

TOMBALL INDEPENDENT SCHOOL DISTRICT

SECONDARY HANDBOOK

2014-2015

Acknowledgement Form

This document contains the Tomball ISD Student Handbook for Grades 7-12, the **Student Code of Conduct**, the Extracurricular Student Activities Regulations, and the **Technology Resources Acceptable Use and Internet Safety Policy** for school year 2014-2015, including the District's guidelines for appropriate online behavior and use of social networking Web sites. The handbook contains information that students and parents may need during the school year. All students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the **Student Code of Conduct**.

Please read this publication thoroughly and discuss it among your family. If you have any questions, you are urged to ask for an explanation from your student's teacher or campus administrator.

Please sign below indicating your receipt and understanding that students will be held accountable for complying with the contents. Tear out this page and return it to your student's school.

Printed name of student: _____

Campus of student: _____

Grade level of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

TOMBALL INDEPENDENT SCHOOL DISTRICT

DISTRICT VISION

Tomball ISD students are well prepared for life and equipped with unlimited opportunities.

DISTRICT MISSION STATEMENT

Tomball ISD serves students through a culture that provides an innovative, personally rigorous and individually valuable education, reflective of community standards.

DISTRICT GOALS

- Tomball ISD students will succeed academically and in the work place.
- Tomball ISD will promote a climate reflective of community standards.
- Tomball ISD will retain and recruit quality staff.
- Tomball ISD will continuously pursue innovative teaching and learning practices.
- Tomball ISD will be fiscally responsible.

Board of Trustees

Mark Lewandowski	President
Michael Pratt	Vice President
Kathy Handler	Secretary
Ken Odom	Assistant Secretary
Sam Gregson	Trustee
John E. McStravick	Trustee
Lisa Nicholas	Trustee

Administration

Huey Kinchen	Superintendent
Dr. Martha Salazar-Zamora	Chief Academic Officer
Chris Trotter	Chief Administrative Officer
James Ross	Chief Financial Officer
Richard Vela	Executive Director for Ancillary Services
Dr. Valerie Petrzela	Executive Director of Elementary and Intermediate Schools
Dr. Amy Schindewolf	Executive Director of Secondary Schools
Heather Nichols	Director of Special Education
Ronny Peacock	Director of Athletics
James Baker	Director of Personnel
Dr. Staci Stanfield	Director of Communications
Karen Chlebo	Director of Administrative Services
Mark Tiedt	Director of Maintenance and Operations
Gary Hutton	Director of Construction
Whitney Johnson	Director of Child Nutrition
Beverly Beisert	Director of Transportation
Thomas Brawley	Director of Technology
Jason Curry	Coordinator of Information Services
Cathy Pool	Director of Health Services
Brad Bouley	Curriculum Director of Fine Arts
Dr. Randy Reedy	Curriculum Director of Accountability
Chris Scott	Curriculum Director of Math/Science
Carol Rangel	Curriculum Director of Bilingual, ESL, and LOTE
Dianne Tidwell	Curriculum Director of Instructional Technology
.....	Curriculum Director of Language Arts, Social Studies, and GT

Staffing as of July 9, 2014

Campus Information

Tomball Junior High School

30403 Quinn Road
Tomball, TX 77375
281-357-3000

Chad Allman Principal
TBD Asst. Principal
Lee Wright Asst. Principal
Kathy Donigan Counselor
Kim Strong Counselor
Tracey Bennett, R.N. Nurse
Mireya Ibonne Lozano Registrar
D'Lisa Sharp Attendance

Willow Wood Junior High School

11770 Gregson Blvd
Tomball, TX 77377
281-357-3030

Bob Frost Principal
Chad Stolle Asst. Principal
Debbie Yarotsky Asst. Principal
Barbara Frank Counselor
Karla Robertson Counselor
Sarah Wallace, R.N. Nurse
Melanie Karn Registrar
Elaine Jensen Attendance

Tomball High School

30330 Quinn Road
Tomball, TX 77375
281-357-3220

Greg Quinn Principal
Kim McKinney Associate Principal
Lisa Streat Asst. Principal
TBD Asst. Principal
Mark Vierkant Asst. Principal
Kevin Williams Asst. Principal
Emily Nichols Counselor
Carol Powell Counselor
Keyla Carroll Counselor
Karen Hill Counselor
Nancy Lynch Counselor
Diana Schultz, R.N. Nurse
Cathi Sabbe Registrar
Kelly Adkisson Attendance

Tomball Memorial High School

19100 Northpointe Ridge Lane
Tomball, TX 77377
281-357-3230

Carol Houston Principal
Chad Smith Associate Principal
Ana Bruton Asst. Principal
Sherry Baker Asst. Principal
David Unruh Asst. Principal
Stephen Hinze Asst. Principal
Norma Phelan Counselor
Sheri Forsyth Counselor
Lashelle Nix Counselor
Julie Wylie Counselor
Jennifer McCready Counselor
Hilary Butella Nurse
Lucy Erwin Registrar
Elaine Santangelo Attendance

Tomball Alternative Education Center

1302 Keefer Street
Tomball, TX 77375
281-357-3281

Becky Dale Principal
Cathy Pool, R.N. Nurse
Debbie Rigg Attendance

Staffing as of July 25, 2014

Tomball ISD Calendar 2014-2015

August 15-22	Staff Development
August 25	First Day of School
September 1	Labor Day Holiday
November 24-28	Thanksgiving Holiday
December 22-January 2	Christmas Holiday
January 5	Staff Development/Student Holiday
January 19	Staff Development/Student Holiday
February 16	Staff Development/Student Holiday
March 9-13	Spring Break
April 3	Easter Holiday
May 25	Memorial Day Holiday
June 3	Last Day of School
June 4	Teacher Workday

DATES OF GRADING PERIODS

August 25 – September 26	First Six Weeks
September 29 – October 31	Second Six Weeks
November 3 – December 19	Third Six Weeks
January 6 – February 13	Fourth Six Weeks
February 17 – April 10	Fifth Six Weeks
April 13 – June 3	Sixth Six Weeks

EARLY RELEASE DATES (HALF DAY for STUDENTS)

October 17, December 19, June 3

EARLY RELEASE DATES (HALF DAY for STUDENTS) HIGH SCHOOL ONLY

December 18, June 2

Table of Contents

PREFACE	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES.....	2
PARENTAL INVOLVEMENT.....	2
Working Together	2
Parent Involvement Coordinator.....	3
PARENTAL RIGHTS	3
Obtaining Information and Protecting Student Rights	3
“Opting Out” of Surveys and Activities.....	3
Inspecting Surveys.....	3
Requesting Professional Qualifications of Teachers and Staff	3
Reviewing Instructional Materials	4
Displaying a Student’s Artwork, Projects, Photos, and Other Original Work	4
Accessing Student Records	4
Granting Permission to Video or Audio Record a Student	4
Granting Permission to Receive Parenting and Paternity Awareness Instruction	5
Removing a Student Temporarily from the Classroom	5
Removing a Student from Human Sexuality Instruction.....	5
Removing a Student from Class for Tutoring or Test Preparation Purposes.....	5
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	6
Excusing a Student from Reciting a Portion of the Declaration of Independence	6
Requesting Limited or No Contact with a Student through Electronic Media	6
Requesting Notices of Certain Student Misconduct.....	6
School Safety Transfers.....	6
Requesting Classroom Assignment for Multiple Birth Siblings.....	7
Parents of Students with Disabilities with Other School-Aged Children in the Home	7
Request for the Use of a Service/Assistance Animal.....	7
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services	7
Students With Physical or Mental Impairments Protected under Section 504.....	7
Parents of Students Who Speak a Primary Language Other than English	8
Accommodations for Children of Military Families	8
Student Records	8
Change of Contact Information.....	10
Directory Information.....	10
Release of Student Information to Military Recruiters and Institutions of Higher Education	10
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS	11
ABSENCES/ATTENDANCE	11

<i>Compulsory Attendance</i>	11
<i>Exemptions to Compulsory Attendance</i>	11
<i>Failure to Comply with Compulsory Attendance</i>	12
<i>Attendance for Credit or Final Grade</i>	12
<i>Official Attendance-Taking Time</i>	13
<i>Documentation after an Absence</i>	13
<i>Excused/Unexcused Absences</i>	13
<i>Doctor's Note after an Absence for Illness</i>	14
<i>Driver License Attendance Verification</i>	14
AWARDS AND HONORS	14
<i>National Junior Honor Society</i>	14
<i>National Honor Society</i>	14
<i>Academic Letter of Excellence</i>	15
<i>Academic Recognition Program</i>	15
<i>Mr. and Miss Tomball High School and Tomball Memorial High School</i>	15
BULLYING	15
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	16
CELEBRATIONS	16
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN.....	16
CLASS RANK/HIGHEST RANKING STUDENT.....	17
CLASS SCHEDULES	17
COLLEGE AND UNIVERSITY ADMISSIONS.....	17
COLLEGE CREDIT COURSES	18
COMPLAINTS AND CONCERNS.....	18
CONDUCT.....	18
<i>Applicability of School Rules</i>	18
<i>Disruptions of School Operations</i>	19
<i>Social Events</i>	19
CONTAGIOUS DISEASES/CONDITIONS.....	19
COUNSELING	19
<i>Academic Counseling</i>	19
<i>Personal Counseling</i>	20
<i>Psychological Exams, Tests, or Treatment</i>	20
COURSE CREDIT	20
CREDIT BY EXAM—If a Student Has Taken the Course.....	20
CREDIT BY EXAM—If a Student Has Not Taken the Course	20
CUSTODY DISPUTES.....	21
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	21

