

Pittsburg High School

Student Handbook 2026-27 School Year



If you have difficulty accessing the information in this document because of disability, please contact the PISD Special Education Office at khobbs@pittsburgisd.net or 903-856-3628.

Contents

<i>Pittsburg High School Student Handbook</i>	1
Campus Information.....	6
Preface Parents and Students:	8
Accessibility	9
Section One: Parental Rights	10
Consent, Opt-Out, and Refusal Rights	10
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	16
Right of Access to Student Records, Instructional Materials, and District Records/Policies	17
A Student with Exceptionalities or Special Circumstances	22
Section Two: Other Important Information for Parents and Students	30
Absences/Attendance	32
Accountability under State and Federal Law (All Grade Levels)	38
Armed Services Vocational Aptitude Battery Test (Grades 10-12)	38
Awards and Honors (All Grade Levels)	38
Bullying (All Grade Levels)	38
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	41
Celebrations (All Grade Levels)	41
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)	42
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	45
Class Schedules (Secondary Grade Levels Only)	46
College and University Admissions and Financial Aid (All Grade Levels)	46
College Credit Courses (Secondary Grade Levels Only)	47
Communications (All Grade Levels)	48
Complaints and Concerns (All Grade Levels)	48
Conduct (All Grade Levels)	49
Counseling	52
Course Credit (Secondary Grade Levels Only)	54
Credit by Examination If a Student Has Taken the Course/Subject (Grades 6-12)	54

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject	54
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	55
Discrimination	56
Distance Learning (All Grade Levels)	61
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	61
Dress and Grooming (All Grade Levels)	62
Electronic Devices and Technology Resources (All Grade Levels)	65
End-of-Course (EOC) Assessments	68
Emergent Bilingual Students (All Grade Levels)	68
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	69
Fees (All Grade Levels)	73
Fundraising (All Grade Levels)	74
Gang-Free Zones (All Grade Levels)	74
Grade-Level Classification (Grades 9-12 Only)	74
Grading Guidelines (All Grade Levels)	74
Graduation (Secondary Grade Levels Only)	76
Harassment	82
Hazing (All Grade Levels)	82
Health — Physical and Mental	82
Health-Related Resources, Policies, and Procedures	90
Homework (All Grade Levels)	92
Law Enforcement Agencies (All Grade Levels)	952
Leaving Campus (All Grade Levels)	93
Lost and Found (All Grade Levels)	94
Makeup Work	94
Nondiscrimination Statement (All Grade Levels)	96
Nontraditional Academic Programs (All Grade Levels)	97
Parent and Family Engagement (All Grade Levels)	97
Parking and Parking Permits (Secondary Grade Levels Only)	98
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	99
Prayer (All Grade Levels)	99

Promotion and Retention	99
Release of Students from School	100
Report Cards/Progress Reports and Conferences (All Grade Levels)	100
Retaliation	100
Required State Assessments	101
Safe Storage of Firearms	103
Safety (All Grade Levels)	103
SAT, ACT, and Other Standardized Tests	105
Schedule Changes (Middle/Junior High and High School Grade Levels)	105
School Facilities	105
Asbestos Management Plan (All Grade Levels)	105
School-Sponsored Field Trips (All Grade Levels)	109
Searches and Investigations	110
Sexual Harassment	111
Special Programs (All Grade Levels)	111
Standardized Testing	112
Student Speakers (All Grade Levels)	112
Summer School (All Grade Levels)	113
Tardies (All Grade Levels)	113
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	113
Transfers (All Grade Levels)	114
Transportation (All Grade Levels)	114
Vandalism (All Grade Levels)	115
Video Cameras (All Grade Levels)	115
Visitors to the School (All Grade Levels)	115
Volunteers (All Grade Levels)	117
Voter Registration (Secondary Grade Levels Only)	117
Withdrawing from School (All Grade Levels)	117
Glossary	118
Appendix:	121
Educational Technology and Acceptable Use.....	122
Student Welfare: Freedom from Bullying	130

Parent and Family Engagement.....	132
PHS Course Catalog.....	135
Transportation Information.....	135
Gift Exchanges.....	141
Student Rights and Responsibilities: Student and Parent Complaints/Grievances	143
School - Parent Compact.....	144

Pittsburg Independent School District

402 Broach Street

Pittsburg, Texas 75686

Phone: 903-856-3628

<http://www.pittsburgisd.net>

Board of Trustees

Greg Miller, President

Christian Yantis, Vice President

Bryan Berry, Secretary

Lawrence Cleveland

Linsey Harwell

Vernon Rowe

Mario Willis

Administration

Brandon Dennard

Superintendent of Schools

Jonathan Hill

Assistant Superintendent

Kristane Moore

Assistant Superintendent

Vision

Educate, empower, and encourage excellence in all students.

Mission

Pittsburg ISD, in partnership with our community, will empower each student to make the most of his or her abilities through a safe, nurturing, and challenging educational environment.

Goals

Expect and promote high achievement for all students.

Attract and retain highly qualified personnel.

Provide a safe, secure, and healthy educational environment.

Develop programs and services to promote parent/community involvement.

Pittsburg High School

300 N. Texas Street
Pittsburg, Texas 75686
Phone: 903-856-3646
Fax: 903-855-3325
www.pittsburgisd.net

Rustin Ramsey
Michael Lee
Luke MacBeath
Jessica Ramsey
Stacey Stuard
Angela Loveless
Lucero Stapp
John Huffstetler
John Chatham
Austin Jesmore
Tyrone Rogers
Moises Rodriguez
Nele Morrison
Diane Stratton
Kaleigh Robertson
Johnna Owen
Renee Yarbrough
Barbara Conley
Virginia Pearson
Brenda Gonzalez
Rebeca Rodriguez
Helen Ray
Priscilla Struggs
Patricia Albright

Principal
Assistant Principal, 9th & 11th grades
Assistant Principal, 10th & 12th grades
Special Programs & Testing Administrator
Counselor, 9th & 11th grades
Counselor, 10th & 12th grades
Community in Schools Liaison
Athletic Director / Head Football Coach
Assistant Athletic Director/Girls Sports
Band Director
PISD Chief of Police
PISD Police Sergeant
Director of Technology
DAEP Principal
Campus Testing Coordinator
PISD Homeless and Foster Liaison
School Nurse
Cafeteria Manager
Principal's Secretary/Gradebook
Attendance Secretary
Assistant Principals' Secretary
Office Receptionist
Registrar
Athletic Secretary

Campus Information

School Opening/Closing Information: The buildings will be open at 7:30 a.m. for students. Students are not permitted in the buildings before this time unless they have permission from a teacher or administrator.

Upon arrival students should exit vehicles and go to the cafeteria where they will receive breakfast. Students will remain in the cafeteria until the bell releases them to their first-period class. Students may enter the building for tutoring from 7:30 a.m. until 7:50 a.m. After 7:50, no students should be in the hallways until the first bell. Students must leave campus immediately after classes are dismissed for the day. All students not participating in after school activities should leave campus by 3:45 p.m.

Office Hours: The office hours for Pittsburg High School are 7:30 a.m. to 4:00 p.m.

School Day Schedule: For attendance purposes, the school day is from 7:55 a.m. to 3:35 p.m. All students are required to be regular and punctual in their attendance. See attendance policies.

1 st Bell	7:51
1 st Period	7:55-8:41
2 nd Period	8:45-9:31
3 rd Period	9:35-10:21
4 th Period	10:25-11:11
5 th Pirates WIN	11:15-11:45
6 th Period	12:19-1:05 (A LUNCH 11:45-12:15)
6 th Period	11:49-12:35 (B LUNCH 12:35-1:05)
7 th Period	1:09–1:55
8 th Period	1:59 –2:45
9 th Period	2:49–3:35
Breakfast & Tutorials	7:30-7:51

Calendar of District Events: To prevent program conflicts during the year, it is necessary that all activities be scheduled on the activity calendar at the beginning of the school year or as soon

thereafter as possible. The sponsor of the respective group is responsible for setting the date on the calendar.

The Calendar of School Events may be accessed at <http://www.pittsburgisd.net> by choosing “Calendars”, and then “Event Calendar” from the menu.

Pittsburg High School Fight Song

**Loyal Sons of ole Pittsburg High
Shout till the echoes “We’ll never die”
Send a roaring cheer on high,
Shake down the thunder from the sky.
Although the odds be great or small,
Pittsburg High will win over all,
While our loyal sons are marching
Onward to Victory!!!
Victory!!**

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Pittsburg High School** Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the **Pittsburg High School** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.pittsburgisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the campus office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.pittsburgisd.net.

The policy manual includes:

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

For questions about the material in this handbook, please contact:

Rustin Ramsey

Principal

300 North Texas ST

Pittsburg, TX 75686

rramsey@pittsburgisd.net

903-856-3646

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Kelly Hobbs

Special Education Director

402 Broach ST, Pittsburg, TX 75686

khobbs@pittsburgisd.net

903-856-3628

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.

- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

Consent to Period of Prayer and Reading of The Bible or Other Religious Text

School Board Policy will be coming at a later date,

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Stacey Stuard

Angela Loveless

School Counselor

School Counselor

sstuard@pittsburgisd.net aloveless@pittsburgisd.net

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

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

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

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

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

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

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

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must submit the form included in the registration packet or submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

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

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages and the employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)

- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests.

For district publications and announcements, the district has designated the following as directory information: student name; photograph; date of birth; degrees, honors, and awards received; dates of attendance; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status.

If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

The district has identified the following as directory information. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Also see Authorized Inspection and Use of Student Records.

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

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

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

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

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

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

Reciting a Portion of the Declaration of Independence in Grades 3-12

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

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

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

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

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

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

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

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

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

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs. The request must be made in writing.

