PEARLAND INDEPENDENT SCHOOL DISTRICT

2026-2027

STUDENT HANDBOOK

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Preface

Students and Parents:

Welcome to the new school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make this a wonderfully successful year for our students.

The Pearland ISD Student Handbook is a general reference guide that is divided into three sections:

Section I—Parental Rights— describes certain parental rights as specified in state and federal law. We encourage you to take some time to closely review this section of the handbook.

Section II—Other Information for Students and Parents—organized alphabetically by topic and where possible, further divided by applicability to age and/or grade levels for quick access when searching for information on a specific issue.

Section III-Appendices-includes additional district documents for parental and student review.

Please be aware that the term "parent" is used to refer to the parent, legal guardian, or any other person granted some type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Pearland ISD Student Code of Conduct, which is a document adopted by the board intended to promote school safety and an atmosphere for learning. The Student Code of Conduct may be found posted on the district's website at https://www.pearlandisd.org/ and available as a hard copy upon request from the campus, as required by state law.

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

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

Also, please be aware that the Student Handbook is updated annually, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through district and Communications, including the district's website. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as it is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and

parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

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.pearlandisd.org

The policy manual includes:

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

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

Dr. La'Kesha Henson-Vaughn
Executive Director of Intermediate Campuses
1928 N. Main
Pearland, TX 77581
hensonvaughnL@pearlandisd.org
281. 485.3203

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, counselor, or the principal.

Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate about items specific to your child, your child's school, or the district. If you consent to receiving such information through a landline or wireless phone, please ensure that you notify the school administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintaining timely communication with you. Standard messaging rates of your phone carrier may apply. Please notify your child's school of a change in home address. If you have specific requests or need related to how the district contacts you, please contact your principal. Please see Safety for information regarding contact with parents during an emergency.

All students must complete the on-line registration process at the beginning of the year to ensure student enrollment. The following forms are required but not limited to:

1. Student Directory Information – Releasing Information for School-Sponsored Purposes
2. Release of Information for Public Information, Military Recruiters and Institutions of Higher Learning

3. Network/Internet Acceptable Use Policy
4. Attendance and Admissions Policy
5. Acknowledgement Form for District Student Code of Conduct and Student Handbook
6. Acknowledgement Form for Campus Student Handbook

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

Accessibility

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

Dr. Sundie Dahlkamp
Assistant Superintendent of Talent and Engagement
Email: dahlkamps@pearlandisd.org
Phone: 281.485.3203

Section I: Parental Rights

This section of the Pearland ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Parental and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child daily to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects.
- Ensuring your child 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child in junior high and again while enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic/Career Counseling and Academic Programs]
- Attending scheduled conferences and requesting additional conferences as needed. To

schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school's office for an appointment. The teacher will usually return your call or meet with you during his or her conference period, before, or after school. [See Report Cards/Progress Reports and Conferences]

To better serve you and ensure your child's rights to confidentiality, the following guideline will be followed regarding teacher e-mail responses: Teachers may respond to a parent e-mail during their conference periods. Because of the daily work schedule, the professional staff may not immediately reply to an e-mail. In fact, the teacher or administrator may not reply via e-mail but may determine another means of communication: note/letter, telephone, or schedule a personal conference.

- Becoming a school volunteer. [For further information, see policies at GKG and contact the school's office.]
- Participating in campus parent organizations.Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB and contact your child's campus.
- Serving on the School Health Advisory Council, (SHAC) assisting the district in ensuring local community values are reflected in health education instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies BDF, EHAA, FFA and information in this handbook at School Health Advisory Council]
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending board meetings to learn more about district operations. Regular Board meetings are held on the second Tuesday of each month at the district's administration building at 1928 N. Main. Board agendas are posted at the administration building and on the district's website at www.pearlandisd.org. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs, is Donna Tate and may be contacted at 281- 485-3203 or tated@pearlandisd.org .

Consent, Opt-Out, And Refusal Rights Consent to Human Sexuality

Instruction

Pearland ISD does not provide human sexuality instruction.

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 begins.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, 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 instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of the 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 website listed at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings.
- Use the district's grievance procedure concerning a complaint, See Complaints and Concerns (All Grade Levels) and FNG for information on the grievance and appeals procedure.

Consent to Conduct a Psychological Evaluation

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

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

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student 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 parents within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provides information about available counseling options.

- Upon learning about a student's mental health risk, the staff member may contact the student's professional school counselor and/or student support counselor, if a counselor cannot be reached, the staff member may contact the student's assistant principal.
- If necessary, the school counselor will consult with another counselor and/or administrator to determine the next steps.
- Parents or Guardian will be contacted and provided with mental health resources and/or create a safety plan.

  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:
Clara Gerard

Director of Counseling and Guidance Services
gerardc@pearlandisd.org
Phone: 281.485.3203

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

Consent to join Campus Clubs or Organizations

In accordance with Senate Bill 12 (SB 12) and Texas Education Code Section 33.0815, Pearland ISD requires written parent or guardian consent before a student may participate in any campus club or organization authorized or sponsored by the district. SB 12 also prohibits schools from authorizing or sponsoring student clubs based on sexual orientation or gender identity. To support transparency, each campus will publish and regularly update a complete list of all clubs, organizations, and extracurricular activities on its website. By signing the Student Code of Conduct, parents/guardians provide comprehensive consent for their students to participate in all clubs and activities during the academic year. Parents retain the right to withdraw consent at any time by providing written notice to the school.

Pearland ISD is committed to full compliance with all SB 12 guidelines and requirements. District practices honor parental rights by ensuring families remain informed and empowered in decisions about their child's participation in school activities. Parents wishing to revoke consent for club participation during the school year may request a meeting with the campus principal and complete the necessary documentation. By signing the acknowledgment section of the Student Code of Conduct, parents affirm they have read, understood, and agreed to the Campus Clubs and SB 12 Parent Consent guidelines.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. Student work includes

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

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

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14 A student under the age of 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program(https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness). This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

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

- School Safety
- Classroom instruction or a co-curricular or extracurricular activity.
- Media coverage of the school; or
- 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 parental consent through a written request before making any video or voice recording of your child not otherwise allowed by law.

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

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 40 percent on the grade 5 mathematics STAAR or 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 grade 9-12.

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

Limiting Electronic Communications between Students and District Employees

Teachers and other approved employees are permitted by the district to communicate with students using electronic media within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page. Instant or text messages sent to an individual student are not allowed unless it is within the employee's responsibility for extracurricular activity needs and the employee have parental consent.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please 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 child'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 purposes of communicating class and teacher assignment)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating school wide 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 a student's directory information. This objection must be made in writing to the principal within ten (10) school days of your child'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 (campus registrar. etc.) 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 the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name, address, photograph, date of birth, honors, awards, dates of attendance, enrollment status, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask for your permission each time the district wishes to use the information for these purposes.

For all other purposes, the district has identified the following directory information: student name, address, date of birth, honors, awards, grade level, enrollment status and participation in officially recognized activities and sports. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

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 his or her student's information, Every Student Succeeds Act (ESSA) requires the district to comply with requests for 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.

Participation in Third Party Survey

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the

U.S. Department of Education—those concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a program or to receive financial assistance under a program.

A parent may be able to inspect the survey or other instrument, and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

As a parent, you have a right to deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure or use of personal information gathered from your child for the purpose of marketing, selling or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered, and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

  Exceptions are hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law. (See policies EF and FFAA)

  A parent may inspect:

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

The Department of Education provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (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 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, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines whether the student has a conscientious objection to the recitation, or

- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

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

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

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

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

Religious or Moral Beliefs

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

The removal cannot be for the purpose of avoiding 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, or
- Results from diagnostic assessments.

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

Also, refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

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

Records/Policies Parent Review of Instructional Materials and Plans

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 delivery to facilitate parent access and review.

A parent is also entitled to request that the school allows 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.

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 specific subject area of grade level at a specific campus more than once per school year.

For more information about requesting instructional material review contact the campus principal and/or the Assistant Superintendent of Curriculum and Instruction, Dr. Charles Allen.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he/she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

Participation in Federally Required, State Mandated, and District Assessments

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

Student Records

Accessing Student Records

You may review your child's student 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 on behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your 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 your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records.

For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Objecting to the Release of Directory Information, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint https://studentprivacy.ed.gov/file-a-complaint

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents— whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

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; or

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

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

- To authorize 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, TEA, 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, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student 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 information, it has designated as directory information [see Objecting to the Release of Directory Information for opportunities 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 district legal counsel department is custodian of all records for currently enrolled

students at the assigned school and for students who have withdrawn or graduated.

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

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

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

Mrs. Gina Guzzetta
Pearland ISD Executive Assistant to the Superintendent / Board of Trustees
Email: guzzettag@pearlandisd.org
Phone: 281. 485.3203

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

A request to correct a student's records 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 in the record 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 the records are not amended because of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom 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 FINALITY OF GRADES at FNG(LEGAL), Report Cards/Progress Reports and Conferences and Complaints and Concerns for an overview of the process.]

The district's policy regarding student records is found at FL(LEGAL) and (LOCAL) and is available from the principal's office, superintendent's office, or the district's website at www.pearlandisd.org.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 to the parents or student.

Senior students may choose three (3) schools to send transcripts to on the senior check out sheet. Each additional copy will cost $1.00. All requests for transcripts must be in writing. No phone requests will be accepted.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of your child's teachers, including whether a teacher:

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

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

Students With Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact of Education Opportunities for Military Children (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 course 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, or
- Returning from a deployment of at least four months.

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

Additional information may be found at Military Family Resources at the Texas Education Agency (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 his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has been engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus. Transportation is not provided for a transfer to another campus. See the District Administrator for that grade band for more information.

[See Bullying and policies FDB and FFI.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's

disability must submit a request in writing to the principal before bringing the service/assistance animal to 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)

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 who is currently in the DFPS Managing Conservatorship (custody) of the state and 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.

When a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the district shall award the student credit for the half with the passing grade. [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 of the districts or school's attendance boundaries, or who is initially placed in the conservatorship of the state and moved outside the districts or school's boundaries, is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at the 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 to receive 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 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 any applications for admission or for financial aid.
- Arrange and accompany the student on campus visits.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for an 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 any examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

[See also Credit by Examination for Advancement/Acceleration, Course Credit and Students

in Foster Care for more information.].

More information can be found in the https://tea.texas.gov/academics/special-student-populations/foster-care-and-student-success/foster-care-student-success-resource-guideFoster Care & Student Success

The foster care liaison can be reached at:

Mrs. Lavenda Malbrough

Mckinney-Vento Liaison
malbroughl@pearlandisd.org
281.485.3203

Students In Foster Care (All Grade Levels)

To provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Lavenda Malbrough, who has been designated as the district's foster care liaison, at 281 485-3203 with any questions.

[See Students in the Conservatorship of the State (Foster Care) for more information.]