<i>Dating Violence</i>	21
<i>Discrimination</i>	21
<i>Harassment</i>	21
<i>Sexual Harassment and Gender-Based Harassment</i>	22
<i>Retaliation</i>	22
<i>Reporting Procedures</i>	22
<i>Investigation of Report</i>	22
DISCRIMINATION	23
DISTANCE LEARNING	23
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	23
<i>School Materials</i>	23
<i>Nonschool Materials - from students</i>	24
<i>Nonschool Materials - from others</i>	24
DRESS AND GROOMING	24
<i>Dress Code for Extracurricular Activities</i>	26
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES	26
<i>Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones</i>	26
<i>Possession and Use of Other Electronic Devices</i>	26
<i>Instructional Use of Personal Telecommunications and Other Electronic Devices</i>	26
<i>Acceptable Use of District Technology Resources</i>	27
<i>Unacceptable and Inappropriate Use of Technology Resources</i>	27
END OF COURSE (EOC) ASSESSMENTS	27
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	27
<i>Academic Eligibility</i>	28
<i>Student Clubs / Organizations</i>	29
<i>Student Council</i>	29
<i>Class Officers</i>	29
<i>Offices and Elections</i>	29
<i>Standards of Behavior</i>	29
<i>Student Activities and Travel</i>	30
FEES	30
FUND-RAISING	31
GANG-FREE ZONES	31
GENDER-BASED HARASSMENT	31
GRADE LEVEL CLASSIFICATION	31
GRADING GUIDELINES	31
<i>Late Enrollment/Transfers</i>	31
<i>PreAP, AP, Dual Credit Courses</i>	32

Semester Exams.....	32
Exam Exemptions	32
GRADUATION.....	33
<i>Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-2015 School Year</i>	33
<i>Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs</i>	33
<i>Foundation Graduation Program</i>	34
<i>Personal Graduation Plans for Students Under the Foundation Graduation Program</i>	34
<i>Available Course Options for All Graduation Programs</i>	34
<i>Certificates of Coursework Completion</i>	35
<i>Students with Disabilities</i>	35
<i>Graduation Activities</i>	35
<i>Honor Graduates</i>	35
<i>Graduation Speakers</i>	36
<i>Graduation Expenses</i>	36
<i>Scholarships and Grants</i>	36
HARASSMENT	36
HAZING	36
HEALTH-RELATED MATTERS	36
<i>Student Illness</i>	36
<i>Bacterial Meningitis</i>	37
<i>Food Allergies</i>	38
<i>Head Lice</i>	38
<i>Physical Education Activities for Students</i>	39
<i>Physical Fitness Assessment</i>	39
<i>School Health Advisory Council (SHAC)</i>	39
<i>Vending Machines</i>	39
<i>Tobacco Prohibited</i>	39
<i>Asbestos Management Plan</i>	39
<i>Pest Management Plan</i>	40
HOMELESS STUDENTS.....	40
HOMEWORK.....	40
ILLNESS.....	40
IMMUNIZATION.....	40
LAW ENFORCEMENT AGENCIES	41
<i>Questioning of Students</i>	41
<i>Students Taken Into Custody</i>	41
<i>Notification of Law Violations</i>	42

LEAVING CAMPUS	42
<i>During Lunch</i>	42
<i>At Any Other Time during the School Day</i>	42
LIMITED ENGLISH PROFICIENT STUDENTS.....	43
LOST AND FOUND	43
MAKE-UP WORK/LATE WORK.....	43
<i>Make-up Work Because of Absence</i>	43
<i>Late Work</i>	44
<i>DAEP Make-up Work</i>	44
<i>In-school Suspension (ISS) Make-up Work</i>	44
MEDICINE AT SCHOOL.....	44
<i>Psychotropic Drugs</i>	45
MESSAGES OR DELIVERIES FOR STUDENTS	45
NONDISCRIMINATION STATEMENT	45
NONTRADITIONAL ACADEMIC PROGRAMS	45
<i>Grad Lab</i>	45
<i>Tomball ISD Success Academy</i>	46
PHYSICAL EXAMINATIONS/HEALTH SCREENINGS	46
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE	46
PRAYER.....	47
PROMOTION AND RETENTION.....	47
RELEASE OF STUDENTS FROM SCHOOL	48
REPORT CARDS/PROGRESS REPORTS AND CONFERENCES.....	48
RETALIATION	48
SAFETY.....	48
<i>Accident Insurance</i>	49
<i>Child Abuse</i>	49
<i>Crimestoppers Safe School Program</i>	49
<i>Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies</i>	49
<i>Emergency Procedures</i>	49
<i>Emergency Medical Treatment and Information</i>	49
<i>Emergency School-Closing Information</i>	49
SAT, ACT, AND OTHER STANDARDIZED TESTS	50
SCHEDULE CHANGES.....	50
SCHOOL FACILITIES.....	50
<i>Use by Students Before and After School</i>	50
<i>Conduct Before and After School</i>	50
<i>Use of Hallways During Class Time</i>	51

<i>Food and Drink</i>	<i>51</i>
<i>Cafeteria Services.....</i>	<i>51</i>
<i>Library.....</i>	<i>51</i>
<i>Meetings of Noncurriculum-Related Groups.....</i>	<i>51</i>
SEARCHES	52
<i>Students' Desks and Lockers.....</i>	<i>52</i>
<i>Telecommunications and Other Electronic Devices.....</i>	<i>52</i>
<i>Vehicles on Campus</i>	<i>52</i>
<i>Trained Dogs</i>	<i>52</i>
<i>Drug-Testing</i>	<i>52</i>
SEXUAL HARASSMENT.....	53
SPECIAL PROGRAMS.....	53
STANDARDIZED TESTING.....	53
<i>SAT/ACT (Scholastic Aptitude Test and American College Test).....</i>	<i>53</i>
<i>STAAR (State of Texas Assessments of Academic Readiness).....</i>	<i>53</i>
<i>Grades 3-8.....</i>	<i>53</i>
<i>End of Course (EOC) Assessments for Students in Grades 9-12.....</i>	<i>54</i>
<i>TSI (Texas Success Initiative).....</i>	<i>54</i>
STEROIDS	54
STUDENTS IN FOSTER CARE.....	54
STUDENT SPEAKERS.....	55
STUDENT PARKING.....	55
SUBSTANCE ABUSE PREVENTION AND INTERVENTION	55
SUICIDE AWARENESS.....	55
SUMMER SCHOOL.....	55
TELEPHONE.....	56
TARDINESS	56
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS.....	56
TRANSFERS	56
TRANSCRIPTS	56
TRANSPORTATION.....	57
<i>School Sponsored Trips.....</i>	<i>57</i>
<i>Buses and Other School Vehicles.....</i>	<i>57</i>
VANDALISM.....	58
VIDEO CAMERAS.....	58
VISITORS TO THE SCHOOL	58
<i>General Visitors</i>	<i>58</i>

VOLUNTEERS	58
VOTER REGISTRATION.....	58
WITHDRAWING FROM SCHOOL	59
GLOSSARY	60
APPENDIX I:	62
<i>Freedom from Bullying Policy</i>	62

PREFACE

To Students and Parents:

Welcome to the 2014-2015 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Tomball Independent School District Secondary Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Tomball Independent School District **Student Code of Conduct**, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. This document may be found as an attachment to this handbook and posted on the Tomball Independent School District's website at www.tomballisd.net, and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy (found under “Resources” on the District's website, www.tomballisd.net) and the **Student Code of Conduct**. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the **Student Code of Conduct**) and any provisions of the Student Handbook, the current provisions of board policy and the **Student Code of Conduct** are to be followed. If written Board of Trustees directives or policy on a subject do not exist, written guidelines, decisions, and actions of the administration will prevail; therefore, this document will not be all inclusive.

Also, please be aware that the handbook is updated yearly, 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 newsletters or other communications. 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 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.

In addition to the policies included in this publication, regulations from the Texas Education Agency and the University Interscholastic League and standards from the Southern Association of Colleges and Schools will be followed in the administration of the School District.

If you or your child has questions about any of the material in this handbook, please contact the principal.

Also, please complete and return to your child's campus the Parental Acknowledgement Form. Parents of returning students are required to annually update important information on students, such as emergency contacts, medical information, etc. A reminder notice along with instructions for completing this process will be sent by mail during the summer. Other pertinent forms may be sent with your child or by mail. Please review these carefully and return them promptly. [See **Obtaining Information and Protecting Student Rights** on page 3 and **Directory Information** on page 10 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The District's official policy manual is available for review in the Superintendent's office and online at www.tomballisd.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Tomball Independent School District Secondary Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

PARENTAL INVOLVEMENT

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 on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **REPORT CARDS/PROGRESS REPORTS AND CONFERENCES** on page *Error! Bookmark not defined.*, **Academic Counseling** on page 19.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 48.]
- Becoming a school volunteer. [For further information, see policy GKG or **Volunteers** on page 58.]
- Participating in campus parent organizations such as Renaissance and booster clubs for student 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 the principal.]
- Serving on the School Health Advisory Council, assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 39.]
- 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.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [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 Dr. Darlene Blair who may be contacted at 310 S. Cherry St., Tomball, Texas, 77375, (281) 357-3100.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

Your child 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—that 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.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- 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 special program or to receive financial assistance under such a program.

