



This handbook contains information about T. G. Givens prekindergarten guidelines, rules, regulations, procedures and our philosophy. Please keep this on hand throughout the year as a reference for any questions you may have regarding the above items. This document may also be found online at the following web address.

<http://gec.parisisd.net/>

T.G. Givens Student and Parent Handbook

2021-2022

Paris ISD



T. G. Givens Early Childhood Center

655 Martin Luther King Jr. Drive
Paris TX 75460-2968
903.737.7466, phone; 903.737.7531, fax
<http://gec.parisisd.net/>
Sheila Ensey, Principal

Dear Parents,

Welcome to T. G. Givens Early Childhood Center. We look forward to having your child with us this year. Starting school is an exciting time for children and parents. We will do everything we can to see that your child has a very positive and happy experience throughout the school year.

Our staff is eager to work with you and your child to ensure that all children have the kinds of experiences that will enable them to grow and develop as a student and as a person. We believe that each child can learn when given enough time and appropriate teaching. We also believe that when the school and home work together, the child is happier and learns more.

If you have any questions about the curriculum or daily events, feel free to contact us. Please take a few minutes to read the enclosed information. It will give you a better understanding of our school and the goals we have for our students.

We are pleased that we will be able to play a part in the continued development of your child. Working together, we can make school a great experience for both of you. Thank you for sharing your child with us.

Sincerely,

Sheila Ensey, Principal

2021-2022 T. G. GIVENS STAFF ROSTER

<p><u>Main Office</u> Sheila Ensey, Principal Cindy Cass, Registrar Peggye Sprouse, Secretary</p> <p><u>Prekindergarten Teachers</u> Carrie Brazeal Jerra Foreman Lidia Gallegos* bilingual class Monica Rhodes Ruth Rainey Bailee Ray Lisa Thompson Romy Zimmerman</p> <p><u>Prekindergarten Assistants</u> Annette Burns Tabatha Cooper *Inclusion Trina Guess Heather Crittenden *Inclusion Verlincia Jones Anthony Lopez Teresa Mitchell Deborah Nunley Veronica Villa*bilingual class</p> <p><u>PPCD Teacher</u> (1) Betsy Bolton</p>	<p><u>Other Staff</u> Carol Johnson, Nurse Assistant Shawn Reeves, Enrichment Kim Miller, Early Childhood Specialist Brad Ruthart, Campus Resource Officer</p> <p><u>Speech</u> Taylor Goodson Sara Norris-evaluator</p> <p><u>Custodians</u> (1) Vickie Dillard</p> <p><u>Crosswalk Guards</u> (1 -duplicate) Anthony Lopez</p>
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PARIS INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

The mission of the Paris Independent School District is to provide a quality education to a diverse student population, enabling each student to achieve full potential and become a productive, responsible citizen.

DISTRICT STRATEGIC GOALS

- A self-disciplined student body, learning together in an atmosphere of mutual respect
- An informed and involved community that actively works together to promote education of recognized excellence
- Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills
- Resources to provide an exemplary educational program
- A highly effective, qualified staff representative of the community

GIVENS MISSION STATEMENT

Through the cooperative efforts of a caring and competent staff, supportive parents, and an involved community,

T. G. Givens Early Childhood Center will inspire learning by providing the highest quality of education to meet the individual needs of the whole child in a safe and nurturing environment.

GIVENS PHILOSOPHY

- We believe that T. G. Givens Early Childhood Center provides a nurturing climate where . . .
- Every child feels a sense of pride in accomplishments.
- Every child can learn.
- Each child is treated with dignity and respect.
- Every child learns to respect himself or herself and others.
- Every child feels successful.
- The whole child is considered at all times, with great emphasis on developing a positive self-esteem.
- Education results in students becoming responsible citizens.
- Learning touches every aspect of a child's life.

GIVENS SCHOOL MOTTO

We Pave the Way!