A Student Who Is Homeless

Children and youth who lack a fixed, regular and adequate nighttime residence qualify as homeless under the McKinney-Vento Act. This includes children who are:

● Sharing housing with another family due to loss of housing, economic hardship or a similar reason.

● Living in motels, hotels, trailer parks or camping grounds.

● Living in emergency transitional shelters or agencies.

● Abandoned in hospitals.

● Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or a similar setting.

● Migratory children who are living in similar circumstances as above. The term migratory children mean children who are, or whose parent(s) are migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work.

● Unaccompanied Youth (not in the physical custody of a parent or guardian). This includes children who have run away, been thrown out of their home, been abandoned, or separated from their parent(s) for any other reason.

● Living in a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.

The education provisions of the federal McKinney -Vento Homeless Education Act ensure educational rights and protections for homeless and unaccompanied children/youth. A parent or student is encouraged to inform a school staff member if they are experiencing any of the situations above. District staff can share resources that may be able to assist families.

Students who are homeless will be provided with 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 enrolls in the district after the beginning of the school year), according to the State Board of Education (SBOE) rules.
- Awarding partial credit when a student passes only one semester of a two-semester course.
- Transportation Services.
- Eligibility requirements for participation in extracurricular activities; and Graduation requirements.

Federal law also allows a homeless student to remain enrolled in the school where he/she became homeless "school of origin" or to enroll in a school in the attendance area where the student is currently residing.

If a homeless student in grade 11 or 12 transfers to another school 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.

Additional resources can be found at https://www.pearlandisd.org/departments/outreach-attendance/mckinney- vento-homeless-act or by contacting the district homeless liaison:

Mrs. Lavenda Malbrough
Mckinney-Vento Liaison
malbroughl@pearlandisd.org

281-997-4992

[See also Credit by Examination for Advancement/Acceleration, Course Credit and Homeless Students
for more information.]

A Student Who Has Learning Difficulties or Needs Special Education Services 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, through the district's multi-tiered system of academic and behavioral support (MTSS). The provision of these interventions and support services, which might include (RTI) process, can have an impact on the ability of the district to meet the needs of all students.

If a student is experiencing learning difficulties, his or her parents 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, accommodation, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Important Information Regarding Dyslexia & Related Disorders

In accordance with 19 Texas Administrative Code (TAC) §74.28(f), all school districts and open-enrollment charter schools are required to provide information about dyslexia and related disorders to parents of students enrolled in our school.

The rule, 19 TAC §74.28, is detailed in the SBOE's Dyslexia Handbook, which can be accessed at the Texas Education Agency's website at tea.texas.gov/dyslexia. The handbook describes the following important information:

- Common characteristics of dyslexia and related disorders
- The evaluation and identification process when dyslexia or a related disorder is suspected
- Instructional requirements for students identified with dyslexia or related disorders

If you experience any difficulty accessing the electronic version of the Dyslexia Handbook, please do not hesitate to contact your child's school for assistance.

Please find additional information about dyslexia see

Dyslexia and Related Disorders: Information for Parents

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). 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).

Referrals

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

Mrs. Jennifer Byrne
Director of Special Programs
Email: byrnej@pearlandisd.org

Phone:281 485-3203

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

Mrs. Angela Halligan
Coordinator of Behavior and Transition Services
Email: halliganA@pearlandisd.org
Phone: 281.485.3203

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

Mrs. Jennifer Byrne
Director of Special Education
Email: byrnej@pearlandisd.org
Phone: 281 485.3203

[See also Students 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
- Partners Resource Network
- Special Education Information Center
- Texas Project First

- TEA Special Education Parent and Family Resources

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student 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. The 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.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has been identified as an Emergent Bilingual in Texas. 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 and Special Programs]

Students With Physical or Mental Impairments Protected Under Section 504

A child determined to have 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 if the child needs services and support under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [Also, see policy FB.]

The person to contact regarding a referral for evaluation applicable to Section 504 is:

Jennifer Byrne
Director of Special Programs
Email: byrnej@pearlandisd.org
Phone:281- 485-3203

Section II: Other Information for Students and Parents

Topics in this section of the handbook contain important information on academics, school activities and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section.

It is organized in alphabetical order to serve as a quick reference when you or your child has a question about a specific school-related issue. When possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's campus counselor and/or principal.

Questions and specific concerns regarding your child should be addressed by the staff members who know your child best. Most questions can be answered by your child's teacher or counselor. If the question/concern is not resolved with the teacher or counselor, you may request a conference with the campus administrator.

If your question/concern is not resolved at the campus level, you may request a conference with the personnel at the Education Support Center. The campus principal will direct you to the department or staff member who can help you with your specific questions or concerns.

Absences/Attendance

Student success begins with consistent attendance. In Texas, state law, including the Texas Education Code and the Texas Family Code—requires students to attend school every day and remain in attendance for the full instructional day.

Regular school attendance is essential for ~~the~~ students to maximize their educational opportunities. Being present each day allows students to participate in teacher-led instruction and school activities, Absences from class may result in serious disruption

of a student's progress and mastery of the instructional materials. For this reason, students and parents are encouraged to make every effort to avoid unnecessary absences.

The following sections outline two important state laws: one addressing compulsory school attendance and another explaining how attendance may affect the awarding of final grades or course credit.

Compulsory Attendance

Pre-Kindergarten and Kindergarten

Students enrolled in pre-kindergarten or kindergarten must attend school and are subject to compulsory attendance requirements if they remain enrolled.

Between 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.

A student will be required to attend any accelerated instruction program, which may occur 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 his or her 19th birthday is required to attend each school day until the end of the school year. [See policy FEA.]

Compulsory Attendance Exemptions

All Grade Levels

State law allows exemptions (present code) to the compulsory attendance requirements, if the student makes up all work for the following activities and events:

- Religious holy days.
- Required court appearances.
- Appearing at a government office to obtain United States citizenship.
- Taking part in 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 make a student's attendance infeasible, with certification by physician on the district's form.
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship (custody) of the state,
  - Any activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in tele-health of 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 Telecommunication and Other Electric Devices.

Secondary Grade Levels

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

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

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for

a student serving as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), and receives approval from the principal prior to the absences; and
- An election clerk if the student makes up any work missed.
- The absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Compulsory Attendance- Failure to Comply

All Grade Levels

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

A student who is absent without permission from school; from any class; from required special programs, such as additional special instruction termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

NOTE: Family vacations should be taken during scheduled breaks as denoted on the official school calendar. Texas Statue does not allow a student to be absent from school for vacation during instructional days. All absences for vacation during the school year are UNEXCUSED.

Students with Disabilities

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

Ages 6-18

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

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 the student is subject to truancy prevention measures under Education Code 25.0915

Truancy Prevention Measures

Pearland ISD will implement Truancy Prevention Measures (TPM) as required by state law, after the third unexcused absence. If a student fails to attend school without excuses on three or more days or parts of days within a four-week period but does not fail to attend school for the time described below, the district shall initiate truancy prevention measures on the student. [See FED] Education Code 25.0915(a-4)

The goal of TPM is to assist the parent with corrective measures and prevent truancy filing, Truancy prevention measures may include student and parent contact made by a host of multiple school officials such as the teacher, attendance clerk counselor, or administrator. A behavioral attendance contract or documented, regular counseling specific to solving attendance related issues is now required for all Junior High and High School students. Other requirements may be Saturday School, tutorials, participation in RISE mentoring, change in class scheduling, or application/enrollment in the academic alternative school. A student or parent conference or home visit by the Attendance Officer may be appropriate in some cases as well as referrals to community counseling or other social services.

At 7 days or parts of days unexcused in a six-month period, the district will send courtesy notification. After the warning notices are is issued and the truancy prevention measures have been applied with little or no success, the parent fails to require the child to attend school as required by law and the student continues to miss school, the district shall file a complaint with the truancy court upon ten or more days or parts of days within six-month period on the same school year. Under Texas Law, the student's parent is subject to prosecution under a criminal offense Education Code §25.093 and the student between the ages of 12-18 is subject to referral to a truancy court for truant conduct as a civil

matter under Family Code §65.003(a). Both parents can be charged regardless of who the child lives with at the time of the offense. In addition, other adults contributing to the child's non-attendance may also be charged. The parent may will be issued a court fee, a fine, assigned parenting classes and/or community service. Students will also have consequences the judge will assign at the time of court that may include, but not limited to, community service, mandatory tutorials, Saturday School, required summer school, counseling, and/or removal of the ability to obtain or use a driver's license. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

The truancy prevention facilitator for the district is:
Susan Holloway
Director of Student Outreach and Attendance
Email: HollowayS@pearlandisd.org
Phone: 281-485.3202

For any questions about student absences, parents should contact the 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 12-18 years of age 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 a 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 (All Grade-Levels)

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

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

Except for absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- The committee will review absences incurred based on the students' participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences

allowed under FM(LOCAL) if the student made up the work missed in each class.

- 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 attendance committee shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include: 1. Maintaining attendance standards for the rest of the semester. 2. Completing additional assignments, as specified by the committee or teacher. 3. Attending tutorial sessions as scheduled. 4. Completing other instructional programs, as specified by the committee. 5. Taking an examination to earn credit. [See EHDB]
- The student or parent may appeal the committee's decision to the board by following the FNG(LOCAL) policy.

The actual number of days a student must be in attendance to receive credit, or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit the attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken at a set time every day.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

State funding for Texas Public schools is based on the average daily attendance (ADA) of all students, The official funding time varies from different grade levels. Although parents' efforts are appreciated in ensuring their children are counted present for the official funding time so that the district can make good use of budget in providing a quality education, this is apart from the compulsory attendance law that requires students to be in attendance the entire instructional day.

Documentation After an Absence (All Grade Levels)

When a student must be absent from school, the student – upon arrival or return to school – must bring a note signed by the parent that describes the reason for the absence. Emails will not be accepted in place of a note to document an absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or an emancipated minor under state law. Online notes are now accepted on the district website at https://www.pearlandisd.org/absence. This note should be provided to the school within three (3) days after the student returns to school.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please check

Skyward often for accurate, updated attendance information and notify the campus promptly with any discrepancies.
Please note that, unless the absence is for a statutory allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

If your student was absent for 1 or more days, according to the district policy, a note must be received within three days of a student's return to be excused. When a student is out for five (5) consecutive days a doctor's note may be require.

If your student is at an appointment with a health care professional, please send a note from their office stating the date and time of the appointment.

Students are limited to 5 days per semester excused by a parent note in a school year.

If you have a question regarding a tardy or absence recorded for your child, please contact the teacher directly to ensure the student is meeting the teacher's attendance requirements.

Students who reach the maximum, will be required be required to provide medical notes for all additional absences.

Please Note: The attendance office can help with questions regarding absence notes, checking students out of school, and attendance policies.

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

Within three days of returning to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that causes the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences 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 for four weeks or more, the student may qualify for homebound services. A parent must fill out the necessary paperwork and provide information 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.

Driver's 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 attendance office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: ELC017 - Electrician Experience Verification Form information may be found on the Texas Department of Public Safety website: https://www.dps.texas.gov/driverlicense/teendriver.htm.