You will 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 Surveys and Activities

As a parent, you have a right to receive notice of and 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.]

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Requesting Professional Qualifications of Teachers and Staff

You 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; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a 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 to your child.

[Also see **Removing a Student Temporarily from the Classroom** on page 5 and **Removing a Student from Human Sexuality Instruction** on page 5 for additional information.]

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement.

However, the District will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works 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, videos, or other methods of mass communication. The District will also seek consent before displaying or publishing an original video or voice recording in this manner.

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See **Student Records** on page 8.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the District to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the District's parenting and paternity awareness program, or your child will not be allowed to participate in the instruction. 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.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Removing a Student from Human Sexuality Instruction

As a part of the 7th grade Science curriculum, the Health curriculum, and the Health Science Technology I curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

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

The course syllabus for each of these courses will contain information regarding human sexuality instruction.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the District's SHAC. Please see the campus principal for additional information.

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required 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.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and A Minute of Silence** on page 46 and policy EC(LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the District to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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.

Requesting Notices of Certain Student Misconduct

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

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- Consult with district administrators if your child has been determined by the District to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 15, policy FDB and policy FFI.]

- Request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another district campus (or a neighboring district) if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred

on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the District will transfer the assailant in accordance with policy FDE.

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Parents of Students with Disabilities 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. However, the District is not required to provide transportation to the 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).]

Request for the 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 at least ten district business days before bringing the service/assistance animal on campus.

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The District must complete the evaluation and the report within the timeline prescribed by law once the District receives written consent. The District must give a copy of the evaluation report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the District. The District is required to give parents the **Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities**. Additional information regarding the IDEA is available from the District in a companion document **A Guide to the Admission, Review, and Dismissal Process**.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>.
- Partners Resource Network, at [http:// www.partnerstx.org/](http://www.partnerstx.org/)

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 is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Heather Nichols at 281-357-3140.

[Also see policy FB]

Parents of 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 difficulty performing ordinary class work in English. If the student qualifies for these extra 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.

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the District. The District will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students 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 student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The 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, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, 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.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.

“Legitimate educational interest” in a student’s records includes 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.

- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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.

The address of the superintendent’s office is 310 S. Cherry St., Tomball, TX, 77375.

The addresses of the principals’ offices are found on page iii.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the District’s grading policy. [See FINALITY OF GRADES at policy FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 48 and **Student or Parent Complaints and Concerns** on page 17 for an overview of the process.]

The District’s policy regarding student records found at policy FL is available from the principal’s or Superintendent’s office or on the District’s website at www.tomballisd.net.

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 that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note: Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Change of Contact Information

Any change of contact information such as address, phone number, place of employment, email or alternate emergency contact persons should be reported to the registrar.

Directory Information

The law permits the District to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year or on a later date established by the District. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet under separate cover.]

The District often needs to use student information for the following school sponsored purposes: school yearbooks, district publications, honors and awards, and participation in student activities. For these specific school sponsored purposes, the District has designated the following as directory information: your child’s name, address, photograph, date of birth, major field of study, honors and awards received, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, or weight and height, if a member of an athletic team, student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.. 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 your permission each time the District wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the District has identified the following as directory information: your child’s name, major field of study, honors and awards received, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams. 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 request from an outside entity or individual.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the District not to release their child’s information without prior written consent. A form has been provided under separate cover for you to complete if you do not want the District to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT 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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact your child's principal.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 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 who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester the District may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Partial day absences due to documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted within 5 days of the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state
 - Mental health or therapy appointments; or

- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), and the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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 of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the principal prior to the absences.

As listed in Section I at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 8 for that section.

An 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.

Failure to Comply with Compulsory Attendance

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

[See policy FEA(LEGAL).]

The District participates in the Harris County District Attorney's Office's "Stay in School" program for all grade levels. The program is designed to increase school attendance.

Attendance for Credit or Final Grade

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

The actual number of days a student must be in attendance in order 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

The District must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

At the secondary level, attendance for this reporting purpose is taken every day during the second instructional hour.

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

Documentation after an Absence

When a student is 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. The note must be turned in within 2 days of the student's return to school. Additionally, if absences become excessive, the student may be required to submit a doctor's note verifying illness for the absences to be excused. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older and is no longer a dependent of his parents for tax purposes or is an emancipated minor under state law. A phone call from the parent may be accepted, but the District reserves the right to require a written note.

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 note that, unless the absence is for a statutorily 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.

Excused/Unexcused Absences

Absences will be classified as "excused" or "unexcused." Absences that are documented and verified for the following reasons will be classified as excused:

- Personal illness (with a doctor's or parent note)
- Serious illness or death in the immediate family
- Medical or dental appointments (with a doctor's note)

- Weather or road conditions making travel dangerous
- Extenuating circumstances approved by the Principal (5 day maximum per school year)

Absences for reasons other than those listed above will be considered unexcused.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be 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 in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's records and, in certain circumstances, for a school administrator to provide the student's attendance information to the DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

AWARDS AND HONORS

Outstanding performance by students is recognized in a variety of ways at the campus level.

In addition to recognition at the campus level, the Tomball ISD Board of Trustees sponsors an annual Academic Awards Program. It is the intention of the TISD Board of Trustees to recognize as many outstanding students as possible. In so doing, students are not eligible to receive this award in consecutive years. The only exception to this occurs during a student's senior year in high school; if any of the top four seniors have received this award as a junior, they are eligible to receive the award again as a senior. Selection of junior high school students will be based upon their weighted grade point average (semester grade + 5% for Pre-AP and Accelerated Courses; semester grade + 10% for high school credit courses for the current year as of the end of the first semester). Grades eligible for calculating each student's weighted grade average are those earned throughout the regular school year, including approved transfer grades. Credit earned for the Office Aide position and for Off-Campus Physical Education does not count toward academic recognition. Selection of high school students will be based upon their cumulative high school grade point average as of the end of the first semester. Students must be enrolled for a minimum of two full six-week grading periods in order to be eligible.

National Junior Honor Society

Membership in the National Junior Honor Society shall be based upon scholarship, school citizenship, service, leadership, and character. To be considered for election to the National Junior Honor Society, a student must have a minimum cumulative semester average of 96.000. Eligible candidates will be considered for selection by a faculty council who will review the qualifications of all candidates, including grades, conduct, and the application packet. A copy of the NJHS handbook and constitution are on file in the Principal's office and available for review upon request.

National Honor Society

The National Honor Society works to bring the accomplishment of outstanding high school students to the attention of their classmates, their parents, and the college they plan to attend. Each year members of the advisory council select the new members of a Tomball ISD Chapter of the NHS. Candidates eligible for

membership in a chapter must have a minimum grade point average of 96.000 and have attended a Tomball ISD high school for at least one semester. Only students in grades 11 and 12 are eligible for membership, which is based on scholarship, service and character. A copy of the NHS handbook and constitution are on file in the Principal's office and available for review upon request.

Academic Letter of Excellence

The high schools award an Academic Letter of Excellence to qualifying students. Please see the Lettering Guidelines for criteria.

Academic Recognition Program

The Renaissance Academic Booster Club and the Academic Recognition Club, organizations of volunteer parents, work with local businesses to secure incentives to be used to recognize students who are achieving academic excellence and/or overall improvement.

Mr. and Miss Tomball High School and Tomball Memorial High School

Each year the faculty will nominate outstanding seniors for the titles of Mr. and Miss Tomball High School and Mr. and Miss Tomball Memorial High School. Candidates must have maintained a 70 average or better in each course for the preceding semester and have not been guilty of a major disciplinary infraction within the year of his or her candidacy. From the list of nominees the senior class will elect Mr. and Miss Tomball High School and Mr. and Miss Tomball Memorial High School.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-related activity, or in a district operated vehicle, and the behavior

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to 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.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The District will also contact the parents of the victim and of the student who was found to have engaged in the 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.

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 parent, 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. (Also see **School Safety Transfers** on page 6.)

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 **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21, **School Safety Transfers** on page 6, **Hazing** on page 36, policy FFI, and the District Improvement Plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The District offers career and technical education programs in the following areas: Agriculture, Business, Health Science Technology Education, Family and Consumer Science, Technology Education, Marketing Education and Office Education. Admission to these programs is based on interest, aptitude, age appropriateness, and class space available.

Tomball Independent School District will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 45 for additional information regarding the District's efforts regarding participation in these programs.]

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Also see **Food Allergies** on page 38.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed in the District Improvement Plan. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and 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.

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

To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

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

Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK/HIGHEST RANKING STUDENT

Procedures for determining grade point average and rank in class may be found in the high school Course Selection Guide which is updated annually. The Course Selection Guide is posted on the district website at www.tomballisd.net or may be obtained from the Counselors' office. [For further information, see policy EIC.]