GIVENS SCHOOL COLORS

Navy and White

OFFICE HOURS

The school office is open each day from 7:30 a.m.-3:45 p.m.

SCHOOL HOURS

Breakfast: 7:20a.m. –7:45 a.m.

Classes begin: 7:45 a.m.

Tardy: after 7:50 a.m.

Dismissal: 2:40 p.m.

REGISTRATION INFORMATION

Student Admission

ELIGIBILITY FOR PREKINDERGARTEN

To be eligible for T.G. Givens prekindergarten, a child must be four years of age on or before September 1 of the current school year or must be: unable to speak and comprehend the English language; educationally disadvantaged (eligible to participate in the National Free or Reduced-Price Lunch Program); homeless; the child or stepchild of an active duty member of the armed forces, including state military forces or a reserve component of the armed forces, who is ordered to active duty; the child or stepchild of a member of the armed forces, including state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under §262.201 of the Texas Family Code.

REGISTRATION DOCUMENTS NEEDED

At the time of registration, the parent or legal guardian must bring the following items:

- Child's official birth certificate
- Child's immunization records
- Social Security Number
- Proof of family income (for prekindergarten enrollment only)
- Custody papers (if applicable)
- Proof of address (utility bill, home insurance card)

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or as shown in a court order changing the child's name. Students who change home addresses, telephone numbers, or any other registration information should report the change(s) to the attendance secretary in the main office. Failure to do so may result in our inability to contact the parent in case of an emergency

CHANGE OF ADDRESS OR TELEPHONE

Change of address or telephone number should be reported to the student's teacher and to the school office immediately.



PREKINDERGARTEN PHILOSOPHY

The prekindergarten program in the Paris Independent School District has been developed within the Texas Education Agency guidelines. The program is uniquely adapted to meet the needs and interests of the prekindergarten child.

The prekindergarten program is designed to promote children's knowledge and skills in all developmental areas—cognitive, social/emotional, physical, and aesthetic—and to establish a foundation for lifelong learning.

The Prekindergarten Guidelines developed by the Texas Education Agency in Language and Early Literacy, Mathematics, Science, Social Studies, Fine Arts, Physical Development, Health and Safety, Personal/Social Development, and Technology Applications are educational objectives within the program.

The prekindergarten program reflects the belief that children are active learners. They build meaning and understanding through full participation in their learning environments. This child-centered program combines high expectations for each child with respect for individual development.

“Mastering phonics or learning to subtract at age 3 or 4 doesn’t translate into later school success,” says Lilian Katz, PhD, professor emerita of early childhood education at the University of Illinois. In fact, “too much early experience in work sheets, drills, or flash cards may backfire later,” she says. “Researchers think that gaining social competence—learning how to cooperate, solve problems, and think about other people—is what really makes a difference later on. Playing and working together on projects with other students is one way we build these crucial social skills. The educational learning in the classroom is integrated into the daily routine and is relevant to the students (for example, ‘there are five ‘J’ names in our class.)”

The Paris ISD Prekindergarten program is designed to embed important educational objectives into the daily routine, to ensure the learning focus is relevant to the students, and to provide intentional instruction in a playful, joyful atmosphere.

LEARNING ENVIRONMENT

The Paris ISD prekindergarten program provides a learning environment that affords each child opportunities to develop:

- self-confidence through successful learning experiences;
- responsibility for one's own behavior;
- positive attitudes toward learning;
- a sense of responsibility for completing assigned tasks;
- the ability to share and cooperate with others;
- language / literacy skills and strategies;
- mathematical thinking about patterns and relationships, order and predictability, and logic and meaning;
- the ability to observe, explore, discover, predict, and solve problems through concrete learning experiences;
- an understanding of the many aspects of their cultural and environmental world;
- health-promoting habits and routines;
- physically through use of large and small muscle activities;
- aesthetic expression and appreciation through art, music and dramatic play;
- the natural curiosity young children use to make sense of their world;
- the early concepts and skills that build the foundation for the Paris ISD Kindergarten Curriculum.

