from office.

A student serving in a leadership position shall be removed from office if the student is assigned to an alternative education program (Guidance Center or The Summit, the District's disciplinary alternative campus), Saturday Guidance/Truancy Center, ISC, or if the student is suspended or expelled.

* Grade requirements apply for the semester prior to the student's seeking office. Grade requirements must be maintained by the student for each nine weeks 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 nine weeks grading period.

** A student serving in an office 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 office 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 nine week grading period thereafter).

***The positions listed under this heading are considered major offices. A student serving in one of these positions may not hold another major office but may hold one other lesser office.

Some performing groups have developed additional standards of behavior and academic achievement to complement the standards described in this section. 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.

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.

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 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.

Emergency Preparedness (Shelter-In-Place)

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

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

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

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

Enrollment/Withdrawal

Proof of Residency

Residency within the boundaries of the Pasadena Independent School District is required. Residency, supported by documentation, must be established at the time the child is presented for registration at any district school. A student's parent or guardian must present a rental lease, a deed or mortgage, or a mortgage payment book and at least one **current** utility bill. Documentation must be in the name of the person seeking to enroll a child in school. Official birth certificate, social security card, and records from previous school may also be requested at the time of enrollment. Exceptional cases may be presented to the Office of Student Services.

Students not living with a parent listed on a birth certificate or adoption order must present a Certificate of Enrollment before being registered. The Office of Student Services issues Certificates of Enrollment. Evidence that a child resides within the boundaries of the Pasadena Independent School District is required. Applicable court orders, probation orders, CPS paperwork, or notarized Power of Attorney must be presented at Student Services.

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

A family living with another family is required to have an affidavit of residency. However, the person who owns the house or is the legal leaseholder **must** be present at the campus, along with the guest family, in order to complete the affidavit. The "host" family must provide proof of residence within the district. **Both** the "host" and the "guest" family must then sign the affidavit, and school personnel notarize the document.

Pasadena ISD employs special residency investigators charged with verifying claims of residence. Those who cannot produce appropriate documentation or who present suspicious circumstances may be investigated, upon request of the campus principal. If the district determines that a claim of residence is not truthful, the child (or children) may be immediately withdrawn from school. The district shall also consider billing the parent, guardian, or the "host" for daily tuition for every day the child was enrolled in violation of the rule and will consider filing criminal charges for making false or misleading statements on a government document (the school enrollment form).

The Pasadena ISD observes and upholds the McKinney-Vento Education Assistance Act of 2001. We provide for the needs and special circumstances of students in homeless situations, as identified by the terms of the law. Any questions or concerns should be referred to the program liaison. The liaison is associated with the Office of Student Services at the central administration building.

Withdrawal from School

Parents are asked 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 be officially withdrawn. Minor students (under age 18) may withdraw from school by presenting a request signed by the student's parent or guardian and stating the reason for the withdrawal. Only those persons whose names are recorded on the school enrollment form as parents or guardians will be allowed to withdraw minor students.

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 1994, Maintenance completed a three-year reinspection of all facilities containing asbestos. Each six months a periodic surveillance will be conducted to assess the condition of asbestos-containing building materials. Mike Davis is the designated person and can be reached at 713-948-4416 or Steve Rice at 713-740-0088. Those high school buildings where asbestos-containing materials were found in the 1989 Institute of Environmental Assessment inspection are: Pasadena, Sam Rayburn, South Houston, Skill Center and Guidance Center. In addition, ancillary sites include the following: Athletic Complex, Maintenance, Administration Building and Warehouse.

Pesticides

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

Equal Educational Opportunity

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

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

Individuals with Disabilities Education Act (IDEA)

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

Section 504 of the Rehabilitation Act of 1973

The Pasadena Independent School District offers appropriate intervention for students with impairments that substantially limit one of life's major activities. Procedures are in place to ensure that students who are eligible for services under Section 504 of the Rehabilitation Act have access to educational opportunities equivalent to those provided to nondisabled students. Information concerning the identification or services for students under Section 504 can be obtained by calling or writing to the principal of the student's home campus or the District 504 Coordinator, Ricki Fischer (713-740-0067), PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502.

Title IX of the Educational Amendments of 1972

This includes complaints regarding sexual harassment. The Pasadena Independent School District complies with the nondiscrimination requirements of Title IX of the Educational Amendments of 1972. Questions concerning the District's implementation of Title IX should be directed to the Title IX Coordinator, Kirk Lewis (713-740-0244), PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502.

Evening School

Evening School is provided for students who need to make up deficiencies of high school credits, build a better foundation by repeating a course, or take a course for initial credit. In addition, students may earn their diploma through the Community Evening School.

The District provides four evening school sessions per year where a student may earn up to one credit in each session. Written approval must be obtained from the counselor of the high school the student attends.

Contact the Evening School Office for information concerning the credit requirements for this graduation option.

The Community Evening School is located adjacent to the The Summit, 1838 E. Sam Houston Parkway South, Pasadena, TX 77503, please call 713-740-0298 for more information or see your counselor.

Extended Day / Extended Year Services

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

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

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

Parents should exercise caution when enrolling students in programs outside of Pasadena ISD. Prior approval from the school principal or counselor is required before credit for such programs will be honored. **Credits from nonaccredited schools will not be accepted.**

Extracurricular Activities

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

Extracurricular activities are school-sponsored activities not directly related to instruction of the Texas Essential Knowledge and Skills (TEKS), but that may have an indirect relation to some areas of the curriculum. Extracurricular activities offer worthwhile and significant contributions to a student's personal, physical and social 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 or co-curricular activities. More information concerning this requirement may be found in the "Attendance-Excuses" section of this Handbook.

A student whose nine-week average in any course is lower than 70 shall be suspended from participation in any extracurricular activity for a minimum of a three-week period if all grades are not above 70. This suspension shall become effective at the end of the school day on the seventh day after the last day of the nine-weeks period during which the grade lower than 70 was earned. Eligibility for reinstatement occurs at the end of the school day on the seventh day following the ineligibility period. An incomplete will be considered failing until a passing grade is confirmed. Eligibility for reinstatement also occurs on the 7th day at 2:45 p.m. following the last day of the 3 week interval or the last day of the 9-week period. If a grading period or three school week evaluation period ends on the last class day prior to a school holiday one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day writing period to regain eligibility begin the first day that classes resume.

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.

According to H.B. 72, eligibility during the first nine 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. Principals may grant ineligibility exemptions to those students whose grades in **specific** courses are below the state required mark of 70 which is necessary in order for students to be eligible for participation in extracurricular activities and programs. These exemptions are granted by the principal in accordance with H.B. 72 and Texas Education Agency rules and guidelines and may be allowed **only** if a student fails to attain a grade of 70 in one or more honors (H) courses or College Board Advanced Placement (AP) /Pre-Advanced Placement (Pre-AP) courses or other courses specified by the state, including the following:

- | | | | |
|---|---|--|------------------------------|
| •English Language Arts
Public Speaking III | •Social Studies
Advanced Social Science Problems
Philosophy | •Fine Arts
Art IV
Theatre Arts IV
Band IV
Orchestra IV
Choral Music IV
Music Theory I & II | •Mathematics
Pre-Calculus |
| •Languages
Other Languages III, IV, V | •Science
Physics | | |

Students may practice outside the school day in any single extracurricular activity no more than eight hours a 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.

If a student has an unexcused absence, he or she will not be eligible to participate in any school activity that day or night. 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 three (3) 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.

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 Guidance Center, Saturday Guidance/Truancy Center, In-School Suspension Center, and home-based suspension shall be suspended from participation in extracurricular activities 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. Please refer to the UIL Eligibility/Ineligibility Calendar in the **Grading** section of this Handbook.

Family Educational Rights and Privacy

Family Educational Rights and Privacy Act

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

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

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

Transfer of Records

Pasadena ISD forwards education records to other schools, postsecondary institutions, correctional agencies, and other agencies or institutions that have requested the records for student enrollment purposes. Such records may include grade reports, academic achievement records, discipline records, report cards, permanent record card, state assessment program results (TAKS, TAAS, RPTE, SDAA), 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 assessments], Section 504 records, dyslexia assessment summaries, or other records concerning the student's education necessary for the receiving agency or institution to provide appropriate educational services to the student.