Students entering grade 9 in the 2014-2015 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the District based on the new graduation plan. As these decisions are made, the District will make the information available to the students affected by these changes.

CLASS SCHEDULES

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 parent consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** on page 50 for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

*Beginning with ninth graders in the 2014-2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2015 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through independent holistic review process.

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

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

[See also **Class Rank/Highest Ranking Student** on page 17 for information specifically related to how the District calculates a student's rank in class and **Graduation Requirements** on page 34 for information associated with the foundation graduation program.]

COLLEGE CREDIT COURSES

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

- 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 Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Lone Star College;
- Enrollment in courses taught at the following institutions in the district: Lone Star College - Tomball; and
- Certain CTE courses.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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

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

Due to the special training required of teachers and the rigor and classroom interaction required in college level courses, they cannot be taught in an alternative setting. Students who are removed from the regular classroom for more than 15 days will be changed into a regular level class and no college credit or quality points will be awarded.

COMPLAINTS AND CONCERNS

The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG(LOCAL) in the District's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the District's website at www.tomballisd.net.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the Assistant Superintendent for Administrative Services. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

CONDUCT

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 these standards. The District has disciplinary authority over a student in accordance with the **Student Code of Conduct**. Students and parents should be familiar with the standards set out in the **Student Code of Conduct**, as well as campus and classroom rules. During 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.

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.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on 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; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the District.

Social Events

School rules apply to all school social events. Surprise parties and/or birthday parties are not permitted in classrooms. At the junior high level, dances are only for currently enrolled students. Students are to attend dances at their home campuses only. High school students who bring a guest will be responsible for the behavior of that guest. Students who leave a school dance before the start of the last hour of the dance must sign out and must indicate their time of departure. No student who leaves a school dance will be readmitted at any time.

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

CONTAGIOUS DISEASES/CONDITIONS

Tomball ISD follows the criterion for exclusion from attendance set by the Harris County Public Health and Environmental Services (HCPES). Their website is www.hcpes.org and their telephone number is (713) 439-6000.

[See **Student Illness** under **Health Related Matters** on page 36.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year 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 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.

Personal Counseling

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 request an appointment through the school counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** on page 55 and **Suicide Awareness** on page 55.]

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies EHBA(LEGAL), FFE(LEGAL) and FFG(EXHIBIT).]

COURSE CREDIT

A student in grades 9-12 will earn credit for a course only if the final grade is 70 or above. Students receive credit for each semester of a full year course for which they receive a passing grade. Semester credits count toward graduation but do not satisfy credit for the full year course taken until (1) both semesters are successfully passed, or (2) the second semester is passed and the average for both semesters is passing, or (3) the failed semester is passed by make-up credit options. In order to receive credit for a full year course taken at the junior high level for high school credit, both semesters must be successfully completed.

CREDIT BY EXAM—If a Student Has Taken the Course

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

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

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 school counselor and policy EHDB.]

CREDIT BY EXAM—If a Student Has Not Taken the Course

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, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled, registration forms, and registration deadlines will be published in appropriate district publications and on the District's Web site. The only exception to the published dates will be for any exams administered by another entity besides the District. In this case, a student and the District must comply with the testing schedule of the other entity. During each testing window provided by the District, a student may attempt a specific exam only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or 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. 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) must register with the school counselor no later than 30 days prior to the scheduled testing date.

[For further information, see policy EHDC.]

CUSTODY DISPUTES

Unless otherwise ordered by a court, both parents are entitled to school records, access to a child, access to school staff and to attend school events. If one parent asks for another parent not to have these rights, a valid court order must be given to the school. The school will not become involved in solving custody disputes, changing custody, or as being a vehicle to avoid custody orders. When a dispute occurs the principal will ask both parents for the latest copy of a signed custody order.

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 at www.tomballisd.net. [See policy FFH]

Dating Violence

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

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

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, 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 the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

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

Retaliation

Retaliation against a person who makes a good faith report 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. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the District will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. 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 involving 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 the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21.]

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 26.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the principal a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be available to parents of middle and high school students at least once each year through the Course Description and Course Selection Guides. If you do not receive a copy or have questions about this policy, please contact the school counselor.

If a student in grades 8-12 wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must submit a request no later than 30 days prior to the start date of the course and must obtain prior approval from the counselor in order to receive credit for the course. If the student does not receive prior approval, the District may not recognize and apply the course or subject toward graduation requirements or subject mastery. See the counselor prior to enrolling in any distance learning course for other limitations that may apply.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The yearbook is available to students.

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

[See **Directory Information for School Sponsored Purposes** on page 10.]

Nonschool Materials - from students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collecting by students. [See policy FNAA.]

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

Nonschool Materials - from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the District, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Director of Administrative Services for prior review. The Director of Administrative Services will approve or reject the materials within five school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The principal has designated a location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING

The District's dress code 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 that they comply with the following:

1. Shoes are to be worn at all times. For safety purposes, shoes with wheels and house shoes are not allowed.
2. Students' dress and grooming should be neat and appropriate for their age group and school activities.
3. Clothing is to be modest and conform to the standards established for appropriate school attire. Pajamas are not appropriate. Students are to wear appropriate under-garments. A modest appearance must be maintained when standing, seated, or bending.
4. Hair should be clean and neatly groomed and colored only in a natural hair color. It should not cover the eyes or be colored or styled in any way that is distracting to the learning environment.

- a. Curlers are not acceptable.
 - b. Male students must be clean shaven. Sideburns should not extend below the earlobe. When combed, hair length should not extend below the bottom of a dress collar or the top of a t- shirt.
5. Faces are not to be covered (including face paint).
6. Students are not to wear:
- a. Jewelry or trinkets that are noisy and distracting; clothing that is paramilitary; obscene; dangerous; occult or gang-related; or that advertise sex, drugs, tobacco, or any product related to alcohol, tobacco, or drugs. Students may not wear suggestive or inappropriately located decorative patches, insignia, or clothing with improper advertising, pictures, slogans, or statements.
 - b. Mouth grills
 - c. Tattoos. Visible tattoos must be covered.
 - d. Any body piercing (other than earrings for girls). Earrings are not acceptable for boys. Covering unacceptable body piercing or earrings is not permitted.
 - e. Clothing that in any way would suggest disrespect for the American flag.
 - f. Sweat bands, bandannas, and hats/caps/hoods inside the building.
 - g. Trench coats, dusters, or excessively large jackets.
 - h. Clothing that does not adequately cover the body or that has tears or rips that are higher than mid-thigh, such as:
 - i. Low cut, see-through, spaghetti straps or backless dresses, or other revealing tops. Midriffs are to be covered.
 - ii. Sleeveless shirts for boys.
 - iii. Baggy/oversized pants or pants that hang on the hipbone, or unhemmed shorts.
 - iv. Shorts, skirts, or split skirts shorter than mid-thigh in length. Skirts should be slit no higher than mid-thigh. Leggings worn under skirts or shorts do not alter this regulation.
 - v. Apparel designed for participation in sporting events (spandex, nylon athletic shorts, running shorts, tempo shorts, biking shorts, and similar apparel) worn on school property during school hours except for school sponsored activities.
 - i. Chains or other accessories of any length or size (including wallet chains) which could be used to inflict injury upon others are not allowed.

Note: Additional dress code guidelines will be in effect for students who are attending the Tomball AEP located at the Tomball Alternative Education Center (TAEC). Students are expected to be in compliance with this dress code when they enter TAEC. Please see a campus administrator or the TAEC Principal for further details.

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**.

A student who wears a hat or unacceptable jewelry will be asked to correct this violation of the dress code. A student who continues to violate this part of the dress code will surrender the item to an administrator. These items may be kept by the administrator for a period of time to be determined by the administrator, including until the end of day or the end of the year or until the parent comes to the school to retrieve the item.

A student who is found to be displaying a visible tattoo that violates this policy will be asked to cover up the tattoo so long as the student is on school grounds or while the student is attending a school sponsored or school-related activity, on or off school property.

Exceptions to the dress code due to medical or religious reasons may be granted subject to approval by the administration.

Dress Code for Extracurricular Activities

The principal, in collaboration with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who attend or participate in the activity if the principal reasonably believes that the student's dress or grooming:

1. Creates a hazard to the student's safety or to the safety of others; or
2. Will prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

If the student's dress or grooming is objectionable under these provisions, the principal or sponsor shall request the student to make appropriate corrections. If the student refuses, the principal (or sponsor) shall notify the student's parent or legal guardian and request that person to make the necessary correction. Students who violate provisions of the dress code relating to the extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal may determine. If both the student and parent or legal guardian refuse, the principal shall take appropriate disciplinary action.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the District permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office and may be charged a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 52 and policy FNF.]

Any disciplinary action will be in accordance with the **Student Code of Conduct**. The District is not responsible for any damaged, lost, or stolen telecommunications device.

Possession and Use of Other Electronic Devices

Except as described below, students are not permitted to use personal electronic devices such as digital music players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 52 and policy FNF.]

Any disciplinary action will be in accordance with the **Student Code of Conduct**. The District is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use.