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

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

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

Parent Review of Instructional Materials and Plan

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

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. Students will bring home the instructional plan or course syllabus during the first week of school or parents may request a copy by contacting the campus office.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact Rustin Ramsey, Campus Principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data

- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

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

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

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

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

The Registrar is custodian of all records for currently enrolled students at the assigned school. The Registrar is the custodian of all records for students who have withdrawn or graduated.

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

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

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students, withdrawn, or graduated at:

Priscilla Struggs

Registrar

300 North Texas ST, Pittsburg, TX 75686

pstruggs@pittsburgisd.net

903-856-3646

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

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

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

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

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.pittsburgisd.net.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

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

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

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

More information is available at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's

enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

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

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

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Johnna Owen

402 Broch ST, Pittsburg, TX 75686

jowen@pittsburgisd.net

903-856-3628

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

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

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

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

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

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

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

For more information on services for students who are homeless, contact the student's campus counselor or district's homeless education liaison:

Johnna Owen

402 Broach ST, Pittsburg, TX 75686

jowen@pittsburgisd.net

903-856-3628

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Jessica Ramsey

Special Programs Administrator

300 North Texas ST, Pittsburg, TX 75686

jramsey@pittsburgisd.net

903-856-3646

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Brad Rowe

300 North Texas ST, Pittsburg, TX 75686

browe@pittsburgisd.net

903-856-3646

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Jessica Ramsey

Special Programs Administrator

300 North Texas ST, Pittsburg, TX 75686

jramsey@pittsburgisd.net

903-856-3646

[See A Student with Physical or Mental Impairments Protected under Section 504]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/)
(https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

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

Admission/Registration

Documents Required for Admission:

- An official city, county or state birth certificate
- An up-to-date immunization record signed by a physician or by public health personnel
- Social Security card
- A copy of the student's most recent report card or transcript (strongly recommended)

General Admission Requirements:

1. The student must live in the District with a parent or legal guardian or one of the student's parents must live in the District, even if the student does not live with that parent.

- To be eligible for admission based on the parent's residence in the District, the court that issued a final order in a divorce proceeding must have designated that parent as a managing or possessory conservator for the student.
- The parent enrolling a student based on only the parent's residence in the District must provide a copy of a current final order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.

2. The student under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for that student. A student who is 18 or older, who is legally married, or who has ever been legally married and who has not graduated from high school may enroll himself/herself.

3. The adult enrolling the student must present current immunization records or make arrangements to begin immunizations as soon as possible. A student may be provisionally admitted to the District schools if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as is medically feasible. The school must ensure that the required immunizations are received on schedule. If a student transfers from one school district to another, a grace period of no more than 30 days may

be allowed at the new district while awaiting the transfer of the immunization record, during which time the student may be provisionally enrolled.

4. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the student and copies of education records from the school the student last attended.

Applications for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials may ask parents or another adult enrolling a student to provide evidence that they are bona fide residents of the District. If school officials have reason to question the legitimacy of a student's residency information, they may investigate to determine the student's actual place of residence. If the District finds that a student is not a District resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school District can charge or the amount the Board of Trustees budgets as an expense per student. It is the responsibility of the parent or guardian to provide and maintain accurate directory information to the office.

A person knowingly falsifying information on a form required for a student's enrollment in the District, will be liable to the District if the student is not eligible for enrollment but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the District may charge or the amount the District has budgeted per student as maintenance and operating expenses, whichever is greater.

Non-Resident Student Admission Requirements: A nonresident student wishing to transfer into the District must file an application for transfer with the Campus Principal. All transfers are then subject to approval by the Superintendent on a space-available basis by grade, subject, and campus.

Any transfer student residing in Texas will be admitted tuition-free to all campuses in the District to the extent the cost of education for such transfer student does not exceed the state revenue received by the District for a resident student.

Students who have been expelled from other Districts will not be enrolled until the matter has been resolved with the home District, and the transfer has the consent and approval of the building Principal and the Superintendent. For students transferring from another District's alternative education program, PISD will count any time spent by the student in an alternative education program in the district from which the student transferred toward the mandatory placement requirement. Students entering with incomplete placement requirements will be required to enroll in PISD's DAEP and fulfill the requirements as outlined by PISD.

Local Policy

Pittsburg ISD is a District of Innovation and abides by local policy in relation to non-resident transfer students. Therefore, non-resident transfer students must abide by all

rules and regulations governed by Pittsburg ISD or be subject to revocation of transfer status.

The following will result in revocation of transfer status:

- Non-resident transfer students who have been accepted as a district transfer may have such transfer status revoked by the Superintendent at any time during the year if the year if the student is assigned discipline consequences of suspension (in or out of school), placement in a disciplinary alternative program, or expelled.
- Non-resident students not meeting the state 90% attendance standard will be subject to immediate revocation of transfer status.
- Non-resident students whose parent/guardian is uncooperative in addressing the student's behavior or truancy concerns will be subject to immediate revocation of transfer status.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

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

Ages 6-18

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

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

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

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

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

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

Secondary Grade Levels

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

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

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

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

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

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

Compulsory Attendance — Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

The truancy prevention facilitator for the campus is:

Michael Lee

300 North Texas ST, Pittsburg, TX 85686

mlee@pittsburgisd.net

903-856-3646

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

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time

The campus will take official attendance every day at **9:50 a.m.**

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

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

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

As soon as possible, when a student has been absent because of an illness, he/she must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the Registrar, Priscilla Struggs.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online or can be requested at www.pittsburgisd.net.

More information is available on the [Texas Department of Public Safety website \(https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen\)](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Truancy

Truancy, the absence from school without the knowledge and consent of the student's parent or guardian, is prohibited. Truancy includes an unexcused absence for one or more periods of the school day. Truancy occurs in the following situations:

1. If a student is absent from school 10% or more of the designated days per semester, OR
2. If a student is absent 10% or more of the designated partial days in a 6 month period in the same school year, OR
3. If a student is absent from school 3 or more days or 3 or more partial days in a 4-week period (3rd Unexcused absence: Communication via letter to parent).

For truant offenses, disciplinary action will be taken in accordance with District policy. Previous offenses will be considered in the determination of campus consequences (PER Semester), however students may be subject to penalties; to include court appearances before a judge to determine additional consequences.

Administration has the right to assign consequences as it deems fit in accordance to policy and suitable for offenses and a justice of the municipal court may even rule to suspend a student's driver's license if the student has engaged in truant conduct.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.pittsburgisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

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

The test shall be offered at least 1 time per school year at Pittsburg High School at 8:30 a.m.

Contact **Jessica Ramsey, Campus Testing Administrator**, at jramsey@pittsburgisd.net for information about this opportunity.

Awards and Honors

Students may earn awards and honors. Examples include attendance awards, student of the month or other citizenship awards, honor rolls, National Honor Society membership, and the like.

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

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

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

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement

- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact Luke MacBeath, Assistant Principal, at lmacbeath@pittsburgisd.net.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by 903-853-9997 and at www.pittsburgisd.net.

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

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an [appendix](#).

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs. For a list of the CTE programs, contact your child's school counselor.

Admission to these programs is based on interest and the development of the student's graduation requirements.

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

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

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

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

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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

[See Food Allergies (All Grade Levels)]

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at www.pittsburgisd.net. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain

- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or

pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp) (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

A course weighting system has been established in PISD to encourage and recognize academic achievement. The weighting system is used to determine the valedictorian, salutatorian, and cum laude graduates and to designate the top ten percent of the graduating class. Students graduating in the top ten percent are eligible for automatic admission into a most four-year Texas college. (EIC) Early graduates will be included in class rank.

Class rank will be calculated by averaging semester grades earned in grades 9-12. The numeric semester average will earn grade points according to the District weighted grade point scale. A complete list of courses and weights can be found in the Pittsburg High School Student Course Catalog.

Cum Laude System: PISD recognizes at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

Valedictorian	Highest weighted GPA
Salutatorian	Second highest weighted GPA
Summa Cum Laude	3.8 or higher weighted GPA
Magna Cum Laude	3.6 to 3.79 weighted GPA
Cum Laude	3.4 to 3.59 weighted GPA

For the purpose of determining the valedictorian and salutatorian, academic courses for grades 9, 10, 11 and grades through the end of the THIRD nine-weeks of the senior year will be used to compute the final grade standings. The valedictorian and salutatorian must have been a full-time student of Pittsburg High School for at least two complete school years and may not be enrolled in either the minimum or foundation only graduation plan. Students should refer to the class rank policies in effect for Pittsburg High School as presented in the Pittsburg High School Student Course Catalog.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

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

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

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program] or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Northeast Texas Community College, which may be offered on or off campus

- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on student interests, PGP, and requirements by the college system. In most cases, student enrollment will not be granted until the minimum requirements for the TSIA2, ACT, or SAT scores are met.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See a high school counselor for more information.

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

A student may also earn college credit for certain Career and Technical Education (CTE) courses. Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

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

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

Communications

Parent Contact Information

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

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

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

A parent may update contact information by emailing the school registrar at pstruggs@pittsburgisd.net.

Automated Emergency Communications

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

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.pittsburgisd.net and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website and at the principal's or superintendent's office.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct

Applicability of School Rules

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

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.pittsburgisd.net and the coordinator for this campus are listed below:

Luke MacBeath

lmacbeath@pittsburgisd.net

Assistant Principal

300 North Texas ST, Pittsburg, TX 75686

903-856-3646

Student Expectations

In order for any school to be successful, the environment must be one conducive to learning. Successful schools have clearly defined rules of operation, consistent application of those rules, and a conscientious attitude on the part of their students, staff, and community in complying with those rules. As is the case in any community, “abiding by the law” must come from the individual. The atmosphere sought in PISD schools is one in which respect from one person to another is readily observed and in which a proper balance exists between each person's right to be an individual and his responsibilities to function as a member of a larger community. Each individual must recognize that his/her personal rights do not extend beyond other's rights, and compliance with reasonable rules of behavior takes priority over self-interest. Consensual hugging, touching, or other public displays of affection (PDA) that interfere with, detract from, or disrupt the school

environment are prohibited. For a more detailed description concerning discipline, please refer to the Student Code of Conduct.