Public Access to Student Records

The Texas Open Records Act requires the District to release certain student records and information upon request of any individual or organization. This "directory information" includes a student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, awards received and most recent previous school attended.

Parents or students, 18 years of age or older, may file a written objection to the release of this information with the Superintendent's Office, PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502.

Note: A request to deny public access to your child's records will restrict access from organizations and institutions such as Boy Scouts, Girl Scouts, YMCA, colleges, universities, and recruiting offices.

Sexual Offense Against a Minor Information

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

Fees

Such items as drill books, workbooks, science lab supplies and other materials and supplies necessary to meet state and District educational requirements will be provided to students without charge. A reasonable charge, payable in cash, will be assessed students in those courses where the students elect to undertake an advanced project which will become their property.

Other fees authorized by the school district include:

- Field trips
- Membership for voluntary clubs
- Admission for voluntary extracurricular activities
- Personal physical education and athletic equipment and apparel, including a service charge for towels
- Voluntary purchases such as student publications, class pictures
- Extended Year tuition
- Community Evening School tuition and make-up sessions

- Student accident insurance and physical exams
- Instrument rental and uniform maintenance
- Lost or damaged school owned materials or equipment
- Parking and student identification cards
- Optional insurance on school-owned instruments

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. Students will be expected to supply pencils, paper, rulers, locks, notebooks and similar materials necessary for school, and commencement items, such as caps and gowns.

Field Trips

Field trip opportunities are often scheduled as a part of the instructional program. According to state law, a parental permission slip must be obtained before a student can be absent for any reason, including extracurricular or co-curricular activities (including field trips) which require the student to miss any class during the day. 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.

Final Examination Exemptions

Because of feedback from our former graduates on the importance of experience with comprehensive examinations, and because of the increased accountability standards presented by the Texas Assessment of Knowledge and Skills (TAKS), Pasadena ISD no longer allows high school students to earn exemptions from their final examinations. All high school students are expected to take their final examinations in all classes.

Fire Drills and Other Emergency Situations

Fire drills should be a serious matter with students and teachers. When a fire alarm is sounded, the students should, under the direction of the teacher, immediately evacuate the building. All students will stay in line and refrain from talking.

When an alarm is sounded, all students evacuate the building under the direction of their teacher and fire marshals and pass quickly and quietly along their designated route. Doors should be closed after leaving the room and the building. Walk briskly; keep straight lines; do not run. Campuses will give specific information to students concerning alarm signals and procedures.

The Pasadena Independent School District has developed plans to deal with specific emergency/disaster situations and is prepared to take any and all measures to ensure student safety to the greatest possible extent.

Food Services

The Pasadena Independent School District participates in the National School Lunch and Breakfast Program. Students may elect to participate in the Lunch/Breakfast Program or to bring their own lunches. Students are required to remain on campus during lunch. Parents who feel that they may qualify economically for free or reduced price meals are encouraged to complete a Free/Reduced application and submit the application to the Food Service Department, PISD Administration Building, 1515 Cherrybrook, Pasadena, Texas 77502. Applications are available at the schools and at the Food Service Office.

Students may prepay for meals on a weekly, biweekly, monthly, or on a semester basis. It is encouraged that students who qualify for reduced price meals prepay; although, students may also pay the reduced price on a daily basis in the serving line. Students qualifying for reduced price meals and who pay on a daily basis, however, are waiving their rights to confidentiality as to their free/reduced status. Prepayments are normally taken on Monday. The policy regarding the day when prepayments are made is a school's decision. **The Pasadena Independent School District Food Service Department will not accept personal checks.**

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 lunch line and enjoy lunch. For these reasons, the following rules have been established:

1. Enter the cafeteria in an orderly manner; walk in line.
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; do not sit at the ends of tables.
7. 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 and jeopardize their eligibility for the federal lunch program.

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

Meal Cards

Schools may use Bar Coded meal cards to identify students in the cafeteria. These include students who participate in the free/reduced meal program and students who prepay for their meals. Procedures to handle the replacement of lost, missing, or damaged meal cards have been developed in compliance with U.S. Department of Agriculture instructions and regulations. Those are as follows:

When a student loses a card or damages a card to the point where it cannot be read by scanning equipment, the student will be issued a new card. After a student loses or damages a card for a second time, a letter will be sent to the parents advising them that the school may deny the replacement after a fourth lost or damaged card, thus denying free/reduced benefits for the semester. A student who loses benefits will be required to either bring a lunch from home or pay full price on a daily basis.

Principals may provide for exceptions to the above procedure in the cases of pre-kindergarten, kindergarten, and handicapped or other students who may be unable to take full responsibility for a meal ticket.

A student shall not lend a meal card to another person. Misuse of a meal card may result in disciplinary action. The student must be in attendance on the day in which the meal card is used.

Non-Discrimination

Children who receive free or reduced price meal benefits are treated the same as children who pay for meals. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or handicap. If you feel you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

Special Diets

Students who have a disability and whose disability restricts their diet in such a way that they are unable to consume meals without some modification of the foods must have a certification from a licensed medical doctor indicating so. The physician's statement must identify: the student's disability and an explanation of why the disability restricts the student's diet; the major life activity affected by the disability; the food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted. This includes a substitution of juice for milk. Without this documentation, the student will not be able to receive his/her special diet as ordered by the doctor. The certification must be renewed at the beginning of every school year.

Fund-Raising

Occasionally high school student clubs, classes, organizations and parent groups will conduct fund-raising drives to finance their activities. At the beginning of the year (or at least 30 days prior to the drive), any group desiring to conduct a fund-raising activity during the year must make formal application with the principal. The principal must approve the application before any fund-raising drive can be undertaken.

Door-to-door sales or sales to businesses shall be confined to the school's attendance area. A student participating in such sales should be accompanied by another student or students or an adult. Solicitation by students of cash gifts for any school-related purpose is prohibited. Other campuses and the Administration Building are off limits for sales and advertising. Advertising sales by students will be restricted to the high school publications areas (newspaper and yearbook). Parents who do not wish for their child to participate in fund-raising activities should put their request in writing to the building principal.

All money collected by students during fund-raising activities must be turned in to the group sponsor for deposit. Students should avoid keeping money overnight; no money shall be left in classrooms overnight. **The student shall be responsible for any money or items lost or stolen prior to his or her turning them in to the sponsor. Failure to repay for lost or stolen items may result in disciplinary action/or legal action may be taken.**

Money raised by high school students or parent groups may not be expended without the approval of the principal and may be used for the following purposes:

1. To finance transportation to an approved event.
2. To purchase trip insurance.
3. To pay expenses for the sponsor and chaperones for an approved event.
4. To pay a legitimate contest entry fee.
5. To give students an annual banquet (if the money was raised by a parent organization).
6. To purchase needed supplies and equipment, when such purchase has prior approval of the principal.
7. To purchase contest awards.
8. To pay a building use fee and security fee for an approved event.
9. To give a gift designed to benefit the entire school.
10. To purchase inexpensive, symbolic awards for Who's Who, Mr. and Miss, etc.

Gifted/Talented Program (Advanced Academics)

The purpose of this program is to recognize and develop the giftedness and potential giftedness of District students. Approximately 5% of the total student population is identified for participation in an enriched academic program. Trained teachers serve eligible students from kindergarten through grade twelve. Most secondary students will find their academic needs met through advanced classes such as Honors (H), College Board Advanced Placement (AP)/Pre-AP, or other special classes. Specific services vary by campus. Information about the Gifted/Talented Program, nomination, and student eligibility is available at each campus. The district Advanced Academics Coordinator is Patricia Sermas (713-740-0104).

Grade-Point Average (GPA) Calculation

Students earn grade points based upon their numeric semester averages in all courses taken (including summer school, evening school, correspondence, and other sources outside the school district excluding intermediate school credits and drivers education). 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.

A weighted grade-point system is designed to rank more accurately and fairly the senior class for college entrance purposes. This system separates course grade-point values into three categories: (1) regular courses; (2) honors courses, College Board Advanced Placement (AP)/Pre-AP, and premium courses; and (3) basic courses.