See Compulsory Attendance –Exemption for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.

Dropout Prevention and Recovery

Students who begin to experience difficulties in school may be referred to the district's Outreach/Attendance Office by the school counselor to receive assistance to prevent dropping out of school. Students seeking to return to school will be advised their best academic option that will help them complete their high school education.

Please contact the Susan Holloway, Director of Outreach & Attendance at hollowayS@pearlandisd.org or for more information: Dropout Prevention Recovery - Pearland Independent School District.

Academic Programs

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For further information, see Academic Counseling and policies at

EIF.]

Accountability Under State and Federal Law (All Grade Levels)

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

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

Information about all of these can be found on the district's website at www.pearlandisd.org. Hard copies of any reports are available upon request to the

district's administration office.

TEA also maintains additional accountability and accreditation information at: TEA Performance Reporting Division Reporting and Accountability | Texas Education Agency.

All "A" Banquet

Each year the Board of Trustees hosts an All-A Banquet. This event is for all high students who have earned the grade of "A" in all subjects on the nine-week report card for the first through the third nine weeks of the current school year. Students shall qualify for all "A" recognition and awards through the following:

- Students must be enrolled at Glenda Dawson High School, Pearland High School or Turner College and Career High School during the record keeping time which ends T3 grade posting.
- Subsequent year accounting will consider the previous semesters of the prior year(s). A student must have all A's in all subjects for the final grades for both semesters. Thus, it could be possible that a student could be recognized for all A's during the current year, based on the 1st through 2nd nine weeks, the 1st semester average and the 3rd nine weeks during the second semester. Yet the student might not make all A's for the second semester, based on the 3rd nine weeks grades and the final exam grades.
- A student does not have to have consecutive years of all A's to earn a two- or three-year All-A award. For example, a student who earns all A's in the freshman year, does not earn all A's in the sophomore year and earns all A's in the junior year is eligible for a two-year All-A award.
- The student will not be recognized for all A's if he loses credit due to excessive absences. Students with an "N" will not be on the list.

Awards

Students with one or two years of all A's will be recognized at their campus. Principals will each decide how best to do their own campus recognition. Principals will receive $15/student being recognized.

- A student with one year of all A's will receive a certificate.
- A student with two years of all A's will receive a framed certificate.

  A banquet honoring student with three or four years of all A's will be held each year after the third nine weeks grades have been posted. Data will be provided to campuses by the Technology Department on Monday after the T3 report cards are posted. The deadline for campuses to submit their verified All-A list to Communications is the first Monday after report cards.
- A student with three years of all A's will receive a medal.
- A student with four consecutive years of all A's will receive a plaque and silver honor cord to wear at graduation. The cord will designate four years of all A's.

It should be recognized that a student could feasibly receive an award after the qualifying 3rd nine-week grading period, and then later not have all A's for the semester. This could happen if a student failed or did poorly in the last nine weeks, failed or did poorly on the final exam, or lost credit for the semester due to excessive absences.

Armed Services Vocational Aptitude Battery Test

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.

Please contact the campus principal for information about this opportunity.

Advanced Academics

Gifted students come from all races, socio-economic strata, geographic locales, and environments. They display unique needs and possess unusual abilities and talents, which merit recognition and nurturing. To nurture the unique needs of gifted/talented learners, Pearland ISD offers a comprehensive array of differentiated learning experiences that provide greater depth and complexity than what is included in the district's core curriculum.

Pearland ISD students may be referred to advanced academics testing by parents/guardians, other family members, and/or community members. Students may also be referred by members of Pearland ISD professional staff, including principals, teachers, counselors, special program teachers or others who have knowledge of the student may nominate students. In addition, students may nominate themselves.

To nominate a Pearland ISD student for gifted and talented identification, please complete the Nomination Form and Parent Permission to Test Form located on the PISD website under Advanced Academics.

Gifted and talented nominations are accepted at any time during the school year; however, assessment and identification are completed according to a published district timeline. For more information, please visit the Pearland ISD Advanced Academics website.

Bullying (All Grade Levels)

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

Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property.

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.
- Bullying includes cyberbullying. Cyberbullying is defined by 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
    - AI Generated content
- 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 elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from student's need to acquire more mature social or coping skills, not an unchanged trait

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 that the role that reporting bullying behaviors plays in promoting a safe school community

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention.

The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parents of the alleged victim and the parents of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by completing the form on the district website, the campus website, or following anonymous report procedures in the campus handbooks.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behavior, 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 the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the student may also be transferred to another campus in the district.

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

A copy of the district's 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 in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[Also see Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment and Retaliation, Safety Transfers and Hazing, 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) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Ag, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality, Human Services; Information Technology; Law and Public Safety; Manufacturing; STEM; and Transportation.

Not all CTE programs are offered at all campuses. More information can be found in the high school course selection handbook, or you may contact the school counselor.

Notification of Nondiscrimination in CTE Programs

Pearland ISD offers Career and Technical Education programs: Agriculture, Arts & A/V Production, Architecture & Construction, Business, Marketing & Finance, Education & Training, Health Science, Human Services, Hospitality & Tourism, Information Technology, Law Enforcement, Manufacturing, STEM, and Transportation. It is the policy of Pearland Independent School District not to

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

It is the policy of the Pearland Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in 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.

Pearland Independent School District will take steps to assure that lack of English Language skills will not be a barrier to admission and participation in all educational and vocational programs,

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Sundie Dahlkamp, Assistant Superintendent of Talent and Engagement at 281.485.3203, or Section 504 Coordinator, Sheri Maston, Executive Director of Special Programs at 1928 N. Main St. Pearland, TX 77581, or 281, 485.3203.

See Nondiscrimination Statement for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

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 this with the child's principal and/or teacher prior to bringing any food for children other than your own. 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. Please refer to the campus handbook for additional details.

[Also, see Food Allergies.]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/ Child Protective Services. The plan is available at the district website (www.pearlandisd.org). 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 respond to allegations of child abuse and neglect.

Possible Warning Signs of Child, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible Warning signs of physical abuse included:

- 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 have not been seen for several days
- Unreasonable 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 genital areas
- Pregnancy of young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of certain sex
- Sexual comments, behavior, 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.

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregiver

- 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 sustained weight gain or weight loss.

Neglect

Possible warning signs of neglect included:

- 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

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with students, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student wellbeing
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing weapons on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

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 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:

- 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 phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partner

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work ir 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 your own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not allowed to do so

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

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 he or she did the right thing by telling you.

Parents, if your child is a victim of abuse, neglect, trafficking, or any other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. (DFPS)also manages early intervention counseling programs.

[To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County. (https://fss.hhs.texas.gov/)

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

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children
(All Grade Levels)

The following websites might help include resources to help increase awareness of child sexual abuse and neglect:

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

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. 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's schedule.

College And University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following his/her graduation, a district student who graduates as

valedictorian or in the top ten percent and, is eligible for automatic admission into four-year public universities and colleges in Texas, if the student meets one of the following:

- Completes the distinguished level of achievement under the foundation graduation or
- Satisfies ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT.
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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

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

The University of Texas at Austin may limit the number of students automatically admitted 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 the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission,
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission 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's counselor for further information about automatic admissions, the application process, and deadlines.

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 an AP or dual credit course 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 Alvin College and San Jacinto College which may be offered on or off campus.
- Enrollment in courses taught at other colleges or universities, and
- Certain CTE courses. (Information can be found in the high school's Course Selection Handbook.)

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost 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 course. See your child's high school counselor for more information.

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

For dual credit purposes, all these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, an 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— All Grade Levels

Parent Contact Information

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

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

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

A parent may update contact information by contacting the campus attendance clerk,

registrar, and or administrators.

Automated Emergency Communication

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

Automated Nonemergency Communication

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.]

Emergency School-Closing Information

In case of an emergency, epidemic, pandemic, or inclement weather check the following:

- District website
- District social media pages
- TV channels 2, 11, 13, 26 and 45

Pearland ISD will be included in the media reports.

Pearland ISD will utilize either Finalsite and/or the district website when available, to provide emergency information as appropriate.

Parents may sign up for emergency SMS text messages by ensuring their cell phone number is listed in the cell field in Skyward Family Access.

Each year, parents are asked to complete an emergency release form to provide contact information if school is dismissed early because of severe weather or another emergency or if the campus must restrict access due to a security threat.

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/ Grievances policy at FNG(LOCAL) 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 [insert URL] 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 at https://www.pearlandisd.org/parents/concernscomplaints and at the principal's or superintendent's office.

The policy can be viewed in the district's policy manual, available online at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=222&code=FNG#legalTabContent.

The complaint forms can be accessed online at: https://resources.finalsite.net/images/v1694688604/pearlandisdorg/g3bu4xlythhzlpswzp0k/Grievances_Student_Parent_level_1.pdf .

A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www. pearlandisd.org.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint from within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal.

If the concern is not resolved, a request for a conference should be sent to the Executive Director/ Asst. Superintendent of that specific grade band. 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 (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of the

standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the district is involved, on or off school grounds, in conjunction with classes and school-sponsored activities.

Campus Behavior Coordinator

By law, 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 campus behavior coordinator at each district campus is listed below:

Pearland High School	Adrian Washburn
Dawson High School	Erin Hamann
Turner College & Career High School	Dr. Kai Bouchard
Pearland Jr High East	Audie Johnson
Pearland Jr High West	Dr. Dana Ashley
Pearland Jr High South	Jason Frerking
Berry Miller Jr High	Tony Barcelona
Jamison Middle School	Rebecca Dietz
Sablatura Middle School	Verna Tipton
Rogers Middle School	Ajunta Thomas
Alexander Middle School	Andrea Clayton
Carleston Elementary School	Amy Etchberger
Challenger Elementary	Becky Morris
C. J. Harris Elementary	LaShonda Pernetter
Lawhon Elementary	Veronica Rodriguez
Rustic Oak Elementary	Beth West
Shadycrest Elementary	Ryan Peterson
Silvercrest Elementary	Stacie Muras
Silverlake Elementary	Stacie Van Loenen
Massey Ranch Elementary	Melanie Grote
Cockrell Elementary	Amanda Windsor
Magnolia Elementary	Veronica August
P.A.C.E. Center	Dr. Kimberly Darden

Corporal Punishment

Pearland ISD prohibits the use of corporal punishment [FO(LOCAL)].

Deliveries

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

No restaurant deliveries will be accepted. This includes services such as, but not limited to: Door Dash, Uber Eats or any other food delivery service.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by 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 to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption 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 the person inviting the guest will share responsibility for the conduct of his or her guest.

A student leaving before the end of the event will be asked to sign out. Anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social event.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Correspondence Courses

The district permits high school students to take correspondence courses for credit toward high school graduation. For more information, contact the high school counselor. [For further information, see policies at EEJC.]

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 education, career, personal, or social development at risk.
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

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 spring, students in grades six (6) through eleven (11) will be provided with information on anticipated course offerings for the next year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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 with information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. 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.