Student Responsibilities

Student responsibilities for achieving a positive learning environment at school and at school-sponsored activities include:

- Attending all classes, daily and on time
- Being prepared for each class with appropriate materials and assignments
- Being properly attired in order that the appearance does not cause a disruption or create a health or safety hazard
- Exhibiting an attitude of respect toward others
- Conducting oneself in a responsible manner
- Seeking changes in school policies and regulations in an orderly and responsible manner through appropriate channels
- Obeying all school rules
- Respect for adults, faculty, and staff members

Student Responsibility to Teachers and All District Personnel

Fundamental to the process of education is the expectation that students will obey District personnel. This basic relationship between students and District personnel, exists not only in the classroom but also in any school-related contact on or off of the campus. The responsibility of District personnel is to provide supervision and direction; the responsibility of students is to respond in a cooperative manner. Students are expected to identify themselves promptly in any situation when asked to do so. Refusal or reluctance to give proper identification (Student ID Card) and showing improper identification are serious conduct violations.

Student Responsibilities to Substitutes

Students are to provide the same respect to substitute teachers as to regular teachers. Any student failing to maintain a proper relationship with a substitute teacher will be dealt with according to the Student Code of Conduct. The student is responsible for treating a substitute with the respect and courtesy that is due to all persons on the campus.

Student Identification Cards

Photo IDs will be required for all students. The initial ID will be provided through the school. School ID's are school property. ID's must be kept in the student's possession and

produced on request by any staff member. Failure to do so will result in a disciplinary consequence. ID's will be required to check out materials from the library, enter ball games free of charge or at student pricing, to obtain meals through the free student lunch program, as well as, purchase snacks in the cafeteria. Full picture, student name, school name, ID number and year must show and not be altered. All altered or lost ID's must be replaced by paying a \$5.00 replacement fee. Discipline for needing a temporary ID will be as follows:

Students will receive ONE warning per semester. Missing issued after the warning will result in a school detention for each occurrence.

*During the school year, circumstances may arise for students to wear their ID's. In these situations, ID's must be worn around the neck by using a school approved lanyard.

Deliveries to Campus

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

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

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

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

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

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

High School Grade Levels

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

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

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

- The importance of postsecondary education

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

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

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

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

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

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit

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

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 7-12)

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

district's board of trustees on the essential knowledge and skills defined for that course or subject.

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

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

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

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

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

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

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be: January 12 (Registration: November 10).

Students in Grades 9-12

A student in grade 9 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 70 on an examination with classroom instruction
- A passing score of at least 80 on an examination without classroom instruction.

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

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

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

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

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.pittsburgisd.net. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

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

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

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking

- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

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

Discipline Management

Campus and District rules and procedures have been established to ensure student safety and to promote student learning. In general, discipline is designed to correct misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community.

Teachers and Principals may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct. Parents may not necessarily be informed of every classroom infraction, but they will be informed of any Code of Conduct violation.

The Student Code of Conduct contains standards for student conduct, general misconduct violations, and procedures for removal from the regular educational setting. PISD alternatives to the regular educational setting include In-School Suspension (I.S.S.), Disciplinary Alternative Education Program (DAEP), suspension, and expulsion.

Student Management Plan

The following Student Management Plan will be used by Pittsburg High School for minor infractions. In case of severe disciplinary infractions, the five-step disciplinary progression will be circumvented by an administrator. Examples of minor infractions include but are

not limited to, talking excessively in class, disrupting the learning of others, refusal to do classwork, horseplay, throwing objects, etc.

Step One: Individual Teacher Action

(student conference, parent contact, etc.)

Step Two: Parent Contact

Students are required to bring assignments and do school work during this time. Missing a day of detention without an administrator's approval will result in Thursday night Detention; missing Thursday night detention without an administrator's approval will result in 1 day of ISS

Step Three: Parent/Student/Teacher Conference

Students are required to bring assignments and do school work during this time.

Step Four: Referral to Assistant Principal/Thursday Night Detention/ISS/Corporal Punishment may be assigned

*Severity of Action, or Persistent Misbehavior may result in Step 4 without prior steps.

Examples of serious infractions include but are not limited to the following: severe disrespect to a teacher or other school employee, serious disruption, failure to identify, profanity, fighting, insubordination, smoking, vaping, vandalism, skipping class or being out of place, or falsely using an ID and/or ID number.

Note: Fighting will result in a DAEP placement and is not considered a minor infraction.

Consequences for infractions are assigned on a case-by-case basis and are subject to the administrator's discretion.

The PISD Chief of Police in cooperation with the City of Pittsburgh may issue citations for various offenses including, but not limited to: Disorderly Conduct, Disruption, Skipping

Class, Minor in Possession of Tobacco or Alcohol, Smoking/Vaping on School Property, Theft, Criminal Mischief, Trespassing, or any Class B or C misdemeanors.

Detention is held from 3:45-4:30 in the afternoon. Thursday night detention is held from

3:40-5:30 p.m. Students/parents must arrange transportation from detention. Thursday night detention will not be assigned the last 2 Thursday nights of the school year, UNLESS needed for make-up hours. ISS will be assigned in lieu of Thursday night detention.

Detentions may be rescheduled without additional disciplinary action 3 times per semester by the parent or guardian prior to the assigned detention. Requests should be made to administrators no later than 1:00 on the designated day.

Students should be aware that after-school activities, whether school-related or not, are not acceptable excuses for missing detention or I.S.S. Students who are assigned to I.S.S. are ineligible to participate in extra-curricular activities during this assignment, however, students are allowed to practice.

Seniors who have senior release periods will be allowed to leave I.S.S. during their normal senior release time. ANY student (regardless of classification) released early from their I.S.S. assignment, will be responsible for making up missed time.

Severe infractions of the Student Code of Conduct will result in DAEP placement and/or suspension or expulsion.

Extended DAEP Placement will be assigned for, but not limited to the following:

- Putting others at risk
- Assault
- Bullying
- Drug Distribution, Usage, OR Possession
- Vaping Distribution, Usage, OR Possession

In accordance with House Bill 114, Mandatory DAEP placement can occur for any student who possesses, uses, sells, gives, or delivers to another person marijuana OR an e-cigarette on or within 300 feet of school grounds.

As defined by Section 161.081, Health and Safety Code, and “e-cigarette” is:

(i) an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device; or (ii) a consumable liquid solution

or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this subdivision.

The “term” e-cigarette is described as (i) a device, regardless of whether manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description; and (ii) a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Harassment

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

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

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

Sexual Harassment and Sex-Based Harassment

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

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact a school counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

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

Distance Learning

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

The distance learning opportunities that the district makes available to district students are listed in the PHS Course Catalog and a student may request more information from their school counselor.

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact a school counselor.

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

School Materials

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

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

Nonschool Materials

From Students

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

The principal has designated a bulletin board on the first floor of the high school as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

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

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal has designated a bulletin board on the first floor of the high school as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)

- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

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

Dress and Grooming

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal style in dress and grooming, provided that they comply with the guidelines listed below.

If an administrator/designee determines that a student's grooming or clothing violates the school's dress and grooming policy, the student will be given an opportunity to correct the dress or grooming problem at school to minimize loss of instructional time. If the problem cannot be corrected quickly at school, the administrator/designee will place the student in In-School Suspension until he/she complies or until the end of the school day.

Additionally, refusal to comply with this policy may result in more severe disciplinary consequences and repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Students choosing to violate the dress code, also choose to take the responsibility for these actions. Administrators will have complete and final judgment on all matters concerning interpretation of the dress code. Matters concerning appearance and dress not specifically covered above shall be at the discretion of the administration.

ALLOWED:

- Proper shoes.
- Students may wear ONE small nose stud.
- Facial hair must be neatly trimmed and groomed.
- Exposed tattoos that are not lewd or do not represent gang or societal affiliations that are degrading to another student's race, creed, gender, or culture.
- Natural or natural color dyed hair.
- A dress, shirt, and bottom piece of clothing that is modest and respectful.
- Bottom clothing that reaches no more than 5 inches above the knee.
- Top clothing that fully covers the midriff, cleavage, back, etc.

NOT ALLOWED:

- Spandex, Tights, Spandex pants, Jeggings, Leggings, and Yoga Pants may ONLY be worn if the shirt/dress covers to the bottom of the buttocks length in both front and back of the body.

- Dresses, shirts, and shorts that extend more than 5 inches above the student's knee
- Pants or other articles of clothing with excessive rips or frayed edges more than 5 inches from the knee
- See-through shirts or blouses OR exposed midriff, cleavage, or undergarments
- Spaghetti straps, cropped or halter-tops, tank tops, muscle shirts, backless shirts, or dresses with cutouts
- Caps, hats, hoods, stockings, sweat bands, sunglasses, or any other type of head covering, except when medically required, are NOT allowed when indoors on campus.
- Pajamas including pajama pants, blankets, house shoes or slippers, shower shoes, or bare feet
- Bandanas
- Lewd, offensive, vulgar, or obscene: displays of sex, violence, drugs, drug-related items alcohol, tobacco, profanity, death, satanic themes, nudity, hate slogans or pictures, swastikas, pentagrams, gang signs, or gang related items. Gang-related attire is described as, but not limited to: dress/ornaments such as or any other types of clothing or jewelry deemed gang related by the campus administration.
- Sagging garments, unbuckled/unbuttoned overalls, or unbuckled belts
- Trench coats or dusters, spikes, chains, dog collars, tactical gear or related items
- Hair shall be kept neat, clean and well-groomed and not disrupt the learning environment. Unnatural hair dyes/colors are not permitted.
- Combs and/or picks in hair
- Students may not wear the following: tongue rings, grills, spiked jewelry, lip rings, eyebrow rings, spacers, facial or mouth jewelry such as hoops or rings, or facial decorations or septum rings. *Students may, however, wear ONE small nose stud.