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. Any course that is repeated in extended day will receive a maximum grade of 70 and 1.0 grade point.

Weighted grade points will be awarded only for those courses (see list in High School Course Selection and Registration Guide) which are taken in the regular day school program during the regular school term. Numeric averages in courses will translate into grade points as follows:

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

*Premium includes AP/Pre-AP, Honors dual credit, and other designated premium point courses.

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

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

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

Grading

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
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and below

Teachers will maintain records of student grades on assignments and tests; from this work, teachers will compute averages which will be used in figuring student grades as reported to parents. Progress Reports will be issued after the end of the third and sixth weeks of each nine weeks. All 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.

If a student loses a report card, he or she must tell his or her homeroom teacher, who will issue a permit to see the registrar for a duplicate. Charge for a duplicate is 50 cents.

Make-up Work

Assignments made prior to an absence and due during the absence must be turned in at the beginning of the class period the first day the student returns. Assignments turned in late are subject to grade penalties. A test or exam missed on the day the absence occurred must be made up by the student the day the student returns or the first scheduled make-up set by the teacher. Furthermore, it is the student's responsibility to request and complete the make-up work needed in a timely manner. For eligibility purposes, students must make up work within the grading period of the original assignment.

Students are obligated to make up all work missed in order to maintain skills and develop new competencies. School work missed during the student's absence must be made up immediately upon his/her return to school. Generally, a student will be allowed as many days to make up the work as he/she was absent. Work that is not made up will be recorded as a zero.

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 not made up within ten school days of the next grading period will become zeros and averaged into the student's grades accordingly.

Computation of Grades

Grading Periods: All students will receive a complete grade report at the end of each nine weeks and after the close of each semester. Unsatisfactory progress reports will be issued after the end of the third week and following the sixth week.

Nine-Week Averages: The nine-week assessment will count as one-ninth of the nine weeks average.

Semester Averages: Semester averages will be computed as follows:

- multiply each nine-week average by three
- add the semester test grade to the above total
- divide by seven

Eligibility/Ineligibility Calendar 2004-2005

Nine Week Grading Period

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.

September 24 end of 1st six weeks -- check grades for **ALL** students

October 1 ineligibility begins at end of school day

October 15 end of 1st nine weeks -- check grades for **ALL** students

October 22 eligibility/ineligibility begins at the end of school day

November 5 three week grade check for **ineligible** students

November 12 eligibility may be regained at end of school day

December 3 three week grade check for in **ineligible** students

December 10 eligibility may be regained at the end of school day

December 17 end of 2nd nine weeks -- check grades for **ALL** students

January 11 eligibility/ineligibility begins at the end of school day

January 24 three week grade check for **ineligible** students

January 31 eligibility may be regained at end of school day

February 11 three week grade check for **ineligible** students

February 18 eligibility may be regained at end of school day

March 4 end of 3rd nine weeks -- check grades for **ALL** students

March 21 eligibility/ineligibility begins at the end of school day

April 4 three week grade check for **ineligible** students

April 11 eligibility may be regained at end of school day

April 22 three week grade check for **ineligible** students

April 29 eligibility may be regained at end of school day

Graduation Activities

Commencement exercises will be offered students completing graduation credit requirements at the end of the spring semester. Graduates will be provided an equitable number of tickets for family and guests. **Students who fail to earn the credits necessary for graduation will not be allowed to participate in graduation ceremonies.**

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

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

Graduation Requirements

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

Pasadena Independent School District students (enrolled in 9th grade prior to 2004-2005) must earn at least 22 acceptable credits and pass all portions of the exit level Texas Assessment of Academic Skills (TAAS) or all portions of the exit level Texas Assessment of Knowledge and Skills (TAKS). The TAKS is required for graduation for students enrolled in 9th grade in fall, 2001 or thereafter. If a student was in the ninth grade on January 1, 2001, TAAS is the required standard. Students enrolled in the 9th grade in the 2004-2005 school year must complete the Texas Recommended High School Program (24 acceptable credits) and pass all portions of the TAKS. The school counselor should be consulted if there is any question as to which test applies or the number of acceptable credits needed for graduation.

If a student does not pass one or more parts of either TAAS or TAKS, he or she may take that part again whenever it is given. Both exit TAAS and TAKS are given in October, February and July of each school year.

Passing these tests is just one of the requirements that students need to obtain a diploma. Be sure to check with your school counselor for information about other graduation requirements.

Students have the following options for graduation. (These options are explained in detail on charts located at the end of this Handbook and before the yellow "Code of Student Conduct" pages).

- Distinguished Achievement Program
- Recommended High School Program, which requires successful completion of 24 credits
- High School Program, which requires successful completion of 22 credits

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

Distinguished Achievement Program

Students who participate in the Distinguished Achievement Program must complete the 24-credit Recommended High School Program, including three years of the same foreign language and 2 1/2 credits of electives, and receive any combination of FOUR of the advanced measures listed below. These measures must reflect college or professional level work which will be judged by an external review process. The advanced measures include the following:

Original research/project that is:

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

Test data where a student receives:

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

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

Receipt of Diploma

To receive a diploma from the District, the student must complete graduation requirements as outlined by the State of Texas and the District. Students transferring into the District must complete the same requirements as students who have attended District schools throughout their high school careers. In order for a student to receive a diploma from a District high school, the student must earn the last 2 1/2 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.

Special Education Graduation Requirements

- I. Students with disabilities, who receive special education services, may earn a regular high school diploma by completing one of the following requirements.
 - a. Satisfactorily completing the minimum curriculum credit requirements for graduation applicable to students in regular education, including satisfactory performance on the exit level assessment instrument; or
 - b. Satisfactorily completing the minimum curriculum credit requirements for graduation applicable to students in regular education, but exempted from exit level assessment requirement because the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement, as determined by the ARD committee; or
- II. The student's admission, review, and dismissal (ARD) committee has determined that the student has successfully completed the student's individualized education program (IEP), including the district's minimum credit requirements for students without disabilities. Successful completion of the IEP occurs when one of the following conditions has been met:
 - a. Full time employment, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district; or
 - b. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
 - c. Access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
- III. The student's admission, review and dismissal (ARD) committee has determined that the student no longer meets the age eligibility requirements and has completed the requirements specified in the IEP.

Notice: Graduation under Options Ia, or Ib or III terminates a student's eligibility for special education services under §89.1070 and Part B of the Individuals with Disabilities Education Act (IDEA) and as provided in Texas Education Code (TEC) §42.003(a) terminates a student's entitlement to the benefits of the Foundation School Program.

An ARD committee may consider the need for additional educational services, upon the request of the student or parent to resume services and as long as the student meets the age eligibility requirements, when a student graduates by meeting the requirements specified in II a, b, or c.

TEXAS (Toward Excellence, Access, and Success) Grant

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

Early High School Graduation Scholarship Program

A tuition scholarship totaling up to \$3000 to students who qualify through early high school graduation was created by the Texas Legislature. A student may qualify for a \$2000 exemption from the payment of college tuition if high school graduation (grades 9-12) is completed in no more than thirty-six continuous months; \$500 if high school graduation is completed in no more than forty-one continuous months. Also, the student must have attended high school only in Texas, must graduate from high school having completed the recommended or distinguished curriculum, and must be a Texas resident. Students may receive additional funds for completing fifteen or thirty college hours while enrolled in high school. The qualified student may use the exemption at any Texas public college or university or at any nonprofit independent institution in Texas that agrees to match the state award. See your counselor for more information to apply for this program.

Guest Speakers

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

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

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

Guidance Center/Independent Study Center

The purpose of the Guidance Center and the Independent Study Center is to provide services which help correct the problems 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. Pasadena ISD does not provide transportation to the Guidance Center. Parents must provide the transportation.

The Guidance Center is located at 3010 Bayshore in Pasadena (telephone 713-948-4400). For further information about the Guidance Center, see the "Alternative Education Programs" section of the yellow "Code of Student Conduct" pages of this Handbook. Information is also provided in letters given to parents of students assigned to the Guidance Center.