The Paris ISD Early Childhood Curriculum Guide is available for viewing in our campus library or office. The Paris ISD Early Childhood Web Site has information about the instructional program provided for Paris ISD Early Childhood School: <http://gec.parisisd.net/>



CURRICULUM FRAMEWORK

Texas Prekindergarten Curriculum Guidelines

Language and Early Literacy

During the prekindergarten years, children's experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them.

Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. The Texas Prekindergarten Curriculum Guidelines outline language and literacy accomplishments for four-year-old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings is addressed in the guidelines.



Mathematics

Mathematics learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

Science

Young children are natural scientists. They are eager to discover all they can about the world in which they live. In prekindergarten, children participate in simple investigations that help them begin to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools, such as a hand lens, students make observations and collect information. Through these processes, prekindergarten children learn about their world.

Children enter the prekindergarten classroom with many conceptions about the natural and constructed world—ideas that they have gained from prior experiences. Meaningful science learning experiences help children investigate those pre-existing ideas while building a foundation for additional knowledge. These meaningful experiences increase children's understanding of the natural world, living things, cycles, change, and patterns—concepts that organize the learning of science.

Social Studies

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully-functioning citizens.

Fine Arts

Young children express their ideas, thoughts, and feelings using a variety of symbols. Through their art, music, and dramatic play, children actively engage in representing what they know and how they think, using problem-solving strategies to express ideas in different forms. The fine arts enhance children's ability to interpret symbols and are associated with growth in all areas of development, including academic learning.

Health And Safety

Young children learn health-promoting habits and routines in prekindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well-being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

Personal and Social Development

Prekindergarten children develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks.

Physical Development

Movement is at the center of young children's lives. Prekindergarten children participate in experiences that foster fundamental motor and movement skills, such as walking and running, which are necessary for participation in games and sports throughout life. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

Technology Applications

Young children have much to gain from the use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software, and technology to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program.

Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.

Complete Texas Prekindergarten Curriculum Guidelines Document

<http://www.tea.state.tx.us/curriculum/early/prekguide.html>



REPORT CARDS

Prekindergarten report cards with grades showing student progress in school work are sent home on the Wednesday after the end of each nine-week reporting period; however, this schedule may vary during nine-weeks periods where report card conferences are held with each parent.

GRADING SCALE

Progress reports (report cards) are based on student responses to the Paris ISD prekindergarten curriculum, which includes the Prekindergarten Guidelines. Some learning experiences are graded each reporting period, while others are graded for student mastery only. Reports are sent to parents at the end of each nine-week period using the following letters and symbols:

Check mark = Student Mastery

Letters and symbols shown are used to mark progress in the academic areas shown below:

- Social Development
- Physical Development, Health, Safety
- Fine Arts
- Technology Applications
- Social Studies
- Language and Communication
- Mathematics
- Science

Learning experiences in the academic areas are taught at an age-appropriate level. Some learning experiences are graded each reporting period while others are graded for student mastery only. If there is no mark in the box on the report card, the learning experience has not yet been introduced in classroom instruction.

A TYPICAL DAY

Welcome/Arrival: Children are welcomed and then independently select activities as they arrive in the classroom.

Breakfast: All students go to the cafeteria for breakfast.

Circle Time: Everyone comes together to hear of the day's activities and make choices for work time.

Work Time: Children choose from activities in the centers which include dramatic play, table toys, blocks, art, sensory table, library and computers. Learning is child-centered through play facilitated by the staff. Snack is part of this component of the day and provided by the parent.

Clean Up: Children learn when it is time to stop an activity, put away toys and materials and cooperate with others.

Small Group Instruction: Children receive intentional instruction on targeted objectives in a small group setting. Students are taught language, literacy, and mathematic concepts and skills through a variety of instructional strategies.