To plan, each student should work closely with the counselor to enroll in the high school courses that best prepare them for attendance at a college, university or trade training school or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses. Information can be provided for military entrance exams from the school counselor.

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

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

Individual/Group Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should

contact the counselor/visit the counselor's office. As a parent/guardian, if you are concerned about your child's mental or emotional health, please speak with the school counselor, and request a list of community resources that may be of assistance.

[See Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12 or in a lower grade when a student is enrolled in a high school credit course will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Exam with Prior Instruction—If a Student Has Taken the Course (Grades 6-12)

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, principal or attendance committee, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, but not limited to, incomplete coursework due to a failed course or excessive absences, homeschooling or coursework by a student transferring from a non-accredited school. The opportunity to earn credit by examination for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[For further information, see the counselor and policy EHDB(LOCAL).]

Credit by Exam Without Prior Instruction for Advancement/Acceleration-If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with

the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an examination, the student (or parent) registers with the school counselor according to the deadlines provided by the district Examinations administered by the district will be provided at no cost, although a deposit per course or subject will be required and refunded upon completion of the exam. The school counselor or principal would determine if the student could take an exam for advancement/acceleration. The student may only register for courses for which they meet the requirements. If approval is granted, the student must score at least 80 on the exam to receive credit for the course or subject. [For further information, see policy EHDC.]

Students in Grades 1-5

A student in elementary school will be eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student accelerate,
- The student's parents give written approval of the grade advancement.

If a student scores less than an 80 on any exam, they will not continue testing.

Examination may only be attempted once.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

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

A student may take an exam to earn high school course credit no more than twice. All other course credit exams may only be attempted once. 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.

If a student plans to take an exam, the student (or parent) registers with the school counselor according to the deadlines provided by the district. The district will not honor a request by a parent to administer a test on a date other than the published dates.

Dating Violence, Discrimination, Harassment and Retaliation

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

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 commit 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)

• The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See Consent to Instruction on Prevention of Child Abuse, Family Discrimination]

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

Harassment

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

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

• Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation

• Threatening, intimidating, or humiliating conduct

• Offensive jokes, name-calling, slurs, or rumors

• Physical aggression or assault

• Graffiti or printed material promoting racial, ethnic, or other negative stereotypes

• 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

Retaliation

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

Reporting Procedures

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

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

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to 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 the 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 that is the subject of the complaint was not unlawful.

All parties involved will be notified of the outcome of the district investigation within the parameters and limits allowed under the Federal Educational Records 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].

Dress and Grooming

The district's dress code is established to teach grooming and hygiene, prevent disruption and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided they comply with the guidelines. Consequences for Dress Code Violations can also be found immediately after the Dress Code Guidelines. [For more information, see Dress Code.]

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

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 and electric device to a student to be used for 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)

- Required direct and informed parental consent for a student's use of software, other than software excluded from the consent required by law [See Required State Testing and Standardized Testing.]
- Required 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 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:

Dr. Laura Reeves
Director of Educational Technology
Email: reevesl@pearlandisd.org
Phone: 281.485.3203

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

In accordance with state law, the district prohibits students from using or possessing 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 applicable 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 device will be confiscated, and the student will be disciplined in accordance with the Student Code of Conduct.

The parents may pick up the confiscated personal communications device from the principal's office during school hours or 30 minutes before the school day starts and 30 minutes after school day ends.

Confiscated personal 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 the 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 personal 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 1:1 device for instructional purposes may be issued to individual students. Specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment are restricted for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the 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, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, 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 according to 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child 'Before You Text' Sexting Prevention Course, https://txssc.txstate.edu/tools/courses/before-you-text/a state-developed program that

addresses the consequences of engaging in inappropriate behavior (ex. Sexting) using technology.

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

In addition, 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, and, in some cases, the consequence may rise to the level of expulsion.

Emergent Bilingual (All Grade Levels)

An Emergent Bilingual is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an Emergent Bilingual. 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 the state- approved language identification assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional services that the student will need to become proficient at grade level work in English.

The LPAC will also determine whether certain accommodation is necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an Emergent Bilingual in grade 3-5. 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 who qualify for services until they meet the Emergent Bilingual student reclassification criteria as set by the Texas Education Agency.

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-related activities is an excellent way for a student to develop talents, receive individual recognition and build strong friendships with other students; participation, however, is a privilege, not a right.

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 at the student's campus.

Participation in some of these activities may result in events that occur off campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also, see Transportation]

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

To report a complaint of 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 the Texas Education Agency at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you 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.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics or a language other than English—may not participate in extracurricular activities for at least three (3) school weeks.

- 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 (3) 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 receive an unexcused absence.

- FFA competitions are considered approved activities by the Board if a certified teacher of the district or the county extension agent is present at the event. In this case, the student is considered as being in attendance. (See FEB)
- A student ineligible to participate in an extracurricular activity, but who is enrolled in a state approved Choir or Band music course that participates in UIL Concert and Sightreading Evaluation, may perform with the ensemble during the UIL, evaluation performance.
- The district shall make no distinction between absences for other extracurricular activities approved by the Board. A student shall be allowed a maximum of 17 extracurricular absences. All extracurricular

  activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

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:

- Costs for materials for a class project that the student will keep.
- Membership dues of approved organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student 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.
- Summer school fees for courses that are offered tuition-free during the regular school year.
- A maximum fee of $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order 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.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- A reasonable fee for providing transportation to a student who lives within two (2) miles of the school, [See Appendix for Transportation Fee Form.]

A 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. [For further information, see policy FP.]

Fund-Raising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 30 days before

the event. [For further information, see policies FJ and GE.] Student participation in approved fundraising activities shall not interfere with the regular instructional program.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Grade Classification

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

Credits Earned	Classification
5.5	**Grade 10** (Sophomore)
11.5	**Grade 11** (Junior)
17	**Grade 12** (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and

distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines are established:

- 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 exam.

Semester Averaging
When a student's combined average for two semesters of a course is 70 or higher, the student shall be awarded one full credit. [See EI(LOCAL).]

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:

- 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.
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education. (SBOE)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily

on the following EOC assessments: Algebra I, Biology, English I, English II, and United States History.

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. 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 or exit level assessment the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before, after normal school hours, or at times of the year outside normal school operations.

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

[Also, see Standardized Testing for more information.]

Foundation Graduation Program

Every student in a Texas public school will graduate under the foundation graduation program. Within the foundation graduation program are endorsements, which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student.

State law 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 endorsement. The district will advise the student and the parent of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. The student and the student's parent must submit written permission to the school counselor for

the student to graduate without an endorsement.

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

Graduating under the foundation graduation program will also provide opportunities to earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on certain college preparatory and readiness or college entrance exams, or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will notify a student's parent of this fact. However, the student and parent

should be aware that 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.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Language other than English	2	2
Fine Arts	1	1
Electives	5	7
Course Area	Number of credits Foundation Graduation	Number of credits Foundation Graduation Program with an Endorsement

	Program	
Miscellaneous		Available Endorsements: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics. To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- Physical education. A student who is unable to participate in physical activity due to a disability or

  illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- Language other than English. Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities or
- Multidisciplinary Studies.

Financial Aid Application Requirements:

Beginning with the class of 2022, all graduating students must complete a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TAFSA). The student and parent have the option to complete an "Opt-out" form if they do not plan to complete a financial aid application.

Resources available to students and parents:

1. FAFSA - studentaid.gov
2. TASFA - www.highered.texas.gov/students-families/tasfa/
3. College for All Texans- http://www.collegeforalltexans.com/

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

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

A school counselor authorizes the student to opt out for good cause. Please contact the school counselor for additional information.

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

- A screenshot that includes the processed date field of the FAFSA Apply Texas Counselor Suite.
- Notification, such as a copy of an email, from the United States Department of Education verifying

completion of the FAFSA.

- A copy of screenshot of the FAFSA acknowledgement page.
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form).
- An acknowledgement receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from IHE.

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 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

Personal Graduation Plan

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program.

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

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course

of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education.

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

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures). A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in the Pearland ISD Course Selection Handbook to enroll in courses 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.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for 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 not 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 a 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.] ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Commencement Exercises

Students shall meet all state and local graduation requirements, including all End- of-Course assessments, and/or Individual Graduation Committee requirements, to be eligible to participate in commencement activities and ceremonies. [See FMH(LOCAL) and EIF (LOCAL).]

Each high school shall schedule one commencement ceremony annually at the end of the school year. A second commencement ceremony shall be scheduled prior to September 1 for those students completing graduation requirements during the summer.

Graduation Speakers

Certain graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to use the limited public forum: valedictorian, salutatorian, senior class president, vice president, treasurer, secretary and student council president will be eligible to give these remarks; however if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the

names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian, salutatorian, student council president, senior class president, vice president, treasurer and secretary may have speaking roles at the graduation ceremony.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see

Student Speakers.]

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 student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Scholarships and Grants

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

who graduates early may also be eligible for the Texas First Scholarship Program.

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

Harassment

[See Dating Violence, Discrimination, Harassment and Retaliation.

Hazing (All Grade Levels)

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

- Any type of physical brutality.
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements,

confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances.

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

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

[Also, see Bullying and policies FFI and FNCC.]

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.

Illness (All Grade Levels)

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

It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medication. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

Contact the school nurse if you have questions or if you are concerned about whether your child should stay home.

If at any time public health authorities declare a communicable disease outbreak, an

epidemic or pandemic, Pearland ISD will notify parents with the necessary guidelines.

Calling Home for Illness/Injury

The campus nurse or designated staff is responsible for assessing student health concerns that arise during the school day. To maintain consistent communication and ensure student safety, the following guidelines outline when families will be contacted regarding illness or injury.

When Parents/Guardians Will Be Contacted

The nurse or designated staff will call a parent or guardian when:

- The student has a fever of 100.0°F or higher.
- The student is vomiting, has diarrhea, or is otherwise unable to remain comfortably at school.
- The student has persistent or worsening symptoms that do not improve with standard first aid.
- The student presents symptoms consistent with a possible communicable condition.
- A student with a known chronic health condition experiences symptoms outside their typical baseline.

When Parents/Guardians May Not Be Contacted

Parents/guardians may not receive a call for minor, self-limiting issues that are resolved in the clinic, such as:

- Minor scratches or abrasions treated with basic first aid
- Minor headaches relieved with rest, hydration, or scheduled medication (if authorized)
- Mild stomach discomfort without additional symptoms
- Small bumps or bruises not requiring further evaluation
- Routine temperature checks with no fever detected

In these cases, the nurse will document the visit in the student's health record and return the student to class if appropriate.

Parent/Guardian Contact Information

Families are responsible for ensuring all contact information – including emergency contacts – is updated in Skyward. Accurate information ensures timely communication regarding your child's health.

Bacterial Meningitis (All Grade Levels)

State law specifically requires the district to provide the following information:

- **What is meningitis?**

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

- **What are the symptoms?**

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

  Children (over 2 years old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- **How serious is bacterial meningitis?**

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

- **How is bacterial meningitis spread?**

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

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

- **How can bacterial meningitis be prevented?**

  Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes and limit the number of persons you kiss.