Health Services

Accidents or Illness

It is required for each student's protection that the parent complete the emergency card. This card will be used in the event a student is injured at school, or becomes acutely ill, and the school is not able to contact a parent or friend. The card may need to be presented to a doctor or hospital for medical treatment. The parent will provide the necessary information to keep the emergency card current including an accurate, working phone number. In the event of no home phone or work phone, arrangements should be made with a friend or neighbor for use of their phone number in case of an accident or emergency.

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

The Pasadena Independent School District does not assume financial responsibility for accidents, injuries or illnesses occurring at the 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 off limits or truant. Any student who bypasses the clinic and calls the parent so that they can go home will have to see their assistant principal to get an admit to go home. The assistant principal may take disciplinary action against any student who bypasses the clinic.

A note from a physician may 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 on file with the school nurse prior to the first day of treatment.

Parents are advised to keep students at home for 24 hours if they have been vomiting or have fever in excess of 100.4 degrees.

Communicable Disease

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.

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 and/or released by a licensed 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)

Students who have been sent home should receive prompt treatment for lice and return to school the following day, if free of live organisms and nits (eggs). The student must report directly to the school nurse so the hair can be checked before reporting to class.

Parents should check their child weekly for head lice. If head lice or nits (eggs) are found, the hair must be treated and nits removed before the child returns to school. Please call the school nurse to report the case. When the student returns to school the next day, he/she must report to the school nurse so the hair can be checked before reporting to class.

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

Health Appraisals

Every ninth grade student receives screening for vision, hearing and scoliosis. Every high school student new to the Pasadena School District receives screening for vision, hearing and scoliosis. Vision, hearing or scoliosis referrals are sent home to the parent when a student fails the screening. Parents should follow up on the referral in a timely manner in order to enhance their child's success in school.

Immunization Policy

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

•**Diphtheria//Tetanus/Pertussis** - Students 17 months and younger are required to have three doses of DTP/DTaP vaccine. Students 18 months through three years are required to have four doses.

Students four years through six years of age are required to have five doses, although the fifth dose is not necessary if the fourth dose is given on or after the fourth birthday. Students seven years and older are required to have three doses DTP/DTaP/Td vaccine, including one dose received on or after the fourth birthday and one dose within the last 10 years. For students 18 months and older, pediatric DT vaccine may be substituted for DTP/DTaP if the pertussis vaccine is medically contraindicated.

Td booster is required 10 years after the last date. **Td** booster also applies to pregnant students.

•**Polio** - Students are required to show proof of four doses of polio vaccine one of which must have been received on or after the fourth birthday. Or, if the third dose was administered on or after the fourth birthday, only three doses are required. (Polio vaccine is not required for students 18 years of age or older.)

•**Measles (Rubeola)** - Students born on or after September 2, 1991, are required to show proof of two doses of measles vaccine received on or after the first birthday or serologic confirmation of immunity to measles illness or serologic evidence of infection. The two doses of measles vaccine must be administered at least 28 days apart.

Students born prior to September 2, 1991, are required to show proof no later than 30 days past their 12th birthday of two doses of measles vaccine received on or after the first birthday or serologic confirmation of immunity to measles illness or serologic evidence of infection. The two doses of measles vaccine must be administered at least 28 days apart.

•**Mumps** - One dose of vaccine given on or after first birthday is required for all students under 17 years of age or serologic confirmation of mumps immunity or serologic evidence of infection.

•**Rubella** - One dose of vaccine given on or after the first birthday is required for all students or serologic confirmation of rubella immunity or serologic evidence of infection.

•**Haemophilus Influenzae** -One dose of **Hib** vaccine given on or after 15 months of age is required for students 15 months through 4 years of age, unless a primary series and booster (a total of four doses) have been completed prior to or at 15 months of age.

•**Hepatitis B** -Students born on or after September 2, 1992, are required to show proof of three doses of hepatitis B vaccine or serologic confirmation of immunity to hepatitis B or serologic evidence of infection.

Students born on or after September 2, 1988, but before September 2, 1992, are required to show proof by 30 days past their 12th birthday of three doses of hepatitis B vaccine or serologic confirmation of immunity to hepatitis B or serologic evidence of infection.

•**Varicella (Chickenpox)** - Students born on or after September 2, 1994, are required to show proof of one dose of varicella vaccine received on or after the first birthday or a parent or physician validated history of varicella illness (chickenpox) or serologic confirmation of varicella immunity.

Students born on or after September 2, 1988, but before September 2, 1994, are required to show proof by 30 days past their 12th birthday of one dose of varicella vaccine received on or after the first birthday or a parent or physician validated history of varicella illness (chickenpox) or serologic confirmation of varicella immunity. Two doses of varicella vaccine are required if the student is 13 years old or older at the time the first dose is received.

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. 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 **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, commercial carrier, facsimile (512-458-7544) or hand delivery to the Texas Department of Health, Bureau of Immunization and Pharmacy Support, 1100 West 49th Street, Austin, Texas 78756. 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

A student who has not previously been enrolled in a school and/or school district in Texas must obtain immunizations - to the extent it is medically feasible - before he/she will be eligible to enroll. Thereafter, additional immunizations 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 enroll 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. One week (7 calendar days) shall be allowed for updating incomplete immunization records received during this 30-day period.

Failure to Comply with Immunization Requirements

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

Medicine at School

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

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

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

Prescription medications containing codeine or other narcotics are not to be brought to or administered at school. It is the parent's responsibility to keep prescription medication current and refilled.

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

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

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

In rare instances when the physician orders an asthma inhaler to be carried on the student's person, the parent must also sign an affidavit releasing the school nurse and the District of any liability for misuse. **Inhalers 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.

Insurance

The District shall offer a general student accident program at parent expense. The District does not assume any liability for student injury. The district provides insurance for students involved in a UIL activity (does not include regular Physical Education); however, the district assumes no liability for injuries suffered by students. This policy supplements the individual's insurance coverage.

Interruption of Classes

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

Library Media Center

Our secondary library media centers are well equipped with print and non-print materials to meet the academic and recreational needs of our students. Excellent books, reference materials, audio visual equipment, microcomputers, and appropriate software are available for student use. The librarians coordinate the activities of the library and are prepared to assist students.

If a question arises regarding the appropriateness of instructional materials, specific guidelines are in place for their reconsideration.

Concerned individuals should contact the librarian who will guide them to materials consistent with their value systems or advise them of the district's guidelines for a formal request for reconsideration.

Lockers

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

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

Network/Internet Acceptable Use Policy

Network/Internet access may be made available to teachers, staff, students and community members pursuant to the terms and conditions contained in this Acceptable Use Policy. The technology advisory committee and/or building administrator will determine what violates the terms and conditions of this policy. Although the district takes reasonable steps to restrict access to inappropriate material, including filtering as prescribed by the Children's Internet Protection Act, the risk exists that users may access material that may be inappropriate. The district believes that the valuable information and interaction available on the Internet outweighs this risk.

Student Acceptable Use Policy

The Internet is a primary source for research, information and communication. Access to the Internet is provided to PISD students in order to fulfill their potential as responsible citizens in the ever-changing world of the 21st century. Along with this privilege come responsibilities.

Network Use

While using networked resources, do not:

- Log in using an unauthorized account
- View, modify, move, copy or delete folders or files unless given permission by a teacher or other PISD employee
- Waste or monopolize network resources

Internet Use

Only access the Internet with permission and under the supervision of a teacher or other PISD employee

- Use the Internet primarily for educational purposes
- Before downloading files or running programs from the Internet or changing computer settings/properties, obtain permission of a teacher or other PISD employee
- Follow Copyright laws and Fair Use guidelines
- Follow the district Web Publishing Procedures and Guidelines
- If you access an inappropriate website, leave that site immediately and notify your teacher or other PISD employee

Electronic Communication

- Only enter chat rooms, access bulletin boards, use e-mail or use Instant Messaging with permission of a teacher or other PISD employee
- Use appropriate language and follow proper e-mail etiquette, which includes refraining from SPAM (unauthorized or solicited mass mails).
- If you receive an inappropriate or unwanted message via the Internet or other network resource, close the session and notify your teacher or other PISD employee.
- Be careful when giving out personal information over the internet.
- Unless given permission by a teacher or other PISD employee, do not view, modify, move, copy or delete messages intended for others.