When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the District has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of the technological resources, which include the District's network systems and use of district equipment, is restricted to approved purposes only. The Computer Acceptable Use and Internet Safety policy can be found as an addendum to this handbook and online at www.tomballisd.net. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether 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 <http://beforeyoutext.com>, a state developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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.

END OF COURSE (EOC) ASSESSMENTS

See **Graduation** on page 32 and **Standardized Testing** on page 53.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school sponsored 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.

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** on page 57.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; 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.state.tx.us.

[See <http://www.uil texas.org> for additional information on all UIL governed activities.] Student safety in extra-curricular 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.

Academic Eligibility

The following provisions apply to all extracurricular activities:

- A student currently enrolled in Tomball ISD is considered eligible to participate in extracurricular activities on or off campus at the beginning of the school year only if
 - Students beginning grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
 - Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
 - Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
 - Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- A student who receives at the end of the first six weeks or any subsequent grading period a grade below 70 in any academic class—with the possible exception of an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks. At the high school level, up to two exemptions per grading period are allowed for students who score no less than 60 in identified Pre-A.P., A.P. or dual credit courses. These courses are identified in the course selection guide.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- Students enrolled in dual credit courses are required to report grades to the high school in accordance with UIL regulations. High school faculty teaching dual credit courses at the high school report grades in compliance with UIL.
- For those who lose eligibility, grades will be rechecked at the end of three weeks. The suspension continues until such time as the student achieves a course grade average of at least a 70 in each subject at a scheduled grade check.
 - A student must wait seven (7) calendar days to recover eligibility at the end of the grading period and the three (3) week school evaluation period.
 - A student who is losing eligibility has a seven (7) calendar day grace period after the end of the grading period.
 - The three (3) week school evaluation period refers to school weeks and does not include weeklong holidays, semester breaks, or spring breaks.
 - All students are eligible during a school holiday of a full calendar week or more.
 - If a grading period or three week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.
 - Students lose eligibility for a three school-week period. For purposes of law, “three school weeks” is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday, and Friday.
- An ineligible student may practice or rehearse with other students but may not participate in any competitive activity.

- **Grade Check Calendar:**

Six Week Grade Checks: Lose/Regain Eligibility

September 26	October 3
October 31	November 7
December 19	January 13
February 13	February 20
April 10	April 17

Three Week Grade Checks: Regain Eligibility

October 17	October 24
November 21	December 8
January 26	February 2
March 6	March 23
May 1	May 8

- A student shall be allowed in a school year a maximum of 15 extracurricular absences prior to post-district competition; however, a student shall be allowed unlimited absences for participation in post-district, state, or national competition.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

[For further information, see policies at FM and FO.]

Student Clubs / Organizations

Written parent permission is required in order for a student to participate in any student club or organization. Students desiring to form a club or organization to meet on school premises shall file a written request with the campus principal or designee. Forms and complete regulations are available in the front office. Requests shall be subject to approval by the principal based on the availability of meeting space and compliance with the policy.

New clubs will be authorized on the basis of educational worthiness and school service.

Students experiencing poor academic achievement and/or poor conduct risk disciplinary action and loss of school activity and travel privileges as outlined in the organization's by-laws, constitution, or in regulations provided by the sponsor or director.

Student Council

The Student Council is a student organization which is representative of the entire student body. Its purpose is to promote the general betterment of the school through effective student government, placing the emphasis upon citizenship and leadership. Procedures for participation are available from the sponsor.

Class Officers

The senior, junior, and sophomore classes will elect officers in the spring of each year. The freshman class will elect officers in the fall of each year. The purpose of class officers is to promote spirit, organize projects, and provide fund raising activities for their class. All class officers are strongly encouraged to join student council. Qualifications and election information may be obtained through the class sponsor.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Election information may be obtained from the group's coach or sponsor.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior - including consequences for misbehavior - that are stricter than those for

students in general. If a violation is also a violation of school rules, the consequences specified by the **Student Code of Conduct** or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups** on page 51.]

Student Activities and Travel

School sponsored activities and trips are considered an extension of the school program for currently enrolled students; therefore, all policies and regulations are in effect while students are participating in these activities and trips. Students found in violation of school policies risk disciplinary action and loss of school activity and travel privileges. For certain violations of policy, parents will be contacted and the student sent home at his/her own expense as quickly as arrangements can be made to do so. Sponsors will not be expected to remain responsible for uncooperative students.

Students who have the privilege of taking part in a school activity or trip during school time are expected to meet UIL eligibility rules, and to make up work missed on a reasonable schedule to be determined by the teacher. Students who have a letter on file with the Harris County District Attorney for truancy are not eligible for field trips. Unless extenuating circumstances exist, students should be in attendance at school prior to participation in any school-sponsored activity that day. A student absent for any portion of the day shall present a note, signed by the parent, describing the reason for the absence.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and 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.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an education program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policy FP.]

FUND-RAISING

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 principal at least 10 days before the event. [For further information, see policies at FJ and GE.]

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.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21.]

GRADE LEVEL CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation. All grade-level classification shall be made at the beginning of the fall semester, with the exception of 3rd year sophomores, 4th year juniors, and juniors who will be graduating at the end of the spring semester, who will be reclassified at the beginning of the spring semester as well.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

GRADING GUIDELINES

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 approved by the Superintendent. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated. Procedures for a student to follow after an absence will also be addressed.

In grades 7–12, achievement is reported to parents as numeric grades.

[Also see **Report Cards/Progress Reports and Conferences** on page 48 for additional information on grading guidelines.]

Late Enrollment/Transfers

When a student enrolls in Tomball ISD, transfer grades that are presented with the student's records will be averaged with any work completed in Tomball I.S.D. prior to the end of the given grading period. If the enrollment of a student from any school other than an accredited Texas public school occurs during the last grading period of the school year, the student will be assessed in each core area using Credit by Exam and/ or the state assessment test to determine promotion, placement, or retention for the next school year. Once the assessment has been completed, the grades must be delivered to the Registrar who will enter them into the student accounting system. If a student enrolls at the high school after the ninth week of any semester and has not previously been enrolled in a course(s), the student shall receive a NO CREDIT (NC) for that course(s) for the semester grade. The date at which a student will receive an NC shall be determined based on the date of the first day of school. Absences incurred are subject to the attendance policies.

PreAP, AP, Dual Credit Courses

PreAP, AP and Dual Credit Courses receive quality points based on TISD grading guidelines (See TISD Course Selection Guide for more information). Due to the special training required of teachers and the rigor and classroom interaction required in these courses, they cannot be taught in an alternative setting. Students who are removed from the classroom to a disciplinary alternative setting for more than 15 days will be changed into a regular level class and no college credit or quality points will be awarded.

Semester Exams

At the end of each semester, examinations are given in all classes for which high school credit is earned. A student who misses an exam due to an excused absence must make up the exam in accordance with the procedures and schedule established by the school administration. A student who misses an exam and is not eligible to makeup the exam will receive a zero for the examination. Due to a change in state requirements for standardized testing, the weight of semester exams in the final grade has not been finalized at the time of printing. They will be distributed at the beginning of the school year.

Exam Exemptions

Exemptions are a privilege to be earned by high school students (junior high school students are not eligible). All high school students will take all semester exams during the 1st semester. :

A high school student who achieves Level III on State Assessment Exams for all related courses taken during the current year may be exempt from all spring semester exams, provided the student is passing the course for the semester.

A high school student may exempt second semester exams on a course by course basis by meeting the specific requirement of the course:

- For courses with TAKS/STAAR assessments:
 - Pass the TAKS or achieve a Level II on the STAAR End of Course Test and
 - Be passing the course for the semester
- For ALL other courses:
 - Have a minimum of an 85 average for the semester

Additionally, all exam exemptions are contingent upon the student meeting the following criteria:

- The student must have no more than four (4) absences the 1st semester in a full year course, and no more than three (3) absences the 2nd semester prior to the day of the exam to be exempted.
- All students must be in attendance on the day of the semester exam review or they forfeit their exemption.
- All textbooks must be clear.
- Students must not have incurred more than one (1) ISS assignment per semester.
- Students who were assigned OSS or AEP during either semester may not be exempt.
- Attendance hardship cases may be appealed to the Exam Exemption Committee. The hardship appeal forms for exam exemptions may be picked up in the principal's office beginning April 30 and returned no later than May 16.

Students who transfer into Tomball ISD in the spring semester are responsible to show proof of attendance, textbook and state assessment records from their previous school. Parents have the right to waive their child's exemption.

Note: If state assessment scores are not returned by the State of Texas in a timely manner that allows the District to evaluate the success of the individual student, then the 85 average for the semester will apply.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-2015 School Year

To receive a high school diploma from the District, a student who was enrolled in high school prior to the 2014-2015 school year must successfully:

- 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; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

See also **Standardized Testing** on page 53 for more information.