Note: Some instructional settings may require a specific dress depending on safety requirements. (Examples include: Students in Welding I & II must wear gloves, close toed shoes, hoods, long sleeved shirts, and long pants. Extra curricular activities may require UIL or principal approved attire to move safely.

Special and/or spirit dress may be permitted, with prior approval from the campus principal.

*IF a student comes to school wearing clothes that violate the dress code or in any other way violate the dress and grooming standards, the student will be given an opportunity to correct the infraction. If the infraction cannot be corrected, the students will be placed in in-school suspension until he/she is in compliance. If the student comes into compliance with the dress and grooming standards, he/she will return to regular classes immediately, EXCEPT in the case of repeat offenders. For each violation of the dress code, regular discipline steps will apply.

Ceremonies & Commencement Exercise Dress Code

Commencement exercises for PISD are conducted to acknowledge the academic achievements of our students. Therefore, it is appropriate to celebrate the milestones of our students in an ethical and dignified manner.

Girls:

- Dresses or dress pants are preferred
- No short rompers or short dresses
- Spaghetti straps ARE allowed, however, strapless dresses are NOT allowed
- Slits in dresses must be no higher than FIVE inches above the knee
- No flip-flops, tennis shoes, or house shoes. Sandals are allowed.
- Graduation Caps are not to be decorated

Boys:

- Slacks or nice jeans. Shorts are NOT allowed
- Dark shoes or boots look nice with the dress attire
- No flip-flops, sandals, tennis shoes, or house shoes
- Graduation Caps are not to be decorated

Questionable ATTIRE MUST BE APPROVED PRIOR TO THE CEREMONY.

Failure to comply with the commencement exercise dress code MAY result in disciplinary measures and a review of graduation status.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact the campus principal or the Technology Director, Nele Morrison at nmorrison@pittsburgisd.net. [See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

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

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

House Bill 1481 prohibits the use of a personal electronic device while on school property during the school day (7:55 a.m. - 3:35 p.m.). This law includes the use of smart watches, cell phones, and all personal communication devices. Students MUST keep their devices off their person/body. Student personal devices may be keep in their vehicle, at home, or in their backpack.

Consequences for not obeying this law will be as follows:

1st Offense: Warning The student may pick up the confiscated communications device from the principal's office after school.

2nd Offense: Lunch Detention The Parent may pick up the confiscated communications device from the principal's office after school.

3rd Offense: 1 day I.S.S. The Parent may pick up the confiscated communications device from the principal's office after school.

4th Offense: 3 Days I.S.S. The Parent may pick up the confiscated communications device from the principal's office after school.

5th Offense: 5 Days I.S.S. The Parent may pick up the confiscated communications device from the principal's office after school.

6th Offense: DAEP Placement (30 days with a possible review after 10 days) The Parent may pick up the confiscated communications device from the principal's office after school.

Each Additional Offense: More DAEP Placement and/or possible Expulsion

We understand students are in varied activities afterschool and may need to reach guardians after the office has closed. To accommodate this issue, guardians may sign in the office acknowledging the device was confiscated and the consequence that will be assigned earlier in the day. The device will then be released to the student after school.

Guardians needing to contact a student, may leave a message with the office at 903-856-3646. Messages needing to be returned by the student, will be encouraged to take place between passing periods.

Confiscated communications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is NOT responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services

recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

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

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

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from club sponsors.

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

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

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

[See [UIL Texas \(https://www.uiltexas.org/\)](https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

University Interscholastic League (UIL)

As a member of the University Interscholastic League, Pittsburg High School is governed by its regulations. Each coach-sponsor will present a thorough explanation of all rules and regulations to participating students. For further details concerning eligibility, see the “Constitution and Contest Rules” published by the University Interscholastic League.

UIL Grade Requirements and Eligibility: Pittsburg ISD has a nine (9)-week grading period.

This change affects how eligibility will be determined for the first six weeks of school. Grades must be checked for all participants at the end of the first six weeks of the school year regardless of the length of the grading period. Students who pass at the first 6-week check, remain eligible until the end of the nine-week grading period. A student who receives, at the end of any grading period (after the first six-weeks of the school year), a grade below 70 in any class may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse; however, the student regains eligibility after the seven calendar day waiting period has ended following a grading period.

*Pittsburg High School will follow the U.I.L. requirements and guidelines as stated in the U.I.L.Side-By-Side manual.

Examples of Extra-Curricular and U.I.L. Activities at PHS

College Bound Student Athletes: In order to participate in Division I and II Athletics on the collegiate level, students must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Students are advised to check with their academic advisor to be certain they are satisfying the NCAA approved core-course requirements.

Co-curricular Activities: Students at Pittsburg High School have the opportunity to enroll in courses of interest that involve after-school activities. The following programs are available.

Band: Band is an organization for all Pittsburg High School students who are proficient on any standard band instrument and/or have the approval of the director. Band members participate in school, community, district, regional, and state activities.

Cheerleading: Two groups of cheerleaders promote team spirit and lead support for athletic programs at Pittsburg High School. Varsity cheerleaders promote spirit for varsity athletics and junior varsity cheerleaders for junior varsity/freshman athletics. Both squads promote school spirit at various events during the year. Varsity and junior varsity cheerleader candidates try out before a panel of judges.

Yearbook: The Pittsburg High School yearbook, The Treasure Chest, is a history of the school year written and photographed by the students who live it. Students enrolled in

Yearbook will serve on The Treasure Chest staff. School-sponsored yearbooks are under the complete supervision of the teacher and campus Principal.

Student Organizations: Students are encouraged to become involved in school organizations and activities. Student activity handbooks provide detailed information for tryouts, membership, and student responsibilities for each organization. As with any office held or activity in which one participates, there is always a commitment of time and energy. Those who choose to participate in any leadership role should accept the responsibilities of their duties with a sincere and serious attitude.

DECA: DECA develops a respect for education, marketing, and distribution; encourages the use of high ethical standards in business; and allows practical application of marketing knowledge through competition and through social and professional student-centered events. Members must be enrolled in the Marketing and Distributive Education classes. State and national dues are assessed.

FFA: The Future Farmers of America is an organization open to all students who have completed or are enrolled in a Career and Technology agriculture class. This organization stresses the development of citizenship and leadership in youth and emphasizes the many career opportunities available in agriculture and agriculture-related fields. Through FFA, students participate in many activities outside the classroom.

Interact Club: Interact is the high school division of Rotary International. Its members focus on improving the environment, the community, and Pittsburg High School. Interact strives to maintain a strong emphasis on promoting high ethical standards among its members and on working through the community for unity, understanding, and peace. Membership is achieved through recommendation by teachers, coaches, Rotary members, and other Interact members.

National Honor Society: Election to membership in the National Honor Society recognizes students with outstanding scholarship, character, service, and leadership. The number elected is set by the constitution of the national division on a percentage basis. All academically qualified students in Grades 11 and 12 are eligible to be nominated for membership. Election and formal induction ceremonies are conducted in the spring.

Student Council: The Student Council promotes citizenship, scholarship and leadership values among the students at PHS. After completing an application and going through an interview, representatives from each grade level are elected by popular vote from approved applicants in the fall. To receive a place on the ballot, students must have and maintain an average of 70 or above in all courses and have good standing on discipline and attendance issues, as well as be approved by the Faculty Council after examination of application for the position. The PHS Student Council is an active member of the District, State and National Student Council organizations. It is understood that the Student Council is not the governing body for the school, but works along with the faculty, Principal, and the Superintendent, who are ultimately responsible to the Board of Trustees.

The Council has the following objectives:

- To promote good citizenship among students at PHS
- To provide leadership training and experience for students
- To improve school spirit and morale
- To plan and sponsor campus activities that will instill school and community pride
- To encourage cooperation with, and work alongside of the administration
- To inspire other students to achieve success by being good role models

Student Dances (including a school sponsored prom): Pittsburg High School students are admitted to dances with a ticket and a student ID. A student will NOT be eligible to attend Pittsburg High School dances under the following conditions:

- The student is currently assigned to ISS, Out-of- school suspension, DAEP or Expulsion
- An administrator has restricted the student's participation based on prior/severe misconduct or has reason to believe the student's participation will be disruptive

Students may bring a guest that is not a Pittsburg High School student, but the guest must meet the following criteria:

- Must be 19 years of age or younger
- Must be currently enrolled in high school, college or in the U. S. military
- Must have no criminal history
- Must have no serious discipline infractions at current school
- Must have a picture ID
- Must fill out a guest form and be submitted at least one week prior to the date of the dance

Students must comply with PHS dress code for all dances, banquets, and assemblies (separate prom dress code).

Specific rules and regulations related to "Parent-Sponsored" proms and events, are not governed by those of PHS.

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.

- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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 campus principal. [See policy FP for more information.]

Field Trips

Permission forms requiring signatures of parents are distributed at the beginning of the school year. The following information will be provided to parents prior to campus departure: date, times, destinations, purpose, transportation arrangements, chaperones, costs to students, and additional information as needed. Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. Students must be currently passing all classes and meeting the 90% attendance guidelines in order to participate in a trip that requires a student to miss class and is for enrichment purposes (not for competitive purposes).

Standards of Behavior

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

Fundraising

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
0-5.5	Grade 9 (Freshman)
6-11.5	Grade 10 (Sophomore)
12-17.5	Grade 11 (Junior)
18 & Above	Grade 12 (Senior)

Grading Guidelines

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

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

Nine-Weeks Averages and Report Cards Policy

Students shall receive numerical scores in all subjects. The grading formulas will be communicated in each course syllabus, and will be the same by course. PISD has the right

to not accept credits of a student coming from another school if the credits transferred are not from an accredited school as established by the Texas Education Agency. The transcripts of foreign exchange students will be evaluated based on individual merit.