Activity on the Internet is recorded and monitored. Access to the Internet is a privilege, not a right. Violation of this policy may result in:

- Denial of access,
- Disciplinary Action, and/or
- Legal action.

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.

Parent Consent

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

- (a) An employee of a school district must obtain the written consent of a child's parent before the employee may:
 - conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required under Section 38,004; or
 - make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.
- (b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:
 - purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
 - a purpose related to a cocurricular or extracurricular activity; or
 - a purpose related to regular classroom instruction.

Parties and Socials

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

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

Performing Groups

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

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

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

Physical Education

Students may be excused from physical education, for health or medical reasons, for a maximum of three consecutive days with a note from a parent. Excuses for more than three days require a note from a doctor. In cases of nonparticipation in the program, or participation on a limited basis, a statement from the doctor must be on file, giving the reason for and length of time of the restriction. Students may be required to dress out for the activity. The wearing of jewelry is not allowed in physical education classes.

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

PISD Police Department

The school district, as authorized by state law, has empowered security specialists to assist the schools in maintaining order and protecting school property. These specialists are licensed police officers and shall investigate any violation of law concerning the schools and shall assist in the prosecution of the person(s) involved.

Posters

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

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

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

Pregnancy and/or Parenting Services

In order to support the education of students who have children or who are pregnant and desire a different school setting, the Pasadena School District offers a program at the Tegeler Career Center. Tegeler offers many special services including a full time social worker, nurse, transportation to and from school, free child care, and meals either free or at a reduced cost for parents and children who qualify.

Enrollment is limited to available space for students and/or their children.

Interested students should contact the Tegeler Career Center at 281-998-5548 to set up an appointment.

Promotion/Grade Classification

Grade Classification for students entering High School prior to 2003-2004

Grade classification depends upon units of credit earned. The requirements for each classification beyond freshman (ninth grade) are listed below. (Note: This grade classification is not the same as HB.72 eligibility.)

<u>Units of Credit</u>	<u>Grade Classification</u>
5	10 (Sophomore)
10	11 (Junior)
16	12 (Senior)

Grade Classification for students entering High School in 2003-2004 and beyond

Beginning with ninth graders in 2003-2004 and beyond, grade classification will be tied to units of credit earned and specific core subjects (English, math, science, social studies) passed. The requirements of each classification beyond freshman (ninth grade) are as follows:

<u>Total Units of Credit</u>	<u>Required English, Math, Science, Social Studies</u>	<u>Grade Placement</u>
5	one credit earned in each core area*	10 (Sophomore)
10	two credits earned in each core area**	11 (Junior)
16	three credits earned in each core area***	12 (Senior)

*required for grade 10 placement

**required for grade 11 placement

***required for grade 12 placement

English credits from English I, II, III; AP/Pre-AP courses; English I, II, (SOL); Math credits from Algebra I, Geometry, Algebra II, Math Models, AP/Pre-AP courses; Science credits from IPC, Biology, Chemistry, Physics, AP/Pre-AP courses; Social Studies credits from World Geography, World History, U.S. History, Government, Economics, AP/Pre-AP courses. Special education equivalent courses will satisfy requirements listed above.

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.

Credit by Examination

Most academically exceptional students will find the district gifted/talented program, AP/Pre-AP classes and advanced classes provide appropriate challenges for their academic needs. However, the district also offers students the opportunity to accelerate through credit by examination in a course or grade where the student has received **no prior instruction**. Student must score 90% or above on a criterion-referenced examination for the applicable course or grade. These examinations are obtained from a university source or may be developed by PISD. Students interested in credit by examination for grade or course acceleration should submit a completed application to the counselor on their campus two weeks before the testing dates.

The dates established for credit by examination for 2004-2005 are:

Kindergarten

- August 2-6, 2004
- August 23-27, 2004

Elementary, Grades 1-5

- Fall-July 20-22, 2004
- Spring-May 31-June 2, 2005

Intermediate, Grades 6-8

- Fall-July 20-22, 2004 Spanish I, II or III-November 13, 2004
- Spring-May 31-June 2, 2005, Spanish I, II or III-March 19, 2005

High School, Grades 9-12

- Fall-November 9-11, 2004 Spanish I, II or III-November 13, 2004
- Spring-March 1-3, 2005 Spanish I, II or III-March 19, 2005

Grade Points Earned through Individualized Learning

In cases of credit by examination, the student's grade on the examination will be considered the grade earned in the course. 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 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.

Eligibility for Participation in Extracurricular Activities

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

Publication Distribution

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

Publications

A yearbook may be purchased in the high school during the fall subscription sales. Newspapers are distributed each month at no charge to the high school student body. The yearbook records school activities for the school year and the newspaper covers current events each month.

Records

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

Whom should you contact to review records?

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

Who has access to student records?

Principals, counselors, teachers and other District employees who have a legitimate educational interest in the records of a student may review and receive copies of the records.

By law, both parents, either married or separated or divorced, have access to a student's records until the student becomes 18 years of age, at which time only the student and those he or she authorizes have access to his or her records. Legal guardians have the same rights as do parents.

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

How can an educational record be amended?

Parents of students under 18 and students over 18 may challenge the content of the student's records to ensure that the records are not inaccurate, misleading or otherwise a violation of the privacy or other rights of the student. Policy FL (Local) outlines the hearing procedure of the District that provides an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data and/or the opportunity for the parents or students to enter an explanatory statement concerning the records. Although improperly recorded grades may be challenged, parents and students are not allowed to contest the grade given a student's performance in a course through this process.

What is the cost of providing copies of records?

A person who requests copies of records for a purpose other than the transaction of the official business of the District shall pay the actual cost of reproducing the records, plus postage, if applicable. A charge of 10 cents per page will normally be made; however, the cost may be increased to include all costs related to reproducing the record, including costs of materials, labor and overhead, when the request is for more than 50 pages; provided however, that the District will not charge for costs associated with searching for or retrieval of the education records of a student. The District shall use the guidelines for actual cost for reproduction as determined and published by the Texas General Services Commission. Copies should be requested at least 24 hours in advance.

A senior student will be provided, upon request, up to three official transcripts free of charge. Additional copies will be provided by the high school registrar at \$1.00 each approximately two weeks following the student's graduation. After that time, records will be microfilmed and available at the Office of Student Services (1515 Cherrybrook, Pasadena, Texas 77502) at a cost of \$1.00 each.

Questions concerning this may be directed to the Deputy Superintendent for Administration, Public Relations and Governmental Affairs, 1515 Cherrybrook, Pasadena, Texas 77502 (713-740-0244).

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. The school office will be happy to arrange for a teacher to call, or the school office will set up a conference with a school staff member.

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 next person to address is the respective Associate Superintendent for Campus Development. If the problem is still unresolved, it may be appealed to the Superintendent of Schools. 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. It bases its decision 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 Superintendent's decision will stand.

Safety and Security

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 tapes 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.

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.

Schedule Changes

Care in selecting courses is vital because these choices determine teacher needs and class loads. Students and parents are urged to make thoughtful selections.

Any request for changes must be put in writing to the counselor by the parent. Schedule changes will require principal's approval. **No changes will be considered after the end of the first week of the semester.** Students who drop a class after ten days will receive an F in that course for the semester.

Sexual Harassment

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

Sex Offender Registration

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

Shelter In Place

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

The Shelter in Place order requires each building to:

- Turn off HVAC systems
- Bring all students on playgrounds or athletic fields inside the building
- Lock exterior doors and close open windows
- Allow no one, including parents, visitors and staff, to enter or leave the building until further instructions are received from the District's Crisis Communication Center.

Threat Assessment

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

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

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

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

All-Clear Notice

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

Special Education

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

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

Notice of the Destruction of Special Education Records

Special education records which have been collected by the Pasadena Independent School District related to the identification, evaluation, educational placement, or the provision of special education in the district, must be maintained under state and federal laws for a period of seven (7) 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 in litigation, if it is subject to a pending Open Record's 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 seven 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, Suite H-102, Pasadena, Texas 77502 Telephone: 713-740-0220.