  There are vaccines available to offer protection from some of the bacteria that can

cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

  You should seek prompt medical attention.

- Where can you get more information?

  Your school nurse, family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, Center for Disease Control and Prevention (CDC), particularly the CDC's information on bacterial meningitis and the Department of State Health Services.

  Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also, note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See Immunization for more information.]

Emergency Medical Treatment and Information

If a student has a medical emergency at school or at a school-related activity, and the parent cannot be reached, the school will call EMS to provide emergency care. Therefore, parents are asked to keep emergency care information (such as emergency contact phone numbers, doctor's name, student's health information and allergies) up to date. Please contact the school nurse or health care assistant to update any health-related information that the clinic or teachers need to know.

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions breathing, eating, our touching 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, which addresses employee training, dealing with common food allergens and specific

strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the Pearland ISD website under nurse/clinic information.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" on the DSHS website at.

Also, see policy FFAF.

Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or 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 determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

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

Medicine At School (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse/ nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request, for a period of up to ten days. A written request by a physician or other healthcare professional with authority to write prescriptions shall be required where the medication must be administered for a longer period.
- 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 for a period of up to ten days. Note: Insect repellant is considered a 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 be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication. [See policy FFAC

(LEGAL]

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.

Unassigned Opioid Antagonist (Secondary Grades Only)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [align with policy at FFAC: school personnel and/or school volunteers] at each campus that serves students in grade 6-12 to administer an opioid antagonist, such as Narcan or Nalone, to an individual who is

reasonably believed to be experiencing an opioid-related drug overdose.

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. It is intended to have an altering effect on perception, emotion or behavior and is commonly described as a mood or behavior altering substance.

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 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.

Steroids (Secondary Grade Level Only)

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroid. Anabolic steroids are for medical use only and only a physician can prescribe use.

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

Mental Health Support (All Grade Levels)

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

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

Pearland ISD schools provide different programs and activities addressing the needs of students in the areas of mental health, behavioral health, and substance abuse.

Pearland ISD does not allow non-partnering agencies (behavioral or medical) appointments with students

during the school day on campus or virtually. Parents and/or guardians must check out the student to attend the appointment and return with a note on the doctor's letterhead to receive an excused absence.

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

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

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

For related information, see:

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

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two- week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

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 their child's camps to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Examinations/Health Screenings
Athletic 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 athletic program.
- District marching band
- District drill team

Any district extracurricular program identified by the superintendent. This examination is required to be submitted annually to the district.

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

For more information, see the UIL's explanation of sudden cardiac arrest.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can

detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

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. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer- reviewed standards for spinal screening.

Other Exams and Screenings (All Grade levels)

Students are required to undergo a Risk Assessment for Type 2 Diabetes at the same time the district screens students for hearing and vision issues. Also see policy FFAA.

Diabetes

In accordance with a student's individual health plan for the 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).]

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 or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see "A Student with Physical or Mental Impairments Protected under Section 504" and contact the school nurse.

Tobacco, E-Cigarette, and Nicotine Products s Prohibited (All Grades Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e- cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. With limited expectations 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 at FNCD and GKA.]

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 nurse, or Monica Reynolds, Coordinator of Health Services at 281 485-3203.
- The campus school counselor, or Clara Gerard, Director of Counseling and Guidance Services at 281 485- 3203.
- The Brazoria County Health Division at 979.864.2277 webpage http://www.bccounselingcenter.org/
- Gulf Coast Center at 888-729-3848 https://gulfcoastcenter.org/ or
- The local mental health authority, Brazoria Counseling Center at 979 997-0051 or NAMI Gulf Coast 281 585-3100 or https://namigulfcoast.org/

Campus	Full-Time Nurse	Full-Time Counselor
Barbara Cockrell Elementary	1	Yes
C.J. Harris Elementary	1	Yes
Challenger Elementary	1	Yes
E.A. Lawhon Elementary	1	Yes
H.C. Carleston Elementary	1	Yes
Magnolia Elementary	1	Yes
Massey Ranch Elementary	1	Yes
Rustic Oak Elementary	1	Yes
Shadycrest Elementary	1	Yes
Silvercrest Elementary	1	Yes
Silverlake	1	Yes

Elementary		
Alexander Middle School	1	Yes
Leon Sablatura Middle	1	Yes
Rogers Middle School	1	Yes
Sam Jamison Middle School	1	Yes
Berry Miller Junior High	1	Yes
Pearland Junior High East	1	Yes
Pearland Junior High South	1	Yes
Pearland Junior High West	1	Yes
Glenda Dawson High School	2	Yes
Pearland High School	2	Yes
Robert Turner CC High	1	Yes
Pace Center	1	Yes

Pearland ISD Wellness and Health-Related Service Available

As part of our commitment to transparency and compliance with state law, Pearland ISD is providing this notice in accordance with Texas Senate Bill 12 (SB 12). This legislation requires school districts to inform parents/guardians before the first day of school about all wellness and health-related services that may be available to students on their assigned campus.

Pearland ISD Wellness and Health-Related Services Available:

- Direct care of illness, injuries, and emergency care
- Management of chronic health conditions
- Administration of medications and treatments as ordered by physicians

- Monitoring communicable disease
- Resources for health-related services
- Health Screenings: Vision, Hearing, Scoliosis, Acanthosis Nigricans (as required at state mandated grade levels or as needed to ensure optimal learning)
- Health and wellness education
- Prevention education
- School counseling services (academic, college, career, military, personal/social)
- Crisis response and trauma-informed care
- Referrals to community-based health providers (upon request)

Additional Wellness and Health-Related Services Available as Needed (Parental Consent Required):

- Individual school counseling (3+ sessions focused on the same concern)
- Small group counseling (availability and topics vary by campus)
- Individual well-being questionnaire or similar assessment tool
- Referrals to district mental health partners

Your Rights as a Parent:

You have the right to decline or withhold consent for any wellness and/or health-related service provided by the district. If you prefer that your child not participate in any of the services listed above, please contact your campus nurse, school counselor, or administrator to submit a written notice.

We value your partnership and are committed to supporting your child's health while respecting your preferences. If you have any questions, please reach out to your child's campus team.

Thank you for your continued support of Pearland ISD and your child's educational experience.

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.Pearlandisd.org.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA

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

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

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. This form may be obtained by writing the DSHS

Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. 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; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. 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. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: Texas School & Child Care Facility Immunization Requirements.]

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

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's School Health Advisory Council is available from the Special Programs Department at 281 485-3203. [See policies BDF and EHAA.]

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing

  issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

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. See Consent to Instruction on Prevention of Child

Abuse, Family Violence, Dating Violence, and Sex Trafficking. See polices BDF and EHAA for more information.

Student Wellness Policy/Wellness Plan (All Grade Levels)

Pearland ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Law Enforcement Agencies (All Grade Levels)

Questioning 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, if the questioning or interview 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 or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal will be present 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 from 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, Texas Department of Family and Protective Services, 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 to take a student into custody.

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

  The principal will immediately notify the Executive Director and Deputy Superintendent and will ordinarily attempt to notify the parent unless the officer or other 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 law enforcement officer, 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 have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is taken into custody, thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender. [For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis result in missed opportunities for learning and falls under compulsory attendance law. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document

parental consent:

For students in elementary, middle school and junior high schools a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other unescorted 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.

For students in high school, the same process will be followed. If the student's parents will authorize 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 received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

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 directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary, middle, or junior high school be released unaccompanied by a parent or adult authorized by the parent. Upon return, a parent excuse note should be submitted.

During Lunch

Pearland ISD campuses are closed campuses and students are not allowed to leave during lunch without a parent.

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 and the absence will fall under the "part of day" compulsory attendance law.

Lost And Found (All Grade Levels)

Every campus has a "lost and found" collection area. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district cannot be 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)

For any missed class, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in the state law regarding "attendance for credit or final grade." [See also Attendance for Credit or Final Grade.]

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

A student will be permitted to make up tests and to 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

Elementary Grade Levels

An elementary student that is removed to a disciplinary alternative education program (DAEP) must be based on a severe violation of the student code of conduct that is aligned with a mandatory placement. The student will have an opportunity to complete, before the beginning of the next school year, all foundational work for which the student was enrolled at the time of placement.

Junior High Grade Levels

A junior high student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning or summer school. The district will not charge the student for any method of completion provided by the district.

Grades 9-12

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

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 because of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension 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, distance learning or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

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, disability, age, 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 prohibit sex discrimination in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the 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 policy FFH in the district's policy manual available at https://pol.tasb.org/PolicyOnline?key=222

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dr. Sundie Dahlkamp
Assistant Superintendent of Talent and Engagement Services
1928 N. Main, Pearland TX 77581
281 485-3203
dahlkamps@pearlandisd.org

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described 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: Mrs. Sheri Maston, Executive Director of Special Programs, 1928 N. Main, Pearland TX 77581, 281 485-3203, mastons@pearlandisd.org.
- For all other concerns regarding discrimination, see the Superintendent of Schools , Dr. Larry Berger, 1928 N. Main, Pearland TX 77581. 281 485-3203, bergerl@pearlandisd.org .

(See policies FB, the FFH series and GKD for more information)

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

Pledges Of Allegiance and A Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

Prayer (All Grade Levels)

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individual of one sex.

Multiple -occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher grades, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

- **Grades 2** In grade 2, promotion to the next grade level shall be based on an average of 70 or above on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) each of the following areas: mathematics, reading, language arts.
- **Grades 3-6** In grades 3-6, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge
    - and skills) for the following subject areas: mathematics, reading, language arts, science and social studies. In addition, students must have a grade of 70 or above in each of the following areas: mathematics, reading and language arts.
- **Grades 7-8** In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for the following subject areas: mathematics, reading, English, science and social studies. In addition, students must have a grade of 70 or above in each of the following areas: mathematics, reading and English.
- **Grades 9-12** Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See policy EIE(LOCAL).]

Repeating Pre-Kindergarten – Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and invite the parents to participate.

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.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9-12 will be advanced to a grade level based on the number or course credits earned. [See Grade Level Classification.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation and

Standardized Testing for more information about EOC assessments.]

Release of Students from School

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

Checking out your child early for invalid reasons will be considered an unexcused partial day absence. Early checkouts could count against your child's perfect attendance record.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

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

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine (9) weeks.

At the end of each three (3) to four (4) weeks of a grading period, parents will be given a written progress report, if their child's performance in any course is near or below 70 or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent

will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. 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 policy EIA.]

Questions about grade or 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 in a class or subject.

In grades Kindergarten through fourth (4), report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within seven (7) days.

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8
In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students, in grade 3-5, for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

Failure to Perform Satisfactory on STAAR Reading or Math

If a student in grades 3-8 does not perform satisfactorily in the state assessment, 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 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.