For students who transfer to Pittsburg High School or transfer coursework from any educational institution with letter grades, they will be calculated as follows:

A+ = 98 B+= 88 C+= 78

A = 95 B = 85 C = 75

A- = 92 B- = 82 C- = 70

Students entering Pittsburg ISD during the second semester of their senior year will be hand ranked on transcripts only and will not affect the ranking of students who have been in the District for a full year.

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every grading period.

The PHS grading policy for nine weeks grades in all classes is as follows:

- 60% major assignments
- 40% minor assignments
- At least 3 major grades per 9 weeks
- At least 15 total grades per 9 week grading period (at least 5 grades including 1 major grade by the time each progress report is issued)

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Makeup Work from Absences

Students will make up assignments and tests after being absent, including absences as a result of suspension or participation in a school activity. They will receive a zero for any assignment or test not made up within the allowed time. Students will be given time equal to the number of days absent. Assignments given prior to the absence are due by the end of the CLASS PERIOD on the day the student returns including exams. It is at the teacher's discretion what he/she deems appropriate for make-up work. IT IS THE RESPONSIBILITY OF THE STUDENT TO COMMUNICATE WITH THE TEACHER REGARDING ANY MISSED/MAKE-UP WORK.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

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

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

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

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

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

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

[See Standardized Testing]

Foundation Graduation Program

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

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry

- Public Service
- Arts and Humanities
- Multidisciplinary Studies

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

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

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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

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

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

Credits Required

The foundation graduation program requires completion of the minimum number of credits. These plans will be used under limited circumstances.

Additional considerations apply in some course areas, including:

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

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

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

Currently, our campus cohorts with an NTCC liaison to help students complete and submit the FAFSA or TASFA here.

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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

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

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

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

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

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

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a

transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

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

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

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

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

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

Graduation Activities

Graduation activities will include:

- ***Graduation Ceremony***
- ***Senior Walk (around lower campuses)***

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not

the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Summa Cum Laude, Magna Cum Laude, and Cum Laude cords
- Top 10 Percent of the Graduating Class Stole
- Distinguished cord
- National Honor Society Collar
- Blood Donations cord - 2 while in senior year
- Certifications (Approved by TEA)
- Associate's Degree Earned by NTCC

Graduation Speakers

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

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

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

Harassment

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

Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

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

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

As required by SB 12 and in accordance with Education Code 26.0083 and local board policy, the following health-related services are available on each campus. Parents have the right to withhold consent for or decline any of these services by submitting written notice to the campus nurse or administration.

- Care and treatment for minor illnesses and injuries
- Nursing assessments
- First Aid and Emergency Care as needed

- Vision, hearing, and spinal screening as mandated by the Texas Department of State Health Services
- Growth and development screening
- Development and implementation of Individualized Health Care Plans (IHPs) and Emergency Action Plans (EAPs), as needed
- Coordination of medical referrals, when appropriate
- Assistance with accessing outside health resources or services as needed

Please be aware that additional written consent is required for medication administration and medical procedures

Illness (All Grade Levels)

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

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

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

Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

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

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

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

In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has not adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has chosen not to adopt a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources

- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Tyler Nugent

Athletic Trainer

tnugent@pittsburgisd.net

903-856-3646

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

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

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

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.pittsburgisd.net for information regarding meningitis.

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

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed from the School Nurse.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus full-time nurse:

Renee Yarbrough

ryarbrough@pittsburgisd.net

- The campus full-time school counselors:

Stacey Stuard

Angela Loveless

ssstuard@pittsburgisd.net aloveless@pittsburgisd.net

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.pittsburgisd.net.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

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

For more information about these procedures and access to the District Improvement Plan, please contact the superintendent's office.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings. Additional information about the district's SHAC is available from the www.pittsburgisd.net.

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

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Laura Smith

Director of Health Services and School Nurses

lsmith@pittsburgisd.net

903-856-6482

Homework (All Grade Levels)

See Classroom Instructional Plans.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court
- To comply with the laws of arrest

- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus

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

Parental consent is required before any student leaves campus for any part of the school day.

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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

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

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

During Lunch

PHS is a closed campus. Parents should be aware if a student is signed out during lunch and returns to class more than 15 minutes later it will be an unexcused absence. Authorization from a parent or guardian **MUST** be obtained in person or by email before students are allowed to leave campus. Emails should be sent to the following personnel:

hs-signout@pittsburgisd.net.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

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

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

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9-12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.pittsburgisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Kristane Moore

Asst. Superintendent

kmoore@pittsburgisd.net

903-856-3628

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Kelly Hobbs

Director of Special Education

khobbs@pittsburgisd.net

903-856-1142

- For all other concerns regarding discrimination, see:

Kristane Moore

Asst. Superintendent

kmoore@pittsburgisd.net

903-856-3628

[See policies at FB, the FFH series, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

The district offers nontraditional programs, such as special evening programs for dropout recovery, an early college high school, or other alternatives such as an extended year program or flexible school day program.

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this

handbook, parents may access additional information regarding parental rights at the district's website at: www.pittsburgisd.net.

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-856-3646 for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

- Attending board meetings to learn more about district operations. Regular board meetings are held on the 3rd Monday of each month (unless specified elsewhere). An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at PISD Central Administration Office at 402 Broach ST, Pittsburg, TX 75686 and online at www.pittsburgisd.net. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$10 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

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

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

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

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

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

The School Board may adopt a policy requiring a period of prayer and reading of the Bible or other religious text at every campus at a later time than this publication.

Promotion and Retention

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

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

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus]

Students are to follow the check-out policy once they enter school property. Students will be allowed to leave school during the school day only with the permission of the Principal or other school personnel who have been given the authority to release students. Students entering school at any time after the start of first period class will report to the office and obtain an admittance slip to class.

Students who sign-out during the day MUST sign-in upon return to the campus. Failure to sign-in upon return will result in an absence.

Parents should be aware if a student is signed out during lunch and returns to class more than 15 minutes late it will be an unexcused absence. PHS is a closed campus. Authorization from a parent or guardian MUST be obtained in person, by fax, or email before students are allowed to leave the campus. Emails should be sent to the following personnel: hs-signout@pittsburgisd.net.

Students are not allowed to leave campus for books, assignments, lunch money, or athletic attire. Students who do not follow proper check-out procedures are subject to disciplinary action.

[See Leaving Campus.]

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

Report cards with each student's performance and absences in each class or subject are issued at least once every nine weeks.

At the end of the first three weeks of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal, superintendent, and school board pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district communicates academic information about a student electronically, including for progress reporting purposes.

Retaliation

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

Required State Assessments

Standardized Testing for a Student Enrolled Above Grade Level

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

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

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

For more information, see the principal, Special Programs Administrator, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Junior High School Students

For a junior high-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by calling 903-853-9997 or completing an online report at www.pittsburgisd.net
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

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

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

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

Emergency School Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: STAR FM 96.9, Channel 7 KLTV, School Social Media, and Automated District wide Messaging System

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (High School Grade Levels)

A student or parent must schedule an appointment with the student's counselor to discuss schedule changes. Parent permission is required.

Parents may request a schedule change for their student from the Principal. The Principal is not required to make the reassignment and will not do so ordinarily if the change would affect the assignment or reassignment of another student.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Scott Henninger

shenninger@pittsburgisd.net

Or

Kenneth Shelton

kshelton@pittsburgisd.net

903-856-6462

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Chris Hackett

chackett@pittsburgisd.net

903-856-3628

[See policy COB for more information.]

Additionally, PISD breakfast and lunch to all children at “NO CHARGE”. This program helps to ensure that all students receive nutritious meals. During the 2023-24 school year, PHS will provide breakfast and lunch each day in the high school cafeteria. Students may bring lunches from home or parents may bring their children meals. Students assigned to In-School Suspension, ISS, will not follow the regular lunch schedule but will eat as a group with the assigned instructor.

Parents should continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student’s parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in

sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the the Food Service Director. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Scott Henninger

shenninger@pittsburgisd.net

903-856-6462

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the regular school hours when staffed and with a teacher permit.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with *the campus library personnel* and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material when requested.

A parent may access to the school's library or any available online catalog by contacting the school principal or library personnel.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus principal with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- cafeteria
- classrooms for educational assistance

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Jessica Ramsey

Special Programs Administrator

jramsey@pittsburgisd.net

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) is the corresponding preparatory and readiness assessments for the SAT that our campus offers.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education. PHS provides the ACT and SAT assessments beginning in the fall of sophomore year with counselor approval.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: listed in FNA(LOCAL) at Introductory Speakers. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer School may be used to meet accelerated instruction requirements or as an option for students to complete failed coursework.

Tardies

Instructional time is viewed as a precious resource. Consequently, chronic tardiness is a serious problem. A student who is more than 15 minutes tardy to a 1st period class shall be counted **absent** from class. 2nd-9th periods a student who is more than 10 minutes tardy shall be counted **absent** from class.

Tardies are cumulative for all classes.

1st & 2nd	Warning	10th	RIPS (1 days)
3rd & 4th	Lunch Detention	11th & 12th	RIPS (2 days)
5th	Lunch Detention (2)	13th & 14th	RIPS (3 days)
6 & 7th	After School Detention (1 hr.)	15th-19th	RIPS (5 days)
8 & 9th	After School Detention (2 hrs.)	20th or more	DAEP (10 days)*

*Per 9 weeks

After each four-week period, tardies will reset and the aforementioned disciplinary consequences will start over, except at 20 or more, which is PER 9 weeks.

If a student does not go to the assignment, the discipline will be elevated.