Standardized Testing Program

Testing Requirements for Graduation

The State of Texas has mandated that students pass specified standardized assessments to be eligible to receive a diploma from a Texas public school. We are now in a period of transition as the State phases out the Texas Assessment of Academic Skills (TAAS) and implements the Texas Assessment of Knowledge and Skills (TAKS).

For students with disabilities who receive special education services, an admission, review, and dismissal (ARD) committee will determine whether the student will be required to complete the TAAS/TAKS or the State Developed Alternative Assessments (SDAA).

Because of the importance of the state testing requirement for graduation, students may be **required** to take a local credit test preparation course in place of an elective course. Consult your counselor for specific information concerning your testing requirements for graduation.

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

2004-2005 State Assessment Program Calendar

The 2004-2005 state mandated assessments are scheduled for the following dates:

• October Assessments - only for students who are needing to retest (TAKS or TAAS)

- October 19, 2004 TAKS Exit Level English Language Arts (retest)
TAAS Exit Level Writing (retest)
- October 20, 2004 TAKS Exit Level Mathematics (retest)
TAAS Exit Level Mathematics (retest)
- October 21, 2004 TAKS Exit Level Social Studies (retest)
TAAS Exit Level Reading (retest)
- October 22, 2004 TAKS Exit Level Science (retest)

• February Assessments - for students who are testing for the first time (TAKS) and for students needing to retest TAKS or TAAS

- February 22, 2005 TAKS Grade 9 Reading
TAKS Grade 10 English Language Arts
TAKS Exit Level (Grade 11) English Language Arts
TAKS Exit Level English Language Arts (retest)
TAAS Exit Level Writing (retest)
- February 23, 2005 TAKS Exit Level Mathematics (retest)
TAAS Exit Level Mathematics (retest)
- February 24, 2005 TAKS Exit Level Social Studies (retest)
TAAS Exit Level Reading (retest)
- February 25, 2005 TAKS Exit Level Science (retest)

• April Assessments - for students who are testing for the first time (TAKS) and for students needing to retest TAKS or TAAS

- April 19, 2005 TAKS Grade 10 Mathematics
TAKS Exit Level English Language Arts (retest for graduating seniors only)
TAAS Exit Level Writing (retest)
- April 20, 2005 TAKS Exit Level (Grade 11) Mathematics
TAKS Exit Level Mathematics (retest for graduating seniors only)
TAAS Exit Level Mathematics (retest)
- April 21, 2005 TAKS Grade 9 Mathematics
TAKS Grade 10 Social Studies
TAKS Exit Level (Grade 11) Social Studies
TAKS Exit Level Social Studies (retest for graduating seniors only)
TAAS Exit Level Reading (retest)
- April 22, 2005 TAKS Grade 10 Science
TAKS Exit Level (Grade 11) Science
TAKS Exit Level Science (retest for graduating seniors only)

• July Assessments - an optional opportunity for students needing to retest TAKS or TAAS

- July 12, 2004 TAKS Exit Level English Language Arts (retest)
TAAS Exit Level Writing (retest)
- July 13, 2004 TAKS Exit Level Mathematics (retest)
TAAS Exit Level Mathematics (retest)
- July 14, 2004 TAKS Exit Level Social Studies (retest)
TAAS Exit Level Reading (retest)
- July 15, 2004 TAKS Exit Level Science (retest)

The State of Texas also requires that the Reading Proficiency Test in English (RPTe) be given to limited English proficient students in grades 9-12 who have not previously achieved an "Advanced" rating. This testing is scheduled for March 23, 2005.

IDEA Reading and Writing Tests

The IDEA is an achievement test administered to limited English proficient (LEP) students upon initial enrollment in United States schools and at the end of each school year to determine placement and monitor progress in English until a score of "Fluent English Speaker (FES)" is achieved.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Available on an optional basis to students preparing for college admission; application and fee required; single national test date in October; see counselor for exact date, application and further information.

SAT

SAT I: Reasoning Test

SAT II: Subject Tests

College admission examination(s); offered in Pasadena ISD (Sam Rayburn High School and South Houston High School) and other locations (San Jacinto Community College Central and South campuses); multiple test dates; available on an optional basis; application and fee required; see counselor for information or www.collegeboard.com.

ACT Assessment

College admission examination; offered at Sam Rayburn High School and San Jacinto College Central and South campuses; multiple test dates; available on an optional basis; application and fee required; see counselor for information or www.act.org.

See the **College Preparation** section of this Handbook for further details and test dates of the PSAT, SAT, and ACT.

Surveys/Research Projects

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

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

Teacher Conferences

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

Tech Prep

Tech Prep is a technical preparatory education program, developed for high school students who will require a certain level of skills, both academic and technical, in order to enter the career field of their choice. Students who enter the tech prep program will choose from a range of career areas.

Tech Prep curricula involve the planning, development and implementation of comprehensive programs implemented in the Pasadena School District high schools and San Jacinto College. The program offers a four year high school graduation plan and a one or two year plan of study at the community college level. The six year plan of study results in an associate of applied science degree or a Certificate of Technology enabling the student to enter the job market with advanced skills or to enter upper level university work for a bachelor's degree. Students who complete and meet all the requirements of the Tech Prep program may earn up to 15 hours of college credit, tuition free, for courses taken in high school. A list of identified courses can be found in the counseling office.

Telecommunication Devices

"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 beepers, pagers, cell phones, etc. High school students may possess telecommunication devices during the school day, or while attending school-sponsored activities during the school day, on or off school property. **During the school day**, telecommunication devices and accessories, including but not limited to ear phones and head sets, must remain out of sight and must be turned off.

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 who abuse the privilege of possessing these devices are subject to disciplinary measures. In addition, district employees may confiscate any paging device. See the Student Code of Conduct for more information concerning telecommunication devices.

Telephones

Students are not to use the office or classroom telephones; they are business phones. Pay telephones are available for students calls when permission from school personnel has been obtained. Telephone messages will be delivered to students **only in cases of emergency**.

Textbooks

State Owned

The word "free" in the title of the Texas Free Textbook Law refers to the legal provision that no charge shall be made for normal usage of State-owned books; it does not release any individual from responsibility for the books handled or used. Although the Law prohibits a money deposit for use of State-owned textbooks, it does not allow for carelessness in their handling. Article 2876c reads:

"...Each pupil, or his/her parent or guardian, shall be responsible to the teacher for all books not returned by the pupil, **and any pupil failing to return all books shall forfeit his/her right to free textbooks until the books previously issued, but not returned, are paid for by the parent or guardian.**"

This means:

1. Books will not be issued until records are clear.
2. The student will be charged full contract price established by the State for each book issued and not returned regardless of whether the book was new or used when issued. This is the cost of replacement. **Refunds for lost books which are found will not be paid after June 15.**
3. Books must be kept covered at all times. Although local sponsors underwrite the cost of a limited number of covers to each student, the fact that the supply may be exhausted does not relieve the student of the responsibility of keeping his or her books covered.
4. The student should note carefully the condition of the book he or she is issued and should call the teacher's attention to any irregularity such as missing or loose pages, duplicate numbers or numbers that have been penciled in. The teacher can then either issue another book or make a note of the irregularity so that the student will not be held accountable for the previous condition of the book.
5. The student will be fined for abnormal use or wear in accord with a schedule established by the principal or person designated by the principal.

Pasadena Owned

Although they are the property of the Pasadena Independent School District and are so marked, District-owned textbooks are to be treated in the same manner, except that the contract price is the current retail price of the book.

Tutoring

The best source when a student needs additional help with classwork is the teacher. All teachers schedule times for students to come in before or after school for additional help. Most campuses also offer "extended day" or "extended year" services for identified students who require more time to learn essential knowledge and skills. Parents who want to secure at their own expense tutors in specific subject areas may contact Pasadena ISD instructional specialists to make arrangements (telephone 713-740-0055). Tutorial services may be required. Students who are required to attend, and do not, may be considered truant and subject to disciplinary action.

Vandalism

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

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

Vehicles

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**.

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 motor vehicles or property within.

High school students desiring to park **their** motor vehicles on campus 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 the required fee of \$20 for automobiles (\$10 for 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 to receive a parking permit.