Requirements for a Diploma Beginning with the 2014-2015 School Year

Beginning with students who enter grade 9 in the 2014-2015 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, 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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, 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 assessment 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 the District will provide remediation to the student in the content area for which the performance was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Also see **Standardized Testing** on page 53 for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014-2015 school year, the District offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014-2015 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014-2015 school year must meet the credit and course requirements for graduation under the appropriate program or may choose to pursue the foundation graduation program. These credit and course requirements may be found in the Course Selection Guide on the high school page of the Tomball ISD website and are available in the counselor's office.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014-2015 school year and thereafter will graduate under a new program called the "foundation graduation program." Within the foundation graduation program are "endorsements," which are paths of interest that include Science, Technology, Engineering and Mathematics (STEM); Business and Industry; Public services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 34. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation 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 acknowledgements" that will be acknowledged on a student's diploma and transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam, on the PSAT, ACT-Plan, SAT or ACT exam, which are national exams or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

A student enrolled in high school prior to the 2014-2015 school year has the option of graduating under the foundation graduation program rather than the programs identified in the Course Selection Guide that would otherwise be applicable to the student. See the school counselor for additional information.

The credit and course requirements for graduating under the foundation graduation program may be found in the Course Selection Guide on the high school page of the Tomball ISD website and are available in the counselor's office.

Personal Graduation Plans for Students Under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The District encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9, and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of student that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

Available Course Options for All Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. [See STANDARDIZED TESTING for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

Graduation Activities

Commencement ceremonies are held at the end of the spring semester. Students wishing to graduate early must declare their intent to do so to their counselor. Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

All students eligible to participate in the commencement ceremony will receive a Graduation Packet (also available on the high school website) with procedures and expectations. Students and parents should carefully review this packet. Students are permitted to participate in only one (1) high school graduation exercise.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Honor Graduates

To be recognized as an honor graduate at commencement, a student must be classified as a senior and be enrolled in Tomball High School or Tomball Memorial High School at the time of ranking. The top ten percent of the graduating class, based on seven semesters of work, will be designated as honor graduates:

Top 2% of the class	Summa Cum Laude
Next 3% of the class	Magna Cum Laude
Next 5% of the class	Cum Laude

Graduation Speakers

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

[For student speakers at other school events, see **Student Speakers** on page 54.]

[See FNA(LOCAL) and the **Student Code of Conduct**.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 30.]

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21.]

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the District. If an incident of hazing occurs, disciplinary consequences will be handled 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** on page 15 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

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 or 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal

illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, 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. A child with a fever of 100°F or higher, students who appear ill and have had more than one episode of vomiting witnessed by personnel, as well as student with diarrhea will be excluded from class and from riding the bus. Parents will be called to pick up the student.

Any skin infections such as ringworm or open sores must be covered by a bandage while the student is at school. Persistent skin eruptions or rashes may require an exam by a family doctor, medical clinic, or health professional at a local health department clinic. No exclusion for ringworm is necessary if the infected area can be completely covered by clothing/bandage; otherwise exclusion is required until treatment has begun.

Viral or bacterial conjunctivitis (pinkeye) will require the student to be sent home until symptom free or physician permission to return is submitted.

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 or not your child should stay home.

Bacterial Meningitis

State law requires the District to provide information about bacterial meningitis:

- What is meningitis?

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

- What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

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

soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.

* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 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 a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

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

Also refer to **Immunizations** on page 40 for more information.

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 either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The District has developed and annually reviews a food allergy management plan, 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 by contacting the campus nurse or the Director of Health Services at 281-357-3281.

[See also policy FFAF and **Celebrations** on page 16.]

Head Lice

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. Because lice spread so easily, the District will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or a grocery store.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. 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.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Education Activities for Students

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the District will ensure that students in grades 6 – 8 shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters. Physical Education requirements and opportunities at the high school level may be found in the Course Selection Guide.

The physical education program is directed by a qualified staff. It is designed to meet the needs of all students who are physically able to attend school.

If a child is not physically able to participate in the physical education program for a period of three days or less, a note from the parent is required. For a period exceeding three days, a physician's statement must be presented to the school nurse and/or physical education teacher.

For additional information on the District's requirements and programs regarding student physical activity requirements, please see the principal or the Director of Career and Technology Education.

Physical Fitness Assessment

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 the teacher who administered the assessment to obtain the results of his or her child's physical fitness assessment conducted during the school year.

School Health Advisory Council (SHAC)

During the preceding school year, the District's School Health Advisory Council held 4 meetings. Additional information regarding the District's School Health Advisory Council is available from the Director of Career and Technology Education. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to 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, and employee wellness. [See policies at BDF and EHAA.]

[See **Removing a Student from Human Sexuality Instruction** on page 5 for additional information.]

Vending Machines

The District has adopted and implemented the state and federal policies and guidelines for food service including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the Director of Child Nutrition. [See policies at CO and FFA.]

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.

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

Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available in the Environmental Services office. If you have any questions or would like to examine the District's plan in more detail, please contact the Director of Environmental Services at (281) 357-3170.

Pest Management Plan

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 effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain pest control and assure a safe, pest-free school environment.

All pesticides used in our district are registered for their intended use by the U.S. Environmental Protection Agency and are applied by certified pesticide applicators. All inspections and treatments, if necessary, are conducted on Thursday nights after school hours. All outdoor applications will be posted at the time of treatment and signs will remain until it is safe to enter the area. Parents with further questions, or who wish to be notified about upcoming pesticide applications on their children's campus, can contact the District IPM Coordinator at (281) 357-3170 or email at roberthigginbotham@tomballisd.net.

HOMELESS STUDENTS

For more information on services for homeless students, contact the Director of Administrative Services, 310 S. Cherry St., Tomball, Texas, 77375, (281)357-3100.

HOMEWORK

Homework assignments are utilized to assist students in achieving satisfactory school progress and developing desirable work habits. Through these assignments the parents can also become more aware of the scope and sequence of the instructional program. Assignments are an outgrowth of the work done in the classroom, and sufficient instruction is given by the teacher to ensure that the student can work independently in most instances. The type of assignment and time devoted to it are determined by the grade level and the age of the student. Assignments vary in length. Some will be of an extended length, e.g., research papers. There may be some evenings when no homework is assigned. All homework is checked/reviewed and the student is apprised of his/her progress.

ILLNESS

[See **Student Illness** under **Health Related Matters** on page 36.]

IMMUNIZATION

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 (TDSHS), Immunization Branch, can be honored by the District. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. 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, meningococcal (meningitis), and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. A complete listing of the immunizations required by grade level may be obtained from the Texas Department of State Health Services at 1-800-252-9152 or on their website at www.immunizetexas.com, or on the Tomball ISD website at www.tomballisd.net. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. Records must show the month, day, and year when each immunization or disease occurred.

A student shall show acceptable evidence of vaccination prior to entry. Any student coming from another state or country must produce acceptable documents of immunization that are current before enrollment. A current immunization record is demonstrated proof that the student has begun immunizations and is receiving them as rapidly as medically feasible. Once enrolled, the student must continue to receive any required immunization as rapidly as medically feasible. Students transferring from another Texas school will be admitted provisionally for no more than 30 days while awaiting the transfer of immunization records from the previous school. The records

must also be demonstrated proof that the student has begun immunization and is receiving them as rapidly as medically feasible. Students not complying with their timeline will be excluded from school attendance until they have received the needed immunization(s) and provided the school nurse with appropriate documentation.

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 year period 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 TDSHS website:
<http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, 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 ordinarily 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 of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a 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 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 who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL(LEGAL) and GRA(LEGAL).]

LEAVING CAMPUS

Please remember that 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 results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The District has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, 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 area unescorted 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 parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the attendance office in advance of the absence, no later than two hours prior to the student's need 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 and no longer a dependent of his parents for tax purposes 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. The parent or other authorized adult must follow the sign-out procedures as listed above. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All Tomball ISD schools are closed campuses. No students are allowed to leave during lunch without a parent following the procedures for leaving campus described above.

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 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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, 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 a LEP student. 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.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, on page 53, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. 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 and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP 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.

LOST AND FOUND

A "lost and found" collection box is located in the campus office. 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 is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKE-UP WORK/LATE WORK

Make-up Work Because of Absence

For any class missed, the teacher may assign the student make-up 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 make-up work in a satisfactory manner and within the time specified by the teacher and in accordance with grading guidelines. 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.

Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade." [See also **Attendance for Credit or Final Grade** on page.12]

A student involved in an extracurricular activity must notify his or her teacher(s) 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 time lines approved by the principal and previously communicated to students.

School work missed due to short-term absences (three days or less) may be made up after the student is well and returns to school. Parents may request make-up work to accommodate their child's needs resulting from extended absences by calling the school office or their child's teachers prior to picking up the work at the end of the day. Make-up work will not be issued prior to the absence.

Late Work

Specific guidelines will be determined by grade level teams and subject to approval by the building principal. Overall, long term assignments, those taking a minimum of ten school days to complete, will be turned in on or before the due date. Major assignments will be accepted up to 2 days late and graded, with a 15 point deduction per day.

DAEP Make-up Work

A 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 course 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) Make-up Work

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).]

MEDICINE AT SCHOOL

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. Samples must be accompanied by a note of instruction from the treating physician or dentist.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Herbal, essential oil, 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.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse. 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.

A Tomball ISD employee does reserve the right to refuse the administration of any medication if it conflicts with his/her professional judgment. For more information regarding administration of medicine at school, contact the school nurse or visit the Health Services page of the Tomball ISD website at www.tomballisd.net.

Students are not to carry medicine with them at school, except those for a possible life-threatening condition which have been preapproved by the school nurse. The parent/guardian should bring all medication to the clinic, where it will be kept in a locked cabinet.