Administration has the right to modify and/or assign consequences as it deems fit in accordance to policy and suitable for offenses.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the PISD Transportation Department at 903-856-6462.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules

- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show photo identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The campus invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix:

Note:

- 1) School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.pittsburgisd.net.
- 2) The Superintendent has power to approve handbook changes without board approval.

Educational Technology and Acceptable Use

The following is a summary of acceptable practices regarding the use of technology resources provided by the Pittsburg Independent School District. By using the technology resources provided by the District, individuals implicitly agree to follow these guidelines.

Educational Purposes

Pittsburg Independent School District is providing students access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing students for success in life and work in the 21st Century by providing them with electronic access to a wide range of information and the ability to communicate with people from throughout the world. This document contains the rules and procedures for acceptable use for students' use of the Pittsburg Independent School District electronic network.

- The Pittsburg Independent School District electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities. The Pittsburg Independent School District electronic network has not been established as a public access service or a public forum. Pittsburg Independent School District has the right to place

reasonable restrictions on material that is accessed or posted throughout the network.

- Parent/guardian permission is required for all students under the age of 18. Access is a privilege - - not a right.
- It is presumed that students will honor this agreement they and their parent/guardian have signed. Beyond the clarification of standards outlined in this policy, the district is not responsible for the actions of students who violate them.
- The district reserves the right to monitor all activity on this electronic network. Students and Parents will indemnify the district against any damage that is caused by the students' inappropriate use of the network.
- Students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Pittsburg Independent School District electronic network.
- Devices used for school work must be approved by Administration. Staff will not provide technical support.

General Unacceptable Behavior while utilizing any portion of the Pittsburg Independent School District electronic network - Behaviors include, but not limited to the following are prohibited:

- Students will not post information that, if acted upon, could cause damage or a danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop. Students will not knowingly or recklessly post false or defamatory information about a person or organization.
- Students will not use criminal speech or speech in the course of committing a crime such as threats to another person, instructions on breaking into computer networks, child pornography, drug

dealing, purchase of alcohol, gang activities, threats to an individual, etc.

- Students will not use speech that is inappropriate in an educational setting or violates district rules.
- Students will not abuse network resources such as sending chain letters or "spamming."
- Students will not display, access or send offensive messages or pictures. (As defined in section 1460 of Title 18, United States Code and section 2256 of Title 18, United States Code)
- Students will not use the Pittsburgh Independent School District electronic network for commercial purposes. Students will not offer, provide, or purchase products or services through this network.
- Students will not use the Pittsburgh Independent School District electronic network for political lobbying. Students may use the

system to communicate with elected representatives and to express their opinions on political issues.

E-Mail

- Email for students in the elementary and middle school grades will only be provided through a teacher or classroom email account.
- High school students may be provided with email, with the approval of the building level administrator, for specific educational projects or activities.
- Students will not establish or access web-based email accounts on commercial services through the district network unless such accounts have been approved for use by the individual school.
- Students will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Students will not post private information about another person.

World Wide Web

- Elementary School Level - Access to information for students on the web will generally be limited to prescreened sites that are closely supervised by the teacher.
- Middle and High School Level - Access to information for students on the web will generally be provided through prescreened sites and in a manner prescribed by their school.

Web Sites

- Elementary and Middle School Level - Group pictures without identification of individual students are permitted. Student work may be posted with either student first name only or other school-developed identifier (such as an alias or number).
- High School Level - Students may be identified by their full name, with parental approval. Group or individual pictures of students with student identification are permitted with parental Approval. Parents may elect to have their child assigned to the elementary/middle school level of use.
- All student posted work will contain the student's copyright notice using the student identifier.
- With the approval of the building principal and supervisor of technology, students may establish web pages for specific

educational objectives. Material presented on the student web pages must be related to educational activities and/or career preparation activities. Student web pages must include the following notice: "This is a student web page. Opinions expressed on this page shall not be attributed to the district."

- Material that fails to meet established educational objectives or that is in violation of this policy or student disciplinary code will be removed. Student material will not be removed on the basis of a disagreement with the views expressed by the student.
- Student web pages will be removed at the end of the school year unless special arrangements are made.

Personal Safety

- Students will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, or work address.
- High school students will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Students will not agree to meet with someone they have met online.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable.

System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should students provide their password to another person.
- Students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of the Pittsburgh Independent School District electronic network. This includes attempting to log in through another

person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".

- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Software and Files

- Software is available to students to be used as an educational resource. No student may install, upload or download software without permission from the district technology department.
- A student's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the Pittsburgh Independent School District electronic network may lead to discovery that a student has violated this policy or the law. Students should not expect that files stored on district servers are private.

Technology Hardware

- Hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.

Equipment Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software could result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the students'. Students MUST "cite" (give credit to the

original author) any information obtained from outside sources (internet, books, magazines, personal sources, etc.)

- District policies on copyright will govern the use of material accessed and used through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document on the system or must be obtained directly from the author.

Video-conference

- Video-conferencing is a way that students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With video-conferencing equipment, students can see, hear, and speak with other students, speakers, museum personnel, etc. in real time.
- Video-conference sessions may be videotaped by district personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district.
- Students' voices, physical presence, and participation in the video-conference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by students apply during all video conference sessions.

Student Rights

- Students' right to free speech applies to communication on the Internet. The Pittsburgh Independent School District electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The

investigation will be reasonable and related to the suspected violation.

Due Process

- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.
- In the event there is an allegation that a student has violated the district acceptable use regulation and policy, the student will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.
- Students who repeatedly violate disciplinary rules and policies, may be subject to DAEP placements.

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district

will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Students' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline which includes, but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

Freedom from Bullying Policy

The minimum standards for bullying prevention policies and procedures implemented by a school district open-enrollment charter school (local educational agency or LEA) under Texas Education Code (TEC), §37.0832 are:

- (1) ensure and appropriately integrate into instruction research-based content designed to reduce bullying for students in that age group, which are:
 - a. for students in early primary:
 - i. explicit direct instruction designed so students can recognize bullying, including cyberbullying, behaviors, and how to report them;
 - ii. age-appropriate classroom culture-building discussions that encourage peers to intervene when they observe bullying occur; and
 - iii. explicit direct instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an immutable trait;
 - b. for students in secondary:
 - i. explicit direct instruction on the brain's neuroplasticity so the student recognizes bullying, including cyberbullying, the behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait; and
 - ii. classroom-culture or school-culture-building discussions that portray bullying as undesirable behavior and means for attaining or maintaining social status in school, and to dissuade students from using bullying as a tool for reputation management;
 - iii. explicit direct instruction is designed so students recognize the role reporting plays in promoting a safe school community
- (2) define how positive school culture and building healthy relationships between students and staff will be measured in alignment with the school and LEA's mission, vision, and values, using an age-appropriate survey that includes relevant questions on bullying, including cyberbullying, that includes appropriate privacy controls in compliance with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g), and define who is responsible to develop and oversee the implementation of action plans based on the results that address student concerns regarding bullying, including cyberbullying;
- (3) require each LEA campus to establish a committee, which must include parents and secondary level students and may be incorporated into an existing committee that otherwise meets the requirements of these minimum standards, to address bullying by focusing on prevention efforts and health and wellness initiatives;
- (4) develop a policy for the reporting of bullying, including cyberbullying, incidents:
 - a. the policy must outline an easy mechanism(s) for reporting bullying, including cyberbullying, incidents both anonymously and identifiable by students and staff to an appropriate campus staff member(s)
 - b. the policy should recognize that, while one or more staff members may be designated, students are encouraged to report incidents of bullying to any trusted staff member, and that any staff member aware of such incidents must relay any reports to the appropriate designated staff member(s); and
 - c. the policy should provide for a tracking mechanism to allow for LEA-level staff to periodically monitor the reported counts of bullying incidents, and that declines in the count of bullying incidents may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents;
- (5) provide support for research-based interventions taken both for the students who engage in bullying behaviors and the students who were targeted by the bullying behaviors;

(6) include a rubric or checklist to assess an incident of bullying and to determine the LEA's response to the incident.

(7) in connection with the policy in subsection 4 and the rubric/checklist in subsection 6 any actions taken in response to bullying, including cyberbullying, must comply with state and federal law regarding students with disabilities.

Pittsburg ISD Parent and Family Engagement Policy

(ESSA Section 1116)

1. Pittsburg ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1) Input will be solicited through varied means including scheduled meetings during the school day, evening events, and through electronic communications.

2. Pittsburg ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Pittsburg ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2) The policy shall be incorporated into the District Improvement Plan (DIP) and establish the LEA's expectations and objectives for meaningful parent and family involvement.

Pittsburg ISD will: involve parents and family members in jointly developing the District Improvement Plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

Pittsburg ISD will provide the coordination, technical assistance, and other support necessary in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or

individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B); (a)(2)(C); (a)(2)(D)

The policy shall be reviewed, evaluated, and revised annually by the Pittsburg ISD District Planning Committee whose membership is comprised of school, community, and parent stakeholders.

3. To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Pittsburg ISD shall:

- provide assistance to parents of children, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress (Section 1116) (e) (i);
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement (ii); and educate teachers and staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school (Section 1116) (e)(2).
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (Section 1116)(e)(3)(5) and (iv).

Política de participación de los padres y las familias del Distrito Escolar de Pittsburg (ESSA Sección 1116)

1. El Distrito Escolar de Pittsburg se contactará con los padres y familiares e implementará programas, actividades, y procedimientos para la integración de los padres y familiares en programas coherentes con los requisitos de la ESSA Sección 1116. Tales programas, actividades, y

procedimientos serán planificados e implementados con una consulta significativa a los padres de los niños participantes. Sección 1116 (a)(1)

El aporte será solicitado a través de varios medios incluyendo reuniones programadas durante el día escolar, eventos en las tardes y a través de la comunicación electrónica.