Outdoor Learning/Activity Room: Energetic outdoor play provides opportunities for children to develop large muscles, to engage in social interactions, and to experience nature. Children also learn self-management by following rules and safety guidelines.

Music/Movement: Children express themselves through singing and movement, and by playing simple instruments.

Story Time: Teachers read to children in both large and small groups. Reading enhances listening comprehension, stimulates thought-provoking questions and conversation, and develops concepts of print and vocabulary.

Dismissal: Children are encouraged to review the day's events and **independently** collect their belongings.

LEARNING CENTERS

Prekindergarten uses the center approach to learning. Centers are areas with educational materials that provide opportunities for different types of learning during Work Time.

In the **CONSTRUCTION/BLOCK CENTER** children:

- develop eye-hand coordination
- explore spatial relationships
- compare sizes and shapes
- develop large and small muscle coordination
- learn how to work and plan together
- become aware of organizing and measuring
- become aware of problem-solving techniques



In the **ART CENTER** children learn:

- creativeness through planning, designing, and constructing an idea
- a satisfactory way of expressing ideas, impressions, and feelings
- experimentation with color, shapes, sizes, various textures, and configurations
- eye-hand coordination and better fine-muscle control for later writing skills
- respect for the artistic expressions of others
- to develop their visual and tactile skills

In the **COMPUTER CENTER** children learn:

- to develop eye-hand coordination
- to develop language
- to learn cooperation
- to practice listening carefully to directions
- to solve problems



At the **BOOK AND WRITING CENTER** children learn:

- to respect and care for books
- to imagine events and situations
- storytelling and dictate stories
- an interest in words and books
- sequencing of pictures
- the sequence of a story
- left-to-right progression
- the interpretation of pictures and details of pictures



In the **HOUSEKEEPING/DRAMATIC PLAY CENTER** children:

- have the opportunity to develop self-confidence through role-playing
- can act out familiar situations, assume family roles, and work out problems and concerns
- develop muscle coordination, oral language skills, and math readiness

In the **MATH CENTER** children learn:

- to recognize, describe and name shapes
- to recognize patterns and relationships among objects
- to classify objects and explain how the grouping was done
- one-to-one correspondence
- how to make comparisons and to see relationships of concrete objects

In the **SCIENCE CENTER** children learn:

- to explore the natural and mechanical world
- to observe orderly sequences and sequences of life processes
- to formulate and evaluate predictions
- to observe the relationships between and among sizes
- to gather simple data and to draw conclusions
- to develop visual and tactile senses
- methods of classifications to sort materials



At the **MEASURING TABLE** children learn:

- role-playing
- making comparisons
- eye-hand coordination
- measurements and weights
- oral language by interaction with peers
- to complete a task and to be responsible for cleaning up after self

In **WATERPLAY** children learn:

- to measure
- to make comparisons
- to use eye-hand coordination
- to clean up and manage materials
- to observe how various substances react to water

In the **MUSIC AND MOVEMENT CENTER** children:

- strengthen agility and balance
- experiment with motor activities
- develop muscular strength and coordination
- relieve tensions and use energy constructively and imaginatively
- sing, play instruments, and make up songs
- move to beat, dance, and listen to music

In the **PUZZLES** and **MANIPULATIVE CENTER** children learn:

- to develop perceptual discrimination by shape, size, color, directions, detail, and design
- to practice eye-hand coordination
- to practice problem-solving skills
- to develop story-telling skills
- to develop readiness and explore basic concepts in a variety of curriculum areas
- to experience a sense of achievement and develop self-confidence
- to develop concentration skills

GENERAL INFORMATION

School Features

- Classrooms are designed to have:
 - Computer stations;
 - a studio area with sink and water fountain
 - child-size bathrooms; and
 - high-quality educational equipment and developmentally appropriate materials.
- The school library/discovery center has a large selection of books for children and parent checkout.

The story-telling area is equipped with a variety of storytelling materials. A certified teacher provides instruction and guidance in selection of books.