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.

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.

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

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. [For further information, see policy FFAC.]

MESSAGES OR DELIVERIES FOR STUDENTS

Only messages of an emergency nature from a parent can be relayed to students. We encourage parents to plan ahead with their children for unusual weather conditions or other situations that would alter the method by which children return home. Any changes in method of transportation must go through the front office at least 30 minutes prior to the end of the school day. Do not rely on Fax, email, or voice mail.

Messages and deliveries of a personal nature (such as flowers, balloons, gifts, cards, etc. for birthdays, homecoming, Valentine's Day, etc.) will not be permitted. Food may be brought only by a student's parent and, if the parent is not having lunch with the student, must be left at the front desk. The receptionist will not send for the student or monitor who takes the lunch.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Tomball Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Chris Trotter, Assistant Superintendent for Administrative Services, 310 S. Cherry St., Tomball, TX, 77375, (281) 357-3100.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Heather Nichols, Director of Special Services, 1302 Keefer St., Tomball, TX, 77375, (281)357-3140.
- All other concerns regarding discrimination: Chris Trotter, Assistant Superintendent for Administrative Services, 310 S. Cherry St., Tomball, TX, 77375, (281) 357-3100.

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma** on page 33.]

Grad Lab

Grad Lab is a credit recovery program offered outside the regular school day, designed to allow students to gain lost credit so that they can get back on track to graduate with their class. To enroll, a student must:

- Be enrolled in Tomball High School or Tomball Memorial High School
- Demonstrate the ability to work independently
- Demonstrate a willingness to follow all school and Grad Lab program rules

- Be actively working to earn credit in all current classes
- Pay all fees associated with Grad Lab

Students must complete all course work and exam with a grade average of 70 or better within the allotted time. Grades for these courses will be recorded on a "Pass/Fail" basis. See the counselor for more information or to apply.

Tomball ISD Success Academy

Tomball ISD Success Academy is a computer based lab similar to Grad Lab; however, students participate in this program during the full school day. To be considered for this program a student must meet the following requirements:

- Have a minimum of 12 credit hours
- Have a minimum of 3 years of high school completed
- Have a good attendance history
- Have a good discipline history
- Be motivated and able to work independently.

Interested students should contact their counselor for an application.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

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, or for abnormal spinal curvatures. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agents.

The District may provide additional screenings as District and community resources permit.

A student who wishes to participate in, or continue to participation in, the District's athletic program governed by the UIL must submit certification from a health care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the District. Additional student groups or organizations other than athletics may require these physical examinations as well. No student will be allowed to try out, practice, even during the athletic period, or compete without a UIL recognized physical being on file when school begins or upon enrollment.

The athletic department sponsors a day each spring, usually in May, when doctors come to the school and perform physicals for a fee. Students and parents will be notified prior to the date as to the location and times of the physicals. The Athletic Department will recognize physicals taken from May of one year to the end of the following school year as the official duration a physical is valid.

UIL (University Interscholastic League) requires that all physicals be completed on the form designed by the UIL. Students may go to any doctor, but the UIL Form must be used. These forms are available on the District's website or at your student's school.

Also see policy FFAA.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 5.]

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.]

PRAAYER

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 encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

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, 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.

In grades 9-11, a student will be advanced to the next grade level based upon the number of course credits earned. [See **Grade Classification**, page 31]

In grades 7-8, promotion is based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas, and a grade of 70 or above in each of language arts and mathematics. [See policy EIE(Local).]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant 8th grade assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

[See **Standardized Testing** on page 53.]

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 32 and **Standardized Testing** on page 53 for more information about EOC assessments.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high school who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF(LEGAL).] 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.

For information related to the development of personal graduation plans for high school students **see Personal Graduation Plans for Students Under the Foundation Graduation Program** on page 34.

The final decision to place or retain, whether based upon classroom performance or state assessment performance requirements, will be made by a placement/retention committee.

RELEASE OF STUDENTS FROM SCHOOL

See **Leaving Campus** on page 42.

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of each grading period (with the exception of the first grading period), parents will be given a written progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent is requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 2 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the Superintendent pursuant to the board-adopted policy and are 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(LOCAL) and **Grading Guidelines** on page 31.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21.]

SAFETY

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 others 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.
- 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.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Except for bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in certain school sponsored activities on a school campus, the District, under state law, cannot pay for medical expenses associated with a student's injury at school.

Child Abuse

State law governing child abuse shall be followed. Any teacher, administrator, or other employee of the District, or any other person who has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall make such reports as are required by law (Family Code 441.08). [For specific information on **Child Sexual Abuse** see page 16.]

Crimestoppers Safe School Program

Tomball ISD in cooperation with the Tomball Police Department participates in the Harris County Crime Stoppers Safe School Program. Students, parents and staff are encouraged to call the reward hotline at (713) 222-TIPS with any information regarding possession of guns or other weapons, graffiti, theft, arson, vandalism, and/or possession of drugs on school campus. Rewards from \$100 to \$1,000 are paid for information leading to the arrest and charges filed for these crimes. Anonymity of the caller is guaranteed.

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 alert is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Visitors are expected to cooperate with school staff during drills.

Emergency Procedures

In the interest of safety for students and staff, the Superintendent may direct that one or more campuses or sites enact a Shelter in Place or be relocated to a designated relocation site. No student or staff will be released from the school or site designated as a Shelter in Place as long as hazardous conditions remain. No student will be released from a Shelter in Place or from a relocation site to anyone not listed on the student's current registration form as authorized to accept custody of the student. Identification will be required.

Emergency Medical Treatment and Information

In case of accident or illness, a child will be given first aid, and, if the nurse considers it necessary, parents will be notified. In all cases requiring a doctor's care, parents will be notified if they are reachable. Children will be sent home according to the instructions on the emergency procedure form.

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will attempt to reach the emergency contacts listed on the First Aid/Emergency Information Form, but 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. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, insurance information, etc.) by contacting the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the District will alert the community in the following ways:

1. If a weather event occurs that would require district officials to close or delay school, parents should tune in to local radio and television stations for emergency information to determine if school will be held.
2. Tomball ISD may also utilize its emergency phone notification system to deliver a message to home, work or cell phones to inform parents if school will be closed or delayed. Please keep the registrar of your child's school informed of any change in your contact information.
3. Emergency information will be posted to the District's website at www.tomballisd.net.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 53.

SCHEDULE CHANGES

Student requests for schedule changes must be made in writing and received in the counseling office by the designated deadline date. A commitment to do well in selected courses is valued in the District. Only necessary administrative changes will be made after classes begin.

Schedule changes are necessary under the following conditions:

1. The student already has credit in a course listed on the current schedule.
2. The student does not have the prerequisite for a course on the current schedule.
3. The student receives a "D" or "F" in an honors/Pre-AP/AP, DC level course and the teacher recommends that the student change to the same course at the regular level. In consideration of the student, these changes will only occur at the end of the first three weeks, the end of the first grading period or at the end of the semester.

After consultation with teacher/coach students may withdraw from band, choir, LOTC, ROTC, or athletics at any time, but in each case they will be assigned to a regular physical education class for the remainder of the semester. This could result in rearrangement of class periods.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

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 are subject to 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.

Use of Hallways During Class Time

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 may result in disciplinary action in accordance with the **Student Code of Conduct**.

Food and Drink

Except by special permission from the Principal or an Assistant Principal, eating will be restricted to the commons/cafeteria. Food or drinks (with the exception of water) may not be carried down the hall. There will be no parties in the classrooms unless approved by the Principal.

Cafeteria Services

The District participates in the National School Lunch Program and School Breakfast Program and offers students nutritionally balanced meals daily. Menus and nutritional information can be found on the Child Nutrition Department webpage at <http://www.tomballisd.net/nutrition/>. The District follows all applicable federal and state guidelines regarding foods being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. At the beginning of each school year students are provided an application for participation in the free or reduced-price breakfast and lunch program. A new application must be submitted each year. Eligibility decisions are based on federally established income and household size guidelines without regard to race, sex, color, national origin, age, or disability. See the school receptionist, the Department of Child Nutrition or apply online at <https://apply.tomballisd.net/>.

Parents will receive notice of current lunch prices as they are set in the District. Parents are encouraged to prepay meals on their child's account. Meals can be prepaid by either cash or check given to the Cafeteria Manager at each school or by credit card online at www.parentonline.net. Students may charge meals up to the value of two breakfasts and two lunches. When a negative balance appears on a student's account, an automated phone call and email is activated to inform households of the account balance. If a student reaches the charge limit, an alternate meal is provided until the negative balance is paid. A la Carte items are not available for charging.

Library

The library is a learning resource center with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the day with a teacher permit.

The following guidelines should be followed in the use of the library media center:

- Books may be checked out for two-week periods. A book may be renewed twice if desired.
- No books will be checked out to a student who has an overdue book.
- A student who has lost or damaged a book must pay for the book before being allowed to check out another book. Refunds for payment of lost books will be made if the book is later found and returned.
- Students may check out a maximum of three books.
- Periodicals and reference materials are available in the library.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Searches of a student's outer clothing, pockets, and articles of personal property such as purses, wallets, and bags may be conducted if reasonable suspicion exists to believe that either the law or school rules are being violated by the student.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices

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.]