2. El Distrito escolar de Pittsburg recibe fondos de Título I, Parte A. Nuestro objetivo es planificar e implementar la participación de los padres y familias en las actividades para mejorar el desempeño académico del estudiante y el rendimiento escolar. Por lo tanto, el distrito escolar de Pittsburg desarrollará y distribuirá en conjunto y en acuerdo con los padres y familias de los niños participantes, una política escrita de participación de los padres y la familia. Sección 1116 (a)(2) La política está incorporada en el Plan de Mejoramiento del Distrito (DIP) y establece las expectativas y objetivos de la LEA para una participación significativa de los padres y la familia.

El Distrito Escolar de Pittsburg involucrará a los padres y familiares en conjunto a desarrollar el Plan de Mejoramiento del Distrito (DIP) bajo la sección 1112, y el desarrollo de apoyo a los planes de mejoramiento bajo los párrafos (1) y (2) de la sección 1111(d). Sección 1116 (a)(2)(A)

El Distrito Escolar de Pittsburg proporcionará la coordinación, la asistencia técnica, y cualquier apoyo necesario en la planificación e implementación efectiva de la participación a las actividades de los padres y la familia para mejorar el desempeño académico y rendimiento escolar, la cual puede incluir una consulta significativa los empleadores, líderes comerciales y organizaciones filantrópicas, o individuos con experiencia efectiva en el

compromiso de padres y familiares relacionadas con la educación. Sección 1116 (a)(2)(B); (a)(2)(C); (a)(2)(D)

La política será revisada y evaluada anualmente por el Comité de Planificación del Distrito Escolar de Pittsburg cuya afiliación está comprometida con la escuela, la comunidad, y los padres interesados.

3. Asegurar la participación efectiva de los padres y apoyar la colaboración entre escuelas, los padres y la comunidad para mejorar el desempeño académico del estudiante, el Distrito Escolar de Pittsburg:

- proporcionará ayuda a los padres de hijos, según corresponda, en el entendimiento de temas tales como la exigencia de los estándares académicos Estatales, evaluaciones académicas Estatales y locales, requisitos de los programas de compromiso de los padres y la familia, y cómo monitorear el progreso del niño (Sección 1116) (e) (i);
- proporcionará materiales y entrenamiento para ayudar a los padres a trabajar en conjunto con sus niños y a mejorar su desempeño, tales como cursos de alfabetización y uso de la tecnología, según corresponda, para fomentar la participación de los padres (ii); y capacitar a los profesores y empleados a cómo llegar en una forma efectiva a los estudiantes, comunicarse mejor con ellos y trabajar con los padres en igualdad de condiciones, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela (Sección 1116) (e)(2).
- asegurar que la información relacionada con la escuela y los programas de padres, reuniones y otras actividades sea enviada a los padres de los niños participantes en un formato y, en la medida de lo posible, en el idioma en que los padres puedan entender (Sección 1116) (e)(3)(5) y (iv).

PHS Course Catalog

Viewable at www.pittsburgisd.net or request guidance from your student's school counselor.

Transportation Information

Buses: The District provides transportation on school buses to and from school for those students who live more than two miles away from the school they attend. Transportation is not provided to transfer students attending a school outside of their attendance zone. Further information may be obtained by calling the Transportation Office, 903-856-6462.

Bus transportation is a privilege – not a requirement. The purpose of student bus transportation is to transport students to and from school safely. Those students riding the bus are considered under the jurisdiction of school authorities from the time they board the bus in the morning until they are discharged from the bus in the afternoon.

The bus driver is charged with the responsibility of maintaining order and proper conduct on the school bus. The driver must take the necessary steps to maintain order on the bus to ensure the safety of all. No student will be put off the bus between home and school. If a situation arises that is beyond the control of the driver, the driver will park the bus and notify school authorities. For safety purposes, video/audio equipment may be used to monitor student behavior on buses. Students will not be told when the equipment is being used. The driver has the authority to assign seats or otherwise implement procedures, which will ensure the safety of all riders. Based on the address your child will be traveling to and from school, the child will be assigned the route which serves that address. Due to the school district's responsibility to ensure the safety of students riding the buses, telephone requests to change a student from his/her regular route to an alternative route cannot be accepted. School personnel cannot always validate the legal authority or identity of individuals who make telephone requests.

**ALL BUS ROUTE CHANGES MUST BE MADE IN PERSON AT THE SCHOOL OFFICE BY
12:00 NOON EACH DAY.**

If an emergency arises requiring the student to ride an alternate route, the change requests must be made in person by the parent or legal guardian and must be on the approved forms (phone calls and/or personal notes will not be accepted as an appropriate form of request). Official forms will be available in the front office. This will provide written authorization for the child to ride a bus other than his or her regular route. The parents or legal guardians shall provide appropriate identification, which shall be required by the campus office to verify their relationship to the students. Written authorization for a change in bus placement shall be necessary in order to validate the identity of the person requesting a change for a student less than 17 years of age. All written records shall be kept on file to document all route changes as authorized by the parent or legal guardian.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The teacher, however, may make an exception if the parent makes a written request (prior to the event) that the student be released to the parent.

Student Conduct on Buses: Students are required to comply with the rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate the Code of Conduct

while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

Prior to Loading

- Students are to wait for the bus at the assigned stop in an orderly manner, forming a single line. NO PUSHING.
- Wait until the bus has come to a complete stop before attempting to load. Use handrails to safely board the bus.
- Students are to refrain from any harassment of the public or damage to public/private property at designated stop.

Riding the Bus

- Students should board and exit the bus in an orderly fashion.
- Students shall sit in assigned seats and remain seated at all times with no body parts or objects outside windows. Students shall not eat or drink on regular bus routes.
- Students shall obey the bus driver or monitor.
- Tobacco of any form is not permitted on school grounds or buses.
- Fighting, profanity, vulgarity, loud noises, and other aggressive behavior will not be tolerated. In case of emergency, all bus riders shall remain in the bus unless directed by the driver.
- Parents must make arrangements for transporting large items, which cannot be contained within the seat. No object/person will be allowed to block emergency exits.
- All students will move away from the bus immediately upon exiting.
- If students must cross in front of the bus, they must walk ahead of the bus approximately 10 steps, look to the driver for a signal to cross, then walk quickly across the street after looking carefully in both directions.
- Drivers will not discharge riders at any place other than the regular bus stop unless properly authorized by the parent or a school official. The authorization must be in writing.
- Students are to remain seated until the bus comes to a complete stop. NO PUSHING.

Extracurricular Trips

- Teachers shall be responsible for discipline of students.
- Students and teachers shall be responsible for maintaining and cleaning the bus after the trip.

General Violations Such As:

1. Failure to remain seated
2. Refusing to obey driver/monitor

3. Throwing objects in or out of the bus
4. Hanging out of the window (including any body part)
5. Spitting
6. Harassing others
7. Loud talking/noises

Consequences:

1st Offense - Warning

2nd Offense - No bus riding privileges for 3 days or alternative consequences to be determined by campus administrator

3rd Offense - Parent meeting required and no bus riding privileges for 5 days or alternative consequences to be determined by campus administrator

4th Offense - Parent meeting required no bus riding privileges for 7 days or alternative consequences to be determined by campus administrator

5th Offense - Parent meeting required no bus riding privileges for a minimum of 10 days

****NOTE During preparation for and administration of required student testing, alternative consequences may be assigned for any violation.

Flagrant Violations and Consequences Such As:

1. Fighting — Referral to school police officer and campus administrators, loss of bus riding privileges for a minimum of 10 days, parent conference required

2. Profanity — Referral to campus administrators, loss of bus riding privilege for a minimum of ten days, parent conference required

3. Belligerent, disrespectful or defiant attitude toward bus drivers, monitors or other school personnel — Referral to school police officer and loss of bus riding privileges for a minimum of 10 days, parent conference required

4. Vandalism — Lose all bus riding privileges and make restitution for damages, referral to school police officer, parent conference required

5. Illegal acts — Referral to school police officers and campus administrators, no bus riding privileges for a minimum of 10 days, parent conference required.

A SECOND VIOLATION OF A FLAGRANT OFFENSE WILL RESULT IN NO BUS RIDING PRIVILEGES FOR THE REMAINDER OF THE SCHOOL YEAR.

****STUDENTS ASSIGNED TO AEP WILL LOSE ALL BUS RIDING PRIVILEGES FOR THE DURATION OF THE PLACEMENT UNLESS OTHER TRANSPORTATION ARRANGEMENTS CAN BE MADE.

Transporte

Autobuses: El distrito proporciona transporte en los autobuses escolares, de la casa a la escuela y de la escuela a la casa, a los estudiantes que viven a más de dos millas de la escuela a la que asisten. No se proporciona transporte a los estudiantes que asisten a una escuela que no pertenece al área escolar que les corresponde. Contáctese con la oficina de transporte al 903-856-6462, si desea obtener información adicional.

El transporte escolar en los autobuses es un privilegio – no es un requisito. El propósito del transporte escolar es que los estudiantes lleguen a la escuela y a su casa en forma segura. Los estudiantes que viajan en los buses, están bajo la jurisdicción de las autoridades escolares desde que se suben del bus hasta que se bajan. El conductor es responsable de mantener el orden y la disciplina dentro del autobús. El conductor debe ser capaz de hacer todo lo necesario para mantener un ambiente seguro para todos los estudiantes que viajan en el autobús. Ningún estudiante se puede bajar del autobús en el trayecto que hay entre la escuela y su residencia. Si sucede algo que va más allá del control del conductor, éste debe detener el vehículo y notificar a las autoridades del distrito sobre el incidente. Con el fin de mantener la seguridad en los autobuses, el uso de videocámaras está permitido para supervisar el comportamiento de los estudiantes. Los estudiantes desconocen el momento en que el equipo de video está en funcionamiento. El conductor tiene la autoridad de asignar asientos, o llevar a cabo procedimientos que aseguren la seguridad de todos los estudiante que viajan en el autobús.