When students arrive at school and park their cars, they are asked to get out of the car immediately. Students are not to sit in parked cars at any time before school, after school, nor during the school day. Parking lots are off limits during school hours.

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

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

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

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

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

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

Riding horses, ponies, or any other animals in or on any land, playground, street, driveway, parking area, walkway, athletic field, tennis court, or recreational facility owned, rented, used, or occupied by the District is prohibited.

Skateboards, rollerblades, and scooters are prohibited on campus during and after school hours.

Visitors

Parents are invited to visit the school and to get to know the teachers.

All visitors are to obtain a visitor's permit at the school office and will be expected to abide by the same regulations governing our student body.

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.

Students Entering High School Fall 2001, 2002, or 2003

Courses	High School Program (minimum requirements for diploma)	Recommended High School Program
	22 Credits	24 Credits
English Language Arts	4 credits	4 credits English I, II, III, IV
Mathematics	3 credits to include Algebra I and Geometry	3 credits Algebra I, Geometry & Algebra II
Science	3 credits one of which <i>must</i> be a biology credit. The remaining two credits may be chosen from the following areas, with no more than one credit chosen from each area: <ul style="list-style-type: none"> • IPC • Chemistry, Conceptual Chemistry • Physics, Conceptual Physics • GMO • Aquatic Science • Environmental Systems • Anatomy & Physiology • Astronomy 	3 credits one of which <i>must</i> be a biology credit. The remaining two credits may be chosen from the following areas, with no more than one credit chosen from each area: <ul style="list-style-type: none"> • IPC • Chemistry, Conceptual Chemistry, Pre-AP Chemistry, AP Chemistry • Physics, Conceptual Physics, Pre-AP Physics, AP Physics <p style="text-align: center;">Students are encouraged to take courses in Biology, Chemistry and Physics</p>
Social Studies	3 credits World History Studies or World Geography Studies-1, U.S. History-1, U.S. Government- ¹ / ₂ , Economics- ¹ / ₂	4 credits World History Studies-1, World Geography Studies-1, U.S. History-1, U.S Government- ¹ / ₂ , Economics- ¹ / ₂
Health Education	¹ / ₂ credit	¹ / ₂ credit
Physical Education	¹ / ₂ credits to include ¹ / ₂ credit in Foundations of Personal Fitness course; only 2 units of Physical Education may count toward the required credits	¹ / ₂ credits to include ¹ / ₂ credit in Foundations of Personal Fitness course; only 2 units of Physical Education may count toward the required credits
Languages (foreign language)	none required	2 credits must be from the <u>same</u> language; one additional credit is required to participate in the Distinguished Achievement Program
Fine Arts	none required	1 credit may not substitute Speech
Speech	¹ / ₂ credit Communication Applications	¹ / ₂ credit Communication Applications
Technology Applications	1 credit	1 credit
Electives / Required Options	⁵ / ₂ credits	³ / ₂ credits only ² / ₂ additional credits are required for the Distinguished Achievement Program
Advanced Measures	not applicable	Distinguished Achievement Program see page 18

Students Entering High School Fall 2004 and Beyond

	Recommended High School Program
	24 Credits
English Language Arts	4 credits English I, II, III, IV
Mathematics	3 credits Algebra I, Geometry & Algebra II
Science	3 credits one of which <u>must</u> be a biology credit. The remaining two credits may be chosen from the following areas, with no more than one credit chosen from each credit area. <ul style="list-style-type: none"> •IPC •Chemistry, Conceptual Chemistry, Pre-AP Chemistry, AP Chemistry •Physics, Conceptual Physics, Pre-AP Physics, AP Physics Students are encouraged to take courses in Biology, Chemistry, and Physics.
Social Studies	4 credits World History Studies-1, World Geography Studies-1, United States History-1, United States Government- ¹ / ₂ , Economics- ¹ / ₂
Health Education	¹ / ₂ credit
Physical Education	1 ¹ / ₂ credits to include ¹ / ₂ credit in Foundations of Personal Fitness course; only 2 units of Physical Education may count toward the required credits
Languages (foreign language)	2 credits must be from the <u>same</u> language; one additional credit is required to participate in the Distinguished Achievement Program
Fine Arts	1 credit may not substitute Speech
Speech	¹ / ₂ credit Communication Applications
Technology Applications	1 credit
Electives / Required Options	3 ¹ / ₂ credits only 2 ¹ / ₂ additional credits are required for the Distinguished Achievement Program
Advanced Measures	Distinguished Achievement Program See page 18

HIGH SCHOOL

Guide To The Sequential Research Process

Pasadena Independent School District

An Introduction to Research

A fundamental element of an effective and successful education is the ability to find and manage information through research. It is, furthermore, an essential factor in the most basic life skills. The process of research is important in itself because of its emphasis on independent study and personal responsibility. While it may result in a variety of products, its most valuable effect is a sense of accomplishment and discovery. To this end, the following information has been compiled to assist both students and teachers and to thereby encourage the desired results.

Four basic principles underlie the work on this project. One is the idea that research instruction should be sequential so that the student gradually learns the various parts of the process. Second, all subject areas share a vested interest in the mastery of research skills, and therefore cooperation among the various departments is essential. Third, for the sake of continuity, all areas should have a consistent form of documentation to follow. A final consideration is the necessity that teachers and students in their respective schools establish and maintain a close working relationship with their librarians for the highest possible success of the research process. Of all the resources in our libraries, the librarians themselves are the richest.

One further matter must be included in this preface. That is the issue of plagiarism. This sequence of research skills emphasizes the important concept of absorbing information and expressing it without word-for-word copying from text. Students must master the idea that using another person's words, phrasing, or ideas is stealing and will not be tolerated. To ensure an understanding of the types of plagiarism and to avoid their use, a sample of original material and both acceptable and unacceptable versions of its use are provided. Some general rules which will help the researcher avoid plagiarizing include the following:

- 1. Use the name of the authority to introduce the quotation or paraphrase.**
- 2. Be sure to enclose all quoted material within quotation marks.**
- 3. Paraphrased material is always rewritten into your personal language and style. Just rearranging sentences or words is not enough. However, when you paraphrase, be certain not to change the original idea or intent of the author. Also be sure to include a citation.**
- 4. Give in-text credit for every item you borrow. Instruction for using the MLA (Modern Language Association) style of in-text documentation follows. It is a practical and easy style to master. Do be aware that many different documentation styles exist, but while you are in the Pasadena schools, this will be your consistent model. Basically, you will include author and page number for your citation in parentheses at the end of your quote or paraphrase.**
- 5. Always include at the end of your paper a "Works Cited" list with a bibliography entry for each source consulted. Do not include sources you consulted but did not use in the paper or project.**

Avoiding Plagiarism

Following is an excerpt from a source as it is found in the original work and several ways a student has dealt with it. Note carefully the wrong way and the right way to handle the material. Also remember that instructions about how to document or give credit to the author will be provided later in this discussion.

Paraphrasing and Interpreting

“How to Paraphrase”: From Guide to Modern English, by Corbin and Perrin, Scott, Foresman, and Company, pages 102-105.

The Source

The nations of the world face a host of problems. None of these problems is completely new. Each has roots in the past--often centuries deep in the past. When we study history we can trace the record of how men have dealt with their problems from the Stone Age to modern times. We can find great themes, major topics in the story of mankind, running through history. We can watch ways of life start and grow and change for the worse or for the better.

We cannot hope to solve the problems of the modern world unless we understand them. We cannot understand them unless we know how they developed. We must know history. The world can advance only through the efforts of thoughtful, informed men and women. Knowing history, having learned lessons from the long story of men and women of today and tomorrow can reach wise solutions to their great problems.

Anatole G. Mazour and John M. Peoples,
“Introduction” to Men and Nations
(Dallas: Harcourt, Brace, and World, Inc., 1959).

1. WORD-FOR-WORD PLAGIARIZING:

The world faces a lot of problems. None of these problems is completely new. All of them have roots in the past--often centuries deep in the past. When we study history we can trace the record of how man has handled his problems from the Stone Age to modern times. We can find great themes, major issues in the story of mankind, running through history. We can often study history and from the events and themes of the past predict the future.