For a grievance or complaint regarding the content or implementation if the ALC's educational plan. See Complaints and Concerns (All Grade Levels) and FNG (LOCAL)

Standardized Testing for a Student Enrolled Above Grade-Level

If a student in grade 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state – mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or SAT if the student completes the high school end –of-course assessment in mathematics, reading/language arts, or science prior to high school.

Standardized testing for a Student in Special Programs

Certain students-some with disabilities and some classified as 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). STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses--End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I
- English II
- Biology
- United States History

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

There are three testing windows during the year in which a student may take or retake an EOC assessment,

which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, there will be no limit on the number of retest opportunities.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

Requesting Administration of STAAR/EOC in paper Format (All Grade Level)
STAAR and EOC assessments are administered electronically.

A parent or teacher may request that 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.

Request for paper format for a fall administration of STAAR or EOC must be submitted no later than September 15 each school year.

Request 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

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. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT and more information can be obtained on these assessments from the school counselor. All 9th, 10th, and 11th grade students in Pearland ISD participate in PSAT at no personal cost.

NOTE: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end- of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering first -year students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

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)] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plan –Middle School or Junior High Students

For a middle school or 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 middle school or 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 be among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for students.

[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 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 on district vehicles is a high priority of the district. Although the district has implemented safety procedures, 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 other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of

Conduct, as well as any additional rules for behavior and safety set by the principal, teachers or bus drivers.

- 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 and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make an anonymous report about safety concerns on the district website/campus website.
- 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.

Students are required to wear photo identification badges at grades 7-12 and piloted at some middle school campuses.

All parents must check in at the campus' front office when visiting. A visitor's identification badge will be issued and must be visible during the visit to that specific campus.

Accident Insurance

Voluntary Accident Only Insurance coverage is available for parents to purchase for their children who are enrolled in grades pre-K through 12. Such insurance is not endorsed or required by the district but is simply made available for parents who are interested in obtaining it. Premiums are annual, which means there is a one-time payment, and the coverage is effective the day after the enrollment premium has been received by the company and terminates one year from the effective date. For a detailed explanation of the plans offered and associated premium cost, or to enroll your child online, visit www.TexasKidsFirst.com or call 1 800- 366-8354 for an application. By declining the insurance offer or failing to respond to it, the parents/guardian are accepting full responsibility for costs associated with a student's injury or injuries. The district is not responsible for costs of treating injuries and cannot assume liability for any other costs associated with an injury. [See policy FFD(LEGAL).]

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of

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

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR 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 Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

The district shall seek appropriate emergency care for a student as required or deemed necessary.

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 who has the right to consent.
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

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

Regardless of parental authorization for the district to consent the 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, 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, 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.

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 is available in the Facilities, Maintenance and Operations office. If you have any questions or would like to examine the district's plan in more detail, please contact:

Matt Cline
Director of Maintenance and Operations
Email: clinem@pearlandisd.org
Phone : 281 485-4545

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-priced 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 parents request the student's information not to 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-priced meal services, contact:
Tanya Edwards
Director of Food Services
Email: edwardst@pearlandisd.org
Phone: 281. 485.3203

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient 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 parents with a schedule of repayment for outstanding account balance and an application for free and reduced meals. [See policy CO for more information].

If the district is unable to work out an arrangement with the student's parents 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 regulation and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex , disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation or from prior civil rights activity in any program or activity conducted or funded by USDA (not all bases apply to all programs).

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 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 complete AD-3027 form or letter must be submitted to USDA by:

Mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

Fax (833) 256-1665 or (202) 690-7442; or

Email Program. Intakes@usda.gov

"This institution is equal opportunity provider."

SMART SNACKS

The district follows the federal and state guidelines regarding Smart Snacks sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Food Service Charge Policy

To avoid overtly identifying students who have a zero or negative meal account balance, the following policy has been implemented.

Once a student meal account reaches zero ($0.00), the Food Service Department will allow students to purchase a "Meal Only" (no ala carte purchases) for 5 school days. This allows time for the student to notify their parent/guardian that the account needs money. When the account balance exceeds -$1.00, an email will be sent to the parent/guardian email registered in Skyward. This email will provide information on how to apply for free or reduced meals and how to contact the Food Service Department to set up a payment plan if necessary.

If the Food Service department is not able to make a payment arrangement after 5 days, the student will be restricted from further charges. The student will be offered a courtesy meal consisting of a peanut butter/jelly sandwich or cheese sandwich, and a choice of milk at no cost.

All negative balances must be paid by the end of the school year or will be transferred to the district fee collection system. For more information see Board Policy CO (local).

Vending Machines (All Grade Levels)

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines contact:

Tanya Edwards
Director of Food Services
Email: edwardst@pearlandisd.org
Phone: 281 485-3203

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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States

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 further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact **Matt Cline**, the district's IPM coordinator, at 281 485-4545.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before-or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices and special study groups or tutorials. Students must follow the same rules of conduct that apply during the instructional day and 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 on each campus is open for independent students' use during school operating hours with a teacher permit. For additional times, please contact the campus librarian if needed.

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 variant 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 materials. The district encourages parental involvement in library acquisitions, maintenance, and campus activities. Parents are encouraged to communicate with the campus administration, librarian, 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 information to the campus principal and their child's teacher.

A parent may access the school library, or any available online catalog used by the campus.

The district welcomes student and parent feedback on library materials and services. Parents may contact campus administration or the campus librarian 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

Pearland ISD Curriculum and Instruction website
https://www.pearlandisd.org/departments/curriculum-instruction/ci

Use of Hallways During Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, 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.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon and unless involved in an activity under the supervision of a teacher, students must leave campus immediately. Please refer to campus handbooks for specific areas and times open to students before school.

Meetings of Non-Curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led 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 the 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 to cover expenses

such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches and Investigations

Questioning/Interrogations by School Officials

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves. [See Policies FNF(LOCAL) and (LEGAL).]

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, 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 conduct searches of 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, voluntary consent, or pursuant to district policy providing for suspicion less 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 for 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.

Searches – 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.

Personal Communication 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 telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. Screenings conducted will not be announced in advance. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker or vehicle, to which a trained dog alerts may be searched by school officials.

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, migrant students, Emergent Bilinguals, 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 the following:

- **Dr. Charles Allen**, Assistant Superintendent of Curriculum and Instruction,
- **Dr. Lisa Nixon**, Assistant Superintendent of Educational Services (Special

Programs),

- **Sheri Maston,** Executive Director of Special Programs
- **Jennifer Byrne**, Director of Special Programs
- **Dr. Joeseph Cahill**, Director of Advanced Academics,
- **Dr. Susana Franco-Fuenmayor**, Director of Multilingual Programs
- **Susan Holloway**, Director of Student Outreach and Attendance
- **Clara Gerard**, Director of Guidance and Counseling Services at 281 485-3203.

Student Speakers (All Grade Levels)

The district provides students with the opportunity to introduce the following school events:

1. Black History month readings
2. National Honor Society induction ceremony
3. Spanish Honor Society induction ceremony
4. Senior awards night
5. Pep rallies
6. All "A" banquet
7. Back-to-School orientations
8. Class officer elections

Students are eligible to introduce these events if they:

1. Are in the highest two grade levels of the school.
2. Volunteer
3. Are affiliated with the organization/class sponsoring the activity/event.
4. Are not in a disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or

her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteer will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors,

such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen or prom king or queen may also address school audiences at designated events. [See FNA(LOCAL).]

Tardies (All Grade Levels)

A student who is tardy may be assigned to a detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. Tardies and late arrivals are part of the compulsory attendance law.

Textbooks, Electronic Textbooks, Technological Equipment (1:1 Devices) and other Instructional Materials (All Grade Level)

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 and/or class. Students must treat instructional material with care, as directed by the teacher.

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 unacceptable condition loses the right to free textbooks, instructional materials, and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one class to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying, and Options to Students Who Have Learning Difficulties or Who Need Special Education Services for other transfer options.]

Transportation – (All Grade Levels) School Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school

to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to

another adult designated by the parent. [See School-sponsored Field Trips for more information.]

Home to School Transportation

Pearland ISD makes school bus transportation available free of charge to students who live two-or-more miles from their school of attendance. Transportation may be available in some areas for a fee to students living less than two miles from their campus of attendance.

Bus Rider Registration

Students must be registered annually for bus service. Students who are not registered for bus service will not be scheduled on a route.

To register for the bus service, complete the form found within the student's Skyward parent access account.

Students may be removed from service and bus stops removed from a route for registered students who have not used the bus.

Service Address

Students will only be scheduled to receive transportation service to/from one address. The student's residence address will be the default service address.

A parent or guardian may request an alternate service address for one of the following:

A grandparent's address (maybe grandparent, great grandparent, or step-grandparent/great grandparent). Other relatives do not meet this requirement. *

A licensed childcare provider (in-home or commercial) *

* Grandparent or childcare provider must be located within the attendance boundary for the student's campus and be located at an existing stop on an existing route. If the grandparent or daycare is located less than 2 miles from the student's school, then bus fees will be charged for service regardless of the eligibility from the student's own residence address.

To request an alternate service address, the parent or guardian must come in person to the Transportation Department to complete the request form.

Students will not be permitted to have a schedule that alternates between two residences in the case of shared custody.

Optional Bus Fee Program

Families choosing to participate in the optional bus service fees will be charged fees according to the following fee schedule:

	Regular Rate	Reduced Lunch Eligible	Free Lunch Eligible
1Child	$640.00/year	$320.00/year	$160.00/year
2 Children	$740.00/year	$370.00/year	$190.00/year
3+Children	$840.00/year	$420.00/year	$210.00/year

- Bus fees are automatically charged to the student's account through Skyward for the entire school year. (Fees typically will be applied to Skyward accounts in October.)
- There are no reduced rates for students who ride only AM or PM, or who do not ride daily.
- If a student discontinues riding the bus, the parent or guardian may contact the Transportation Department for an adjustment on the account.
- Families experiencing financial hardship may contact the Transportation Department to request a one-time reduction in fees. Bus fees may be paid through Skyward in full or monthly. Bus fees may also be paid by check or money order made payable to "Pearland ISD" and mailed to the Transportation Department at 3202 E. Plum, Pearland, Texas 77581. A $20.00 fee will be charged

  for checks returned due to insufficient funds. Be certain the student's name and student ID number are on the check for proper credit.
- Bus fees become delinquent if not paid by the 10th of each month. If fees are not paid on or before the 15th of the month, the student will have bus service suspended. The parent or guardian may request to have the service reinstated, but it is subject to the delinquent payments being made and the availability of route service and capacity to accommodate the student.
- Outstanding bus fees will not impact a student's eligibility to participate in campus activities but may result in removal from transportation services and withholding of the student's report card.

Bus Routes and Stops

Bus routes and stops are designed to operate as efficiently as possible while still meeting the needs of the students. Changes to routes and stops may be made at any time in response to ridership, construction, traffic patterns, etc.