Los estudiantes que viajan en los autobuses del distrito de Pittsburg, deben seleccionar la ruta que mejor satisfaga las necesidades de los padres o tutores legales. Al seleccionar la ruta del autobús para el estudiante, los padres o tutores deben elegir la ruta que le sirva al estudiante en forma diaria. Debido a las normas de seguridad que el

distrito debe tener cuando los estudiantes se suben al autobús que les corresponde, las llamadas telefónicas para cambiar la ruta de un estudiante no son aceptadas. El personal escolar no siempre puede verificar la voz de la persona que está solicitando el cambio de ruta.

Si los padres o tutores legales no designan la ruta específica del autobús, se le asignará al estudiante la ruta que lo lleve al domicilio indicado en la información general del estudiante.

En caso de una emergencia la cual requiere que el estudiante tome una ruta alternativa, la petición del cambio de ruta debe hacerlo en persona, el padre/madre o tutor legal del estudiante, y deben usarse los formularios aprobados por el distrito, los cuales se pueden solicitar en la oficina del director/a de la escuela. Este proceso, por escrito, autorizará al estudiante a realizar el cambio de ruta. El personal escolar verificará la identidad de los padres o tutores legales que estén solicitando el cambio de ruta alternativo, y comprobarán el vínculo que tienen con el estudiante. Las autorizaciones por escrito son necesarias para validar la identidad de las personas que solicitan cambio de rutas, si los

estudiantes son menores de 17 años. No se aceptarán notas personales ni llamadas telefónicas. Todas las solicitudes de cambio de ruta se archivan para documentar peticiones autorizadas por los padres o tutores legales.

TODAS LAS PETICIONES DE CAMBIO DE RUTA DE LOS AUTOBUSES ESCOLARES DEBEN SOLICITARSE EN PERSONA, EN LA OFICINA DE LA ESCUELA, ANTES DE LAS 12:00 DEL MEDIODÍA.

Los estudiantes que participan en actividades patrocinadas por la escuela, deben usar el transporte escolar desde la escuela al evento y del evento a la escuela. El maestro/a, sin embargo, podría hacer una excepción si el padre/madre solicita, por escrito y antes del evento, que el estudiante pueda viajar con sus padres.

Conducta estudiantil: Se requiere que todos los estudiantes cumplan con las reglas de conducta en los autobuses escolares y con las normas establecidas en el Código de conducta estudiantil, mientras están esperando el autobús.

Los estudiantes que tengan mala conducta o violen el Código de conducta estudiantil mientras estén viajando en el autobús, estarán sujetos a las medidas disciplinarias estipuladas en el Código de conducta y se les podrían restringir los privilegios de usar el transporte escolar por algún período de tiempo.

Infracciones de Seguridad del Autobús

Infracciones Generales:

1. El no mantenerse sentado
2. Rehusar obedecer al conductor o al monitor del autobús
3. Lanzar objetos dentro y fuera del autobús
4. Sacar algo por la ventana (incluyendo cualquier parte del cuerpo)
5. Escupir
6. Molestar a otros
7. Ruidos o conversaciones en voz muy alta

Consecuencias:

1ra ofensa – Advertencia

2da ofensa – Se suspenden los privilegios de viajar en el autobús durante 3 días o consecuencias alternativas determinada por los administradores de las escuelas

3ra ofensa – Se requiere una junta con los padres y se suspenden los privilegios de viajar en el autobús durante 5 días o consecuencias alternativas determinada por los administradores de las escuelas

4ta ofensa – Se suspenden los privilegios de viajar en el autobús durante 10 días

5ta ofensa – Se suspenden los privilegios de viajar en el autobús durante todo el año

******AVISO Durante la preparación para y durante la administración de los exámenes requisitos, los administradores pueden asignar consecuencias alternativas para cualquier infracción.**

Los Comportamientos Escandalosos Tales Como:

1. Pleitos – Se refiere al policia escolar y los administradores, se suspenden los privilegios de viajar en el autobús durante 10 días, y se requieren una junta con los padres
2. Groserías - Se refiere a los administradores, se suspenden los privilegios de viajar en el autobús durante el mínimo de 10 días, se requiere una junta con los padres
3. Una actitud beligerante, falta de demostrar respeto, o demostrar un actitud de reto con los monitores - Se refiere al policia escolar, se suspenden los privilegios de viajar en el autobús durante el mínimo de 10 días, y se requiere una junta con los padres
4. Vandalismo - Se suspenden todos los privilegios de viajar en el autobús, se refiere al policia escolar, y se requiere una junta con los padres. Los castigos por actos de vandalismo también incluyen el pago del costo por los daños
5. Actos ilegales – Se refiere al policia escolar y los administradores de las escuelas, se suspenden los privilegios de viajar en el autobús durante el mínimo de 10 días, y se requiere una junta con los padres.

Una segunda infracción de comportamiento escandaloso resultará en la suspensión de los privilegios de viajar en el autobús durante todo el año.

****** Alumnos asignados a AEP se suspenden los privilegios de viajar en el autobús durante el tiempo en AEP, a menos que se hacen otras acomodaciones.**

Appendix: Student Gifts, Food, and Celebration Policy

1. Gift Exchanges

- Campus administration may restrict student-to-student gift exchanges to designated days.
- All student gift deliveries require advance approval by the campus principal or designee, with sufficient notice provided to allow parent opt-out.

- Approved gifts must not compromise student health or safety, including allergy concerns.
- Gifts may not interfere with or disrupt instruction. The principal or designee may prohibit any gift determined to be disruptive.

2. Transportation of Gifts

- Student gifts transported on school buses or district vehicles require prior approval.
- Prohibited items include, but are not limited to, food, beverages, balloons, large stuffed animals, reflective objects, strobing or flashing lights, and any other item that could create unsafe or distracting conditions for drivers.
- These restrictions apply to all district transportation, including daily routes and school-sponsored trips.

3. Food and Beverages in Celebrations

- School celebrations involving food or beverages shall occur only after regularly scheduled meal periods, in compliance with the National School Lunch and Breakfast Programs and Board Policy FFA (LOCAL).
- Parents and grandparents may provide food only for their own child or grandchild during school meals.
- All food and beverages for birthdays or school-designated functions must be store-bought, sealed, and in original packaging.
- Classroom celebrations or birthday snacks require prior teacher approval. Items must be delivered through the front office; parents may not deliver food directly to classrooms.
- Invitations for private parties may be distributed at school only if an invitation is provided for each student in the class.

4. School-Hosted Events

- When curriculum-related events include food, staff shall notify families of known allergies prior to soliciting volunteers.

Appendix: Student Rights and Responsibilities Policy

SB12 added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance. TASB Policy Service will recommend revisions to FNG(LOCAL) in Update 126 later this year. After board action on recommended revisions, changes to this section may be required to align with policy.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances
Policy FNG(LOCAL) adopted on ***[insert board adoption date]***

***A new policy may be added upon approval and with legal guidance.**

The current policy can be viewed at:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=264&code=GF#localTabContent>

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.pittsburgisd.net. Below is the text of Pittsburg ISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

School - Parent Compact

We value your role as a parent or guardian in working to help your child achieve high academic standards. Below are some ways you and our school staff can build and maintain a partnership to share the responsibility for supporting your child's education.

School Responsibility

- Provide high quality curriculum and learning materials
- Provide assistance in understanding academic achievement standards and assessment and monitoring your child's academic progress

- Provide opportunities for ongoing communication including conferences, progress reports, phone calls, emails, and other forms of electronic communication

Parent Responsibility

- Ensure that your child attends school regularly
- Encourage your child to show positive school behavior
- Review your child's homework
- Encourage positive use of your child's extracurricular time
- Participate in decisions relating to the education of your child

Please review this School – Parent Compact with your child.

This compact may be discussed with your child's teacher or principal as it relates to your child's school progress. Thank you for your support and involvement in your child's education.

Please contact the person below for more information.

Campus Principal Phone Number

Primary - Jyl Wood 903-856-6482

Elementary - Dawn Kennington 903-856-6472

Intermediate - Todd Newman 903-855-3395

Junior High - Jennifer Styles 903-856-6432

High School - Rustin Ramsey 903-856-3646

Pacto Escuela-Padres

Valoramos su papel como padre o tutor al trabajar para ayudar a su hijo/a a alcanzar altos estándares académicos. A continuación, se presentan algunas maneras en que usted y el personal de nuestra escuela pueden construir y mantener una colaboración para compartir la responsabilidad de apoyar la educación de su hijo/a.

Responsabilidad de la Escuela

- Proporcionar un currículo y materiales de aprendizaje de alta calidad

- Brindar asistencia para comprender los estándares de rendimiento académico y la evaluación, y supervisar el progreso académico de su hijo/a.
- Brindar oportunidades de comunicación continua, incluyendo reuniones, informes de progreso, llamadas telefónicas, correos electrónicos y otras formas de comunicación electrónica.

Responsabilidad de los Padres

- Asegurarse de que su hijo/a asista a la escuela regularmente
- Animar a su hijo/a a mostrar un comportamiento escolar positivo
- Revisar las tareas de su hijo/a
- Fomentar el uso positivo del tiempo extracurricular de su hijo/a
- Participar en las decisiones relacionadas con la educación de su hijo/a.

Por favor, revise este Pacto Escuela-Padres con su hijo/a.

Este Convenio se puede discutir con el maestro o el director de su hijo/a en relación con su progreso escolar. Gracias por su apoyo y participación en la educación de su hijo/a.

Para más información, comuníquese con la persona que figura a continuación.

Número de teléfono del director/a del campus

Primary - Jyl Wood 903-856-6482

Elementary - Dawn Kennington 903-856-6472

Intermediate - Todd Newman 903-855-3395

Junior High - Jennifer Styles 903-856-6432

High School - Rustin Ramsey 903-856-3646