We cannot hope to solve all the modern world’s problems unless we understand them. We cannot understand them unless we know how they developed. We must know history. The world can advance only with the efforts of thoughtful, informed men and women. By knowing history and learning its lessons, we can solve our problems of today.

In this example after writing the first sentence, the writer copies exactly what is in the original, leaving out some words and substituting others. The last sentence of each paragraph is also the writer’s own.

If the writer had enclosed all the copied text in quotation marks and identified the source parenthetically, he would not have been guilty of plagiarism. However, the paper would be hard to read and the writer himself would have contributed none of his ideas about the study of history.

2. THE MOSAIC:

The nations of the world face a host of problems which are not completely new. All of the problems which we face today and will face tomorrow have their beginnings somewhere in man’s past. The study of history allows us to trace the record of how men have dealt with various situations from the Stone Age to modern times. We can find great themes running throughout history. We can often study these and from the events of the past accurately predict how the ways of life will start and grow and change for the worse or for the better.

To solve the problems of 1971 we must first understand them, and we cannot understand them unless we know how they developed. The world can advance only with the efforts of thoughtful, informed men and women. By knowing history and learning the lessons it gives, we can solve the problems of today.

Note how the following phrases have been lifted from the original:

**The nations of the world face a host of problems completely new
to trace the record of how men have dealt with
from the Stone Age to modern times
We can find great themes running throughout history.
ways of life
start and grow and change for the worse or for the better
we cannot understand them unless we know how they developed
The world can advance only with the
efforts of thoughtful, informed men and women**

As in the first example, this is plagiarism. To put every stolen phrase in quotation marks and document them would produce an almost unreadable and worthless paper.

3. THE APT TERM

Only the intelligent study of history by thoughtful, informed men and women can help men profit from their past mistakes and arrive at wise solutions for our most pressing faults.

Here the writer has not been able to resist the temptation of lifting certain appropriate terms from the original: "Thoughtful, informed men and women" and "wise solutions." This is plagiarism too. Although these terms may express the writer's own ideas well, he has used another's words.

4. PARAPHRASING:

ORIGINAL: The nations of the world face a host of problems. None of these PARAPHRASE: The world's nations face many conflicts. And not any of these problems is completely new. Each has roots in the past--often centuries conflicts is altogether new. All have beginnings in man's past--usually deep in the past. When we study we can trace the record of how men hundreds of years back in history. Reading history we study the story of have dealt with their problems from the Stone Age to modern times. We can how man has coped with his problems for ancient times to the present. We find great themes, major topics in the story of mankind, running through see great themes, recurrent problems in the history of man throughout time. history. We can watch ways of life start and grow and change for the worse We see methods of life begin and grow and alter for the bad or for the good or for the better.

The foregoing line by line presentation shows how the writer has simply traveled along with the original, substituting approximately equivalent terms.

Paraphrasing as shown in this example has its uses. It is valuable for the student's own understanding of the material and may be of value to the reader as well.

The paraphrase may be used properly by following a simple procedure. The writer might begin the second sentence with: "As Mazour and Peoples say in their introduction to the history text, Man and Nations,"... "not any of these conflicts is altogether new..." and conclude the paraphrased passage with a footnote giving the additional identification necessary.

Documentation: Citations and Bibliography

According to the Modern Language Association, new rules state that documentary footnotes are not needed in a research paper or in an article intended for publication. Instead, you, the writer, need only refer parenthetically in your text to each source of information. Let us say that you wish to quote or paraphrase a comment from Harold Kaplan's book Democratic Humanism and American Literature. You cite in your text the author's last name followed by the number of the page from which you took the information:

1) Direct Quotation:

- a. Kaplan stresses that the "larger counterpart must be provided for and with suitable organization comes the prospect of individualism" (201).
- b. Recognizing this technique, Kaplan declares, "Even though Whitman emphasizes the singleness of man, still the larger counterpart must be provided for and with suitable organization comes the prospect of individualism" (201).

2) Paraphrase or Summary:

- a. Kaplan stresses Whitman's interest in the importance of the individual in his writing (201).
- b. The reader of Whitman recognizes the poet's concentration upon the value of the individual (Kaplan 201).

3) The reader of your paper can find full information on the book by turning to your bibliography or works cited page:

Kaplan, Harold. Democratic Humanism and American Literature. Chicago: University of Chicago Press, 1972

Use the following for forms for entries in a bibliography or list of works cited.

TYPE	ENTRY
1. One author	Mills, Oliver. <u>The Age of Man</u> . New York: Simon, 1976.
2. Two authors	McArthur, Jim, and Peter Jackson. <u>Physical World</u> . New York: Harcourt, 1968.
3. More than two authors	Morris, Donald, and others. <u>The Inner Man</u> . New York: Harper, 1977.
4. Anonymous author	<u>A Critical Fable</u> . Boston: Houghton Mifflin, 1992.
5. Editor	Johnson, Charles, ed. <u>The Albany Program of Exercise</u> . Boston: Hartz, 1982.
6. Author and editor or translator	Rushing, Barry. <u>Essays for Today</u> . ed. John Hampton. New York: Stein, 1980.
7. Edition	Smith, Will. <u>Writing on Literature</u> . 4th ed. New York: Houghton Mifflin, 1983.
8. Volumes	Harris, Laurie, ed. <u>Works of Walt Whitman</u> . 2 vols. New York: Fisher, 1982.
9. Essay or article in collection	Rossetti, Will. "Walt Whitman." Vol. 4 of <u>Nineteenth Century Literary Criticism</u> . Ed. Lane Harris. Detroit: Gale, 1983.
10. Selection in anthology	Johnson, James. "The Creation." <u>Adventures in Appreciation</u> . Ed. Laurence Perrine and others. New York: Harcourt Brace Jovanovich, 1979, 203-304.
11. Bulletin or government	United States. Dept. of Education. <u>The Need for Physical Education in Schools</u> . Washington: GPO, 1986.
ENCYCLOPEDIA ARTICLES	
12. Signed	Garner, Jim. "Human Muscular System." <u>Encyclopedia Americana</u> , 1986 ed.
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14. Magazine article (signed)	Johnson, Earl. "Choosing a Fitness Club." <u>Ladies Home Journal</u> 25
15. Magazine article (unsigned)	"The Case for Fitness." <u>Science</u> 14 Mar. 1984: 134-140.
16. Newspaper article (Newsbank; S.I.R.S.)	Lara, Charles. "A Healthy Dose of Laughter." <u>New York Times</u> 21 Nov. 1985: B15.
17. Newspaper article (Newsbank; S.I.R.S.)	"Self-fulfilling Fitness." <u>Dallas Morning News</u> 22 Jan. 1986: C3.
18. Review of book	Davis, John. Rev. of <u>The Royal Canadian Air Corps Workout</u> , by Scott Thomson. <u>New York Times</u> 23 Nov. 1985: C12.
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19. Interview	Johnson, Frank. Neighbor and W. W. II Veteran, Personal interview. 14 Mar. 1989.
20. Television program	"Easter Island and Oil Reserves." <u>NOVA</u> . PBS. Hunt, Houston. 7 Mar. 1989.
21. Computer software	Franklin, Jeff. <u>Sentence Guide</u> . Computer software. Language Courseware, 1984.
22. E-Mail	Andreo, Mike. andrea@glyoe.chem.yalc.edu "New England School of Bandura." 18 Apr. 1996, Personal e-mail, (19 Apr. 1996).
23. Web Site	Ignatius, "To the Trallians," <u>Early Church Documents</u> (circa 96-50 A.D.), 1994. http://serv.american.edu/catholic/church/father/ignatius/ign-trl.txt (20 Jun. 1996).
24. FTP	Letter, Mark. "Internet Domain Survey" (18 Feb. 1996). FTP to ftp.nw.con/znc/report.doc. (16 Jun. 1996).
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26. Usenet News	Straczynaki, J.M. jwzatb5@ael.com "Re: AATTN JMS: IaB5 Dead?" 19 Jun. 1996. rec. arts.sf.tv.babylon5.moderated (23 Jun. 1996).
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