Typically, bus stops are designated at street corners and at landmarks (such as community parks, community mailboxes, etc.) In some areas, stops may be designated at specific addresses. Students may be required to walk to their nearest bus stop location. The following guide may be used for determining walk-to-stop distance:

Elementary Students Up to .15 mile Secondary Students Up to .25 mile

Due to dead-end roadways, gated communities, or other areas that are otherwise

inaccessible by bus, students may be required to walk in excess of the walk-to-stop distances indicated above.

Students will be allowed to board and exit the bus only at their designated bus stop location.

Service to bus stops may be discontinued or stops eliminated due to low ridership or non-use at any point during the year. Bus stop locations may change from one year to the next depending upon ridership and route efficiency.

Bus route information can be found on the Pearland ISD website at www.pearlandisd.org

School Bus Safety Rules

School bus transportation is a privilege contingent upon compliance with the necessary safety rules.

Meeting the Bus

- Students must be on time and visible at the bus stop. It is recommended that students be at their bus stop five (5) minutes before pick-up time.
- Once a bus departs from a stop or school, it will not stop for late students or stop at unauthorized locations to receive or discharge passengers.
- Students must not stand on the traveled portion of the roadway while waiting for the bus.
- Students must not approach a moving bus until it stops. Once the bus has stopped, the student may walk toward the bus to board once the driver signals to the student.
- Students must enter the bus carefully and in an orderly manner as instructed.
- Once on the bus, students must go directly to their assigned seat and be seated properly so the bus may continue the route. If the bus is equipped with passenger seatbelts, the student is required to wear the seatbelt while the bus is in motion.

Bus Safety Rules

- Observe the same conduct level as is expected in the classroom.
- Profanity and obscene gestures are not allowed.
- Do not eat or drink on the bus except for water in a closed plastic bottle.
- Do not litter or damage the bus in any way.
- Students are expected to cooperate with driver seating assignments.
- All items prohibited at school are also prohibited on the bus.

- Remain seated while the bus is moving with all body parts inside the windows. If the bus is equipped with passenger seatbelts, the student is required to wear the seatbelt while the bus is in motion.
- Fighting, horseplay, and throwing objects are prohibited.
- No live/dead animals or flammable materials are allowed.
- Large, bulky items that cannot fit under the seat or in the lap of the student are not allowed on the bus. Arrangements must be made for the parents to transport these items. This includes large band instruments and school projects.
- No skateboards, balls, roller blades, or balloons may be brought on the bus.

Departing the Bus

- Students are allowed to depart the bus at their designated bus stop ONLY!
- When getting off of the bus, students should move quickly but safely away from the unloading area.

Disciplinary Action

Disciplinary action will be taken against students who fail to comply with the school bus safety expectations. Disciplinary action may include verbal correction, seating reassignment, issuing a bus safety report, and suspension of bus service.

The bus driver is authorized to issue a bus safety report to the Transportation Department office for a student bus safety violation. The Assistant Director of Transportation or designee will review bus safety reports and administer appropriate action commensurate with the safety infraction and consider the student's prior bus safety reports (if any.)

The following guidelines will be used for determining appropriate corrective action for bus safety reports:

1st Report Written warning.

2nd Report Suspension of bus service for up to 3 days

3rd Report Suspension of bus service for up to 5 days

4th Report Suspension of bus service for the remainder of the semester.

Students may resume bus service in the second semester, but the next report will be subject to suspension of bus service for up to 5 days.

Severe Clause If an incident is deemed to be a serious safety infraction, the prior steps may be bypassed, and the student may have transportation services suspended for a length of time as deemed appropriate

by the transportation administrators.

Any parent or guardian wishing to appeal a decision regarding disciplinary action for a school bus safety report may contact the Transportation Department at 281-485-3562 and speak with the Transportation Supervisor

Transportation for Students Assigned to Alternative Learning Academy (ALA/DAEP)

ALA hours are 7:15 a.m. – 2:50 p.m.

Transportation services are not provided for students assigned to DAEP and it is the parent/guardian responsibility.

Pre-K and Kindergarten Students

In the interest of student safety, students in Pre-K and Kindergarten will only be released from the bus to an approved adult.

At the time of registration, parents/guardians must designate a 4-digit Personal Identification Number (PIN) on the registration form. This PIN will be required to be provided to the driver either verbally or visibly (by holding up a sign visible to the driver) by any person present to receive the student at the bus stop. If the number matches the driver's information, the student will be released.

If a pre-k or kindergarten student rides the bus with a brother or sister in 1st grade or higher, he or she may be released from the bus with the sibling if the parent has given their consent to do so on the bus rider registration form.

If no person is present at the stop with the proper PIN to receive a student, the student will be returned to school for supervision. Once a student has returned to school twice, the process of suspending the bus service will begin.

Anyone receiving a Pre-K or Kindergarten student from the bus must be prepared to provide the correct PIN upon request. While the regular bus driver may become familiar with who is there to receive a child daily, a substitute driver may not know the individual and will not release the student without the proper PIN.

Emergency Requests

Occasionally, it may be necessary for a parent to request a student get on or off the bus at a different stop location. These requests will be granted in emergency situations only according to the following:

Service to a different stop on the same route – requests may be made directly to the Transportation Department in writing. Parents will be required to provide a copy of their photo ID in order to verify the identity of the requesting parent.

Service to a different stop on a different bus route – requests must be made through the student's school for approval and then forwarded by the school to the Transportation Department.

Requests will be considered only for emergency situations (death in the family, parents/guardians out of town, medical emergency, etc.) Requests will not be granted for students to work on school projects or assignments.

If there is insufficient room on the requested bus route, an emergency request will not be approved.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended— both this year and for years to come—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, audio/video equipment may be used to monitor student behavior including on buses and on common areas on campus. Students will not be told when the equipment is being used. Audio/video recordings will be reviewed routinely and as the need arises to 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 your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Dr. Lisa Nixon, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

Visitors To the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- First report to the main office
- Be prepared to show 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.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved, the visitor should check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also 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 and College Day

On career and college days, the district invites representatives from professional fields,

colleges and universities and other higher education institutions, prospective employers and military recruiters to present information to interested students.

Homeless Students (All Grade Levels)

The education provisions of the McKinney-Vento Homeless Education Act (incorporated within No Child Left Behind) ensures educational rights and protections for homeless and unaccompanied children/youth. For more information go to the district website: https://www.pearlandisd.org/departments/outreach-attendance/mckinney-vento-homeless-act

Parents and unaccompanied youth are encouraged to inform the district if you or your child do not have a fixed, regular, or adequate night-time residence, including sharing housing with others because of loss of housing, economic hardship, or similar reasons. Campus Counselors and district staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youth, Lavenda Malbrough, at 281 997.4971.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

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

A student under 18 may be withdrawn from school for a valid reason by a parent. The school requests notice from the parents at least three (3) days in advance so that records and documents may be prepared. The parents may obtain a withdrawal form from the school's attendance clerk and or registrar.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married or who has been declared by a court to be an emancipated minor may withdraw without parental signature for valid reasons.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct and Handbook.

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or providing supplemental instruction in addition to regular instruction.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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 of universities.

ARD is the admission, review and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit loss 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 is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services

ED stand for the U.S. Department of Education.

Emergent bilingual students refer 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 a state-mandated part of the STAAR

program. Successful performance on EOC assessments is required for graduation. These examinations will be given in Algebra I, Biology, English I, English II and United States History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act that 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 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. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests, whether successful completion of state-mandated assessment is required for graduation, etc.

IGC is an individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

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 exams. The test may be a requirement for admission to certain colleges or universities.

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 accommodation will be provided.

SHAC is the School Health Advisory Council, an advisory group appointed by a school district's board of trustees to ensure that local community values and health issues are reflected in the district's health education instruction.

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. Successful performance on the STAAR EOC assessments is a condition of graduation. 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 the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a disciplinary alternative education program. It 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 reading, writing, listening, and speaking. TELPAS is administered for those who meet the participation requirements in Kindergarten-Grade 12.

TSI assessment is the Texas Success Initiative 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 non-profit organization that oversees educational extracurricular academic, athletic and music contests.

Section III: Appendices

2026-2027 STUDENT DRESS CODE (Pre-K – 12th) PEARLAND INDEPENDENT SCHOOL DISTRICT

06/11/25

The Pearland ISD Dress Code is established to teach grooming and hygiene, prepare students for success, prevent disruption in the instructional setting, and maintain a safe environment for all students.

Pearland ISD sets the following general expectations for grooming and dress:

- Students' hair should be clean, neat, and well groomed.
- Appropriate undergarments should be worn and not visible.
- Clothing should be appropriately sized and of appropriate length.
- Sleep wear (pajamas) is not allowed except for campus designated days but must comply with the policies in this document.
- Clothing and accessories may not be worn in any way that reflects gang affiliation or conceals contraband.
- Apparel and accessories, including face masks, face shields, or face coverings with inappropriate writing, drawings, or advertisements, to include but not limited to, alcohol, tobacco, drugs, violence, occult, death, suicide, gang activities, sexual innuendos, cultural divisiveness, and racial intolerance may not be worn.

Bottoms: Slacks, Jeans, Capri Pants, Skirts, Shorts, Sweatpants, and Athletic pants/shorts:

- Shorts and skirts must be worn no shorter than mid-thigh.
- Pants, shorts, and skirts shall be appropriately sized, fit securely at the waist, and shall not expose skin above the mid-thigh.
- Shorts or skirts must be hemmed, not cutoffs.
- Spandex, leather, suede, vinyl, or sheer (see-through) fabrics are not allowed.
- Stretch slacks and leggings and leggings are allowed and should be appropriately sized and shall not be see- through or expose any skin.
- Distressed jeans are allowed but shall not expose skin above the mid-thigh.
- Any student that violates these rules when wearing shorts or skirts, may lose the privilege of wearing shorts or skirts for the remainder of the year.
- Shirts and Blouses:

- Shirts and blouses may be any color including solids, stripes, prints, and plaids. No see-through fabrics allowed. Collars are not required.
- Spirit shirts must be campus/district specific and may include college or professional sports teams.
- Must have sleeves, be appropriately sized, and of appropriate length.
- Spandex, leather, suede, vinyl or sheer (see-through) fabrics are not allowed.

Dresses or Jumpers:

- May be any color including solids, stripes, prints, and plaids.
- Must have sleeves, be appropriately sized, and must be worn no shorter than mid-thigh.
- Spandex, leather, suede, vinyl, or sheer (see-through) fabrics are not allowed.

Hair:

- Hair must be neat, clean, and well groomed.
- Distracting colors are not allowed.
- Facial hair must be neat, clean, and well-groomed/trimmed, and worn in a style that is not distracting.
- Head coverings such as hats, caps, or bandanas are not allowed. (An exception will be made for religious headwear)

Jackets and Coats:

- Sweatshirts, sweaters, windbreakers, sports coats and blazers may be worn inside and follow the same guidelines as shirts and blouses.
- Full length jackets or coats commonly referred to as "trench" coats or "dusters" are not allowed.

Shoes:

- Students must wear shoes appropriate for school.
- House slippers, slides, or flip flops are not allowed.
- All shoes must include a back strap over the heel.
- Wheels, noise makers, or lights are not permitted.