Vehicles on Campus

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. Students will not be permitted to loiter or congregate in the automobile area at any time (including lunch). [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 cause 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 is granted.

Trained Dogs

The District will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. 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 a vehicle to which a trained dog alerts may be searched by school officials.

Drug-Testing

As a prerequisite to participation in UIL athletic activities, student-athletes must agree that they will not use anabolic steroids as defined in the UIL Anabolic Steroid Testing Program Protocol and that they understand that they may be asked to submit to testing for the presence of anabolic steroids in their body. Additionally, as a prerequisite to participation in UIL athletic activities, student-athletes must agree to submit to such testing and analysis by a certified laboratory if selected.

Additionally, since the use or misuse of drugs, including alcohol, may pose a significant threat to the health and safety of all students who participate in extra-curricular activities or drive a vehicle on campus, the District has determined a need to implement a program of random testing of students in grades 9-12 as a condition of their participation in such activities and/or as a condition of obtaining/maintaining a permit to park on campus.

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 53]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 21.]

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Department of Curriculum and Instruction.

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-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 47 for additional information.]

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

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

End of Course (EOC) Assessments for Students in Grades 9-12

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

- Algebra I
- English I and 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 an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

[Also see **Graduation** on page 32 for more information.]

TSI (Texas Success Initiative)

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 freshmen-level 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. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at http://www.uiltexas.org/health/steroid_information.

STUDENTS IN FOSTER CARE

In an effort 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.

A student who is placed in foster care and who is moved outside of the District's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact Robyn Schmotzer, Attendance Officer, who has been designated as the District's foster care liaison, at 281-357-3100 with any questions.

STUDENT SPEAKERS

The District provides students the opportunity to introduce the following school events:

1. Student organization banquets and other social activities;
2. Ceremonies for induction of new members or officers of school sponsored student organizations; and
3. Other school events at which students publicly speak, as needed.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA.

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 32 for information related to student speech at graduation ceremonies.]

STUDENT PARKING

Parking is by permit only, and only in those lots designated for student parking on the student's home campus. Students are not permitted to sit in vehicles parked on or adjoining school grounds at any time. Students are not allowed on the parking lot during the school day with administrative approval.

Students may drive to school and park in the designated student parking lot provided the driver:

- Agrees to participate in the district random drug testing program;
- Has a valid Texas driver's license and student I.D.;
- Can provide proof of insurance on the vehicle; and
- Has no outstanding fees or fines from the previous year.

Drivers meeting these requirements are eligible to buy a parking permit. Parking permit fees are not pro-rated or refunded upon withdrawal from school. Lost permits must be replaced at full price.

Each permit is issued to an individual student, and must be clearly displayed on the vehicle. The student is responsible for any situations that arise from a vehicle displaying his/her permit.

Vehicles without a permit are subject to having a wheel clamp (boot) applied to the left-front wheel. A fee will be charged to remove the wheel clamp. Any attempt by the student to remove a wheel clamp will be considered vandalism to district property. The District is not responsible for any damage that results from any attempt to drive a vehicle with a wheel clamp attached.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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 Web site:

<http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

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 access

<http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL

The Tomball ISD summer program includes a variety of classes and camps designed to address both the academic needs and interests of students. Inquiries should be directed to the counselor.

TELEPHONE

The telephones in the classrooms are for use only by school personnel during the instructional day. Students will be permitted to use the telephone in the front office in cases of emergency only. Teachers can be called in their classrooms 30 minutes before or after the instructional day. Teacher voice mail is accessible during instructional time.

TARDINESS

Students are counted tardy if they are not physically present in their classroom when the tardy bell rings. Excused tardies in the form of admits may be issued only by administrators, counselors, and the nurse. Being late to a class is regarded as a tardy; but after 10 minutes in any class, it may be regarded as an absence.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

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

Students are assigned to the school determined by their residence in a Board-approved attendance zone. Transfers of students from one attendance zone to another attendance zone are generally not permitted due to budgetary constraints. A parent or legal guardian may apply for a transfer of his or her student from one attendance zone to another attendance zone only in the following circumstances:

1. The student resides in the same household as a student receiving special education services at the campus where the application for transfer is requested, or
2. Child-care is located in the attendance zone where the application for transfer is requested (approval by the Superintendent or designee is required for students grades 7-12) and evidence is provided by the parent or legal guardian that undue hardship would exist if the application for transfer were denied.
3. The student is a participant in a program offered on only one high school campus, or
4. The student is a sibling of a student at either high school and wishes to attend the same high school, or
5. The student was continuously enrolled for the entire previous school year and moves after earning senior status. The sending and receiving principal must agree to the transfer.

Resident students whose parent(s) or legal guardian(s) move into another attendance zone after the school year begins may request (using the district-approved transfer form) to remain in the school designated by the former attendance zone for the remainder of the year. These students must enroll in the school designated for the new residence the following school year.

[See **School Safety Transfers**, on page 6, **Bullying**, on page 15, and **Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 7, for other transfer options.]

TRANSCRIPTS

Each student's cumulative high school academic record is contained on the high school transcript. TAKS/STAAR EOC scores are the only test scores printed on the transcript.

Official transcripts cost \$2.00 each and unofficial transcripts cost \$1.00 each. Colleges require an official transcript for admission and a final one upon graduation. One final transcript will be sent free of charge if ordered prior to graduation on the "Final Transcript Request Form for Seniors". Allow two (2) days for processing in addition to adequate mail delivery time when requesting official transcripts.

TRANSPORTATION

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 exception to this requirement when a parent requests that the student be released to the parent or another adult designated by the parent.

Buses and Other School Vehicles

The District makes school bus transportation available to all students living in the district. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the District's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pick-up and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pick-up or drop-off location, contact the Department of Transportation at (281) 357-3193. For a temporary change in transportation (i.e., car rider to bus rider for one or a few days), the parent should send a note to school with the child. The parent may send a Fax up to 30 minutes prior to the end of the school day, but must follow the Fax with a call to the school to ensure receipt.

Buses will run their regular route at all times. If a child does not ride the bus for two or more consecutive weeks the bus may discontinue that stop. Transportation must be notified when the child is to resume riding the bus.

See the **Student Code of Conduct** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the **Student Code of Conduct**. Additionally, students must adhere to the following:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at their own campus or designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Do not deface the vehicle or its equipment.
- Do not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Do not bring on the vehicle at any time: animals, glass containers, noise producing items, or medications of any kind (except those with proper documentation for life-threatening conditions).
- Do not possess or use any form of tobacco on district vehicles.
- Talk quietly without using offensive language or offensive gestures.
- Do not talk on any telecommunication device.
- Be aware of the danger of wearing clothing or accessories that might get caught or lodged on handles when entering or exiting the vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving, keeping hands, feet, and objects to one's self.
- Fasten seat belts if available.

- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the **Student Code of Conduct**; the privilege to ride in a district vehicle, including a school bus may be suspended or revoked.

When a student has had his/her bus riding privilege suspended, he/she has also lost the privilege of riding the activity bus. Zero tolerance applies to unacceptable behavior on the activity bus. Consequences of violating bus rules on the activity bus may result in losing the privilege of riding the activity bus for up to a semester.

VANDALISM

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

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

Authorized school employees will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the **Student Code of Conduct**.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures:

- Visitors are to sign in at the school office and obtain a visitor's badge. Identification will be required.
- Visitors are to sign out and return their visitor's badge when they leave.
- Arrangements should be made for pre-school children. The school does not have child care facilities and the activities of pre-schoolers distract students, teachers, and parents.
- There are no provisions for school age friends or relatives of district students to visit Tomball schools.
- Parents having lunch with their student may provide lunch only for themselves and their own student.

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

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

VOLUNTEERS

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 principal for more information and to complete an application.

VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the counseling office.

On the student's last day, in order to complete the withdrawal process the withdrawal form must be obtained from the registrar and presented to the librarian to ensure a clear record; to the clinic for health records; and finally, to an administrator. 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.

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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 refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or 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 or a final grade lost because of absences.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the **Student Code of Conduct**.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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 is the written record of the Individualized Education Program 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 assessments is required for graduation; etc..

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.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in junior high school or higher 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.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STAAR Alternate 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 Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. 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.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and 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.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX I:

Freedom from Bullying Policy

Note that school board policies may be reviewed at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/600?filter=FFI>. Below is the text of Tomball ISD's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 02/20/2012

	<hr/> Note: This policy addresses bullying of District students. 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. <hr/>
BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
DEFINITION	<p>Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school sponsored or school-related activity, or in a vehicle operated by the District and that:</p> <ol style="list-style-type: none">1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. <p>This conduct is considered bullying if it:</p> <ol style="list-style-type: none">1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and2. Interferes with a student's education or substantially disrupts the operation of a school.
EXAMPLES	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading,

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

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

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.

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, 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

BULLYING	action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>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</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
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 if 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	<p>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. 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. 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 if 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. The principal or designee shall refer to FDB for transfer provisions. 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. 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.</p>
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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

DATE ISSUED: 2/20/2012

ADOPTED: UPDATE 93

FFI(LOCAL)-A