Accessories/Miscellaneous:

- No more than two (2) earrings may be worn in the earlobe only.
- Nose rings, lip rings, tongue piercing rings, or other body piercing accessories are not allowed.
- Spacers or gauging of the earlobe are not permitted.
- Tattoos must be covered.
- Sunglasses or sunshades are not to be worn in building.
- Heavy chains or accessories with spikes or studs are not allowed.
- Any accessory that could cause injury will be prohibited.

THE PRINCIPAL/ASSISTANT PRINCIPAL(S) ARE AUTHORIZED TO MAKE DETERMINATIONS REGARDING WHETHER ANY FASHION, FAD, HAIR, JEWELRY OR ARTICLE OF CLOTHING IS INAPROPRIATE FOR SCHOOL WEAR OR DISRUPTIVE TO THE EDUCATIONAL PROCESS OR SAFETY OF THE CAMPUS.

Consequences for Dress Code Violations

Schools (PK-4)

The first two days of the current school year will be considered as an orientation period for the elementary school level. In grades two through four, students not in code will be sent to the cafeteria and receive a verbal expectation/warning as to the dress code requirements for school and a copy of those requirements. In grades PK, K and first the teacher will explain the expectation and warn students of future consequences for students out of dress code. These students will also receive a copy of the dress code to take home to parents.

- ***First offense***--A warning will be issued to the student, and the student will be expected to comply with the dress code as soon as possible. A

letter will be sent home reminding the parents of the dress code requirements and an explanation will be given as to how the child was not in compliance.

- ***Second offense***--A letter stating which dress code requirement was violated will be sent home. Parents will be called and will be warned that upon subsequent dress code violations a change of clothing will have to be brought to the school to meet compliance requirements.

- ***Third and fourth offenses***--The parents will be called to bring a change of clothing to the school. The student will not be readmitted to the classroom until compliance with the code is met. Upon a fourth violation, the parent will be notified to bring appropriate clothes and will be warned that a fifth violation will result in the student serving one full day in ISS.
- ***Fifth offense***--The parent will be called, and the student will serve one full day of ISS. The student may not be readmitted to the classroom until ISS is served. Parents will be warned that the next infraction of dress code will result in two full days of ISS assignment.
- ***Sixth offense***--The parent will be called, and the student will serve two full days of ISS. The student may not be readmitted to the classroom until ISS is served. The parents will be warned that the next infraction of dress code will result in three full days of ISS.
- ***Seventh and subsequent offenses***--The parent will be called, and the student will serve three full days of ISS. The student may not be readmitted to the classroom until ISS is served. Subsequent violations may be considered persistent misconduct and consequences will be assigned accordingly.

Middle Schools (5&6)

- ***First offense***--A warning will be issued to the student, and the student will be expected to comply with the dress code as soon as possible. A letter will be sent home reminding the parents of the dress code requirements and an explanation will be given as to how the child was not in compliance.
- ***Second offense***--The student will receive a written warning and is required to comply with the dress code as soon as possible. A phone call will be made to the parents explaining the violation and the need to bring a change of clothing as necessary for compliance. The student and parent will be advised that the next offense will result in an after-school detention.

- ***Third offense***--The student will receive an after-school detention assignment and is required to comply with the dress code as soon as possible. The parent will be contacted consistently with policy, advised of the infraction and required to bring a change in clothing as necessary. The student and parent are made aware that the next offense will result in an ISS assignment.
- ***Fourth offense***--The student will receive a one-day ISS assignment and is required to comply with the dress code as soon as possible. Notice is given that the next infraction will result in a two-day assignment to ISS. Parent contact will be made.
- ***Fifth offense***--The student will be assigned two days in ISS and is required to comply with the dress code as soon as possible. Parent contact will be made, and notice is given that the next infraction will result in a three-day ISS assignment.
- ***Sixth and subsequent offenses***--The student will receive a three-day ISS assignment.

The parents and students are advised that any subsequent violation may be considered insubordination, a serious offense and persistent misconduct. Students will receive consequences accordingly.

Secondary Schools (7-12)

All dress code violations count toward the following consequences.

- ***First and second offenses***--A warning will be issued to the student requiring the student's signature and the student will be expected to comply with the dress code as soon as possible. Failure to comply will result in the student being assigned to ISS. On the second offense a phone call will be made to the parents explaining the violation and a copy of the dress code will be sent home. Students may also be assigned a short period to ISS for review of the dress code.
- ***Third offense***--The student will be expected to comply with the dress code as soon as possible and will be assigned one day of ISS.
- ***Fourth offense***--The student will receive a two-day ISS assignment and will be expected to comply with the dress code requirement as soon as possible. If not in compliance with the second day of ISS placement, the student will be suspended each day the student comes to school out of code. The parents will be notified of the action and the reason for suspension. The student will be expected to complete the ISS assignment upon return to school.
- ***Fifth offense***--The student will be expected to complete the day in ISS and will receive an additional three- day assignment to ISS. If possible, the student must be in compliance to attend ISS the remainder of the day. The parents and student will be notified of the action and the reason for the assignment.

- ***Sixth offense***--The student will be expected to complete the day in ISS and may receive a five-day assignment to ISS. If possible, the student must be in compliance to attend ISS the remainder of the day. The parents and students will be notified of the action and the reason for placement.
- ***Seventh and subsequent offenses***--The student will be expected to complete the day in ISS and may receive a placement in A.L.A. for the remainder of the reporting period, but not less than ten days. If possible, the student must be in compliance to attend ISS the remainder of the day. The parent will be notified of the action and the reason for placement. The parents and student are advised that any subsequent violation may be considered insubordination, a serious offense and persistent misconduct. Students will receive consequences accordingly.

General (PK-12)

- Any blatant violation of the dress code may at the discretion of the principal result in consequences assigned to the violator to be accelerated from those listed above.
- Students are not permitted to leave campus in order to meet compliance requirements.

Freedom from Bullying Policy

Note that school board policies may be revised at any time. Below is the text of Pearland ISD's policy FFI(LOCAL) as of the date that his handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 05/11/2023

STUDENT WELFARE FREEDOM FROM BULLYING(LOCAL)

	Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.
Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count 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.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Bullying	
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

2026-2027 Acceptable Use Policy for Electronic Communications

(For Parents and Students)

Pearland Independent School District provides a variety of electronic communications systems for educational purposes. The electronic communications system is defined as the district's network (including the wireless network), servers, computer workstations, mobile technologies, including the district 1:1 student device, peripherals applications/software, databases, online resources, Internet access, and any other technology designated for use by students, including all new technologies as they become available. This also includes access to the Pearland ISD electronics system while on or near school property, in school vehicles and at school- sponsored activities, and includes the appropriate use of district technology resources via off-campus remote access.

We recognize that the digital world allows anytime, anywhere, time, access. Uses mentioned in this policy apply to inside school use and may in certain instances apply to personal technology use and/or uses outside of school. Any use of district services that could cause substantial disruption in school may be viewed as a violation of the Acceptable Use Policy and may be subject to disciplinary consequences.

In accordance with the Children's Online Privacy Protection Act (COPPA) and Children's Internet Privacy Act (CIPA), the district will make every effort to provide the most secure and optimal learning environment. Pearland ISD provides a web filtering software to prohibit students from accessing obscene, pornographic, or otherwise inappropriate material. However, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is each student's responsibility to follow the guidelines for appropriate and acceptable use. Access to the Pearland ISD network is a privilege, and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly. Some web-based tools may require account creation under teacher supervision. If personal information, such as full name or age, is requested, the site will not share that information with third parties. Students may not disseminate personal information such as addresses and phone numbers while on the school network. Pearland ISD educates all students who are provided with Internet access to appropriate online behavior, interactions on social networking sites and cyberbullying.

GOAL

The district's goal is to prepare its members for life in a digital global community. To this end, the district will:

- Integrate technology with curriculum to enhance teaching and learning
- Promote critical thinking, communication, collaboration and problem-solving skills
- Encourage ethical practices by providing education about Internet safety and digital citizenship

- Provide a variety of technology and web-based tools and related technology skills

APPROPRIATE USE

- Students must log in and use the Pearland ISD filtered wireless network during the school day on 1:1 devices. Students must use only those accounts and passwords that they have been granted permission by the district to use. All account activities should be for educational purposes only.
- Students must only open, view, modify, and delete their own computer files or those provided by their teachers.
- Students must immediately report threatening messages or discomforting Internet files/sites to a teacher or an administrator.
- Students are always responsible for their use of the district's network and online resources and must assume personal responsibility to behave ethically and responsibly, even when technology provides them freedom to do otherwise.
- Students must use appropriate language and follow proper etiquette if using email.

INAPPROPRIATE USE COULD INCLUDE:

- Using the district's electronic communications system to post messages or access materials for illegal purposes including, but not limited to, cyberbullying, gambling, pornography, and computer hacking.
- Disabling or attempting to disable any system monitoring or filtering, or security measures.
- Intentionally introducing a virus or other malicious programs onto the district's system.
- Sharing usernames and passwords with others, and/or borrowing someone else's username, password, or account access.
- Purposefully opening, viewing, using or deleting files belonging to another system user except when directed by a teacher or an administrator.
- Electronically posting personal information about oneself or others (i.e., address, phone numbers, and pictures) except as directed by district faculty or administration as part of a learning activity.
- Recording photos or videos of anyone except as directed by district faculty or administration as part of a learning activity.
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- The use of artificial intelligence (AI) tools to create deep fakes, manipulate media, or impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited.

- Students should not copy from any AI source nor submit assignments using generative AI as their original work
- Downloading or installing any commercial software, shareware, or freeware onto any district device, including network storage or district-owned mobile devices.
- Wasting or abusing school resources through unauthorized system use (i.e., playing online games, downloading music, etc.).

CONSEQUENCES FOR INAPPROPRIATE USE

- Appropriate disciplinary action up to expulsion from school or legal action in accordance with the Student Code of

  Conduct and applicable laws including monetary damages
- Termination of System User Account: The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user
- Possible criminal action as determined by local law enforcement

STUDENT CODE OF CONDUCT and STUDENT HANDBOOK ACKNOWLEDGEMENT

2026-2027

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct to promote a safe and orderly learning environment for every student. This year the 2026-2027 Student Code of Conduct will be available on the first day of school, August 19, 2026, at the following link https://www.pearlandisd.org/dresscode. Paper copies are available upon request.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher and/or campus administrators.

Thank you,

Dr. Larry Berger
Superintendent of Schools
Pearland Independent School District

Parent Acknowledgement Statement for Pearland ISD Student Handbook and Student Code of Conduct

My child and I have been offered the option to receive a paper copy or to electronically access the **Pearland ISD Student Handbook and Student Code of Conduct for 2026-2027**. I understand that both handbooks contain information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

Revisions to the Handbook and Student Code of Conduct upon approval by the Board will be made available promptly at the link provided. Paper copies of any revisions will be made available upon request.