- The equipped nurse aide clinic has a nurse aide to support the physical needs of students.
- The director conducts character education sessions with students.. (Outside counselors come in to work with students)
- The large activity room is designed for students to interact with peers during large-muscle activities. The room is equipped with balls, tricycles, scooters, and indoor play equipment.
- The two outdoor learning environments have, benches, picnic tables, and specially-designed climbing equipment. The playground surface provides safety and ADA accessibility.





SAFETY AND SECURITY INFORMATION

Student's Legal Name

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or other recognized document to prove the child's identity or as shown in a court order changing the child's name.

Safety To and From School

Whether your child rides in a car, a day care center's van, or Paris ISD bus, be sure that your child is clearly aware of the safety rules associated with that type of transportation. Your ongoing communication with your child regarding safety issues reinforces these important concepts.

Harassment or Bullying of Students

We prohibit students from sexually harassing other students and from sexually harassing employees; we also prohibit harassment based on anyone's race, color, religion, gender (including pregnancy), national origin, or disability. Likewise, we prohibit students from bullying each other. Engaging in harassment or in bullying is a violation of the Student Code of Conduct. We, of course, prohibit employees from having any kind of sexual contact or romantic relationship with students enrolled in our schools, even if the student is willing and the parents do not object. See the Student Code of Conduct for a complete description of the offense of "harassment" and possible disciplinary consequences.

If you or your child have a complaint about sexual comments, conduct, contact, or any other inappropriate conduct by a school employee or about any other kind of harassment or bullying, do not hesitate to contact the Title IX coordinator whose name appears at the beginning of this Handbook regarding sexual harassment or the superintendent regarding any other harassment or bullying. We will listen to your concern and conduct a prompt investigation, if warranted based on the allegations. We also will look into reports that other students have been making sexual or other harassing comments to or engaging in bullying or sexual or other inappropriate conduct or contact with your child at school or school activities and take appropriate disciplinary action according to the requirements of the Code of Conduct.

Although we will provide you a general report of the results of our investigation of harassment complaints, we will not ordinarily disclose to you the specific discipline imposed on another student, unless that student's parents give us permission to disclose that information. If the complaint is about an employee's conduct, we will inform you of the results of the investigation and of the general action taken in response if there is a finding of wrong-doing on the employee's part.

Copies of the complete FFH policies and procedures addressing prohibited bullying, harassment, or retaliation and the process for making reports or complaints related to alleged harassment or retaliation are included in the appendix of this handbook.

Bus Transportation

It is a privilege to ride the Paris ISD school bus. We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend. If a student does not use appropriate behavior on the bus, the privilege can be taken away. If your child is not picked up on time from the bus stop, the privilege could be revoked. Please refer to the bus policy form which you received at registration. The purpose of bus transportation is to transport students to and from school safely. Parents can be of great assistance in providing safe and effective transportation for their children if they will cooperate with the school administration and the bus driver. It is the joint responsibility of the school administration and the bus driver to maintain proper conduct of children while they are entering, riding, and leaving the school bus. Those students riding the bus to and from school are considered under the jurisdiction of the school authorities from the time they reach their bus stop in the morning until they are discharged from the bus in the afternoon. The same type conduct is expected of the students while they are riding the bus as would be expected of them while they are in a classroom.

The bus driver is charged with the responsibility of maintaining order and proper conduct on the school bus. The driver must take the necessary steps to maintain the order on the bus just as the classroom teacher would maintain the discipline in the classroom. The driver has the authority to assign seats and to install any other riding procedure in order to maintain proper conduct of students on the bus.

Generally, the following will be considered misdemeanor-type violations: Failure to remain seated

- Refusing to obey the bus driver
- Throwing objects on or out of the bus
- Bothering others
- Hanging out of the window
- Spitting
- Loud talking or other noises
- Taunting or teasing inappropriately
- Standing on the bus

The following procedures will be used for misdemeanor violations in bus discipline:

- First Offense: Warning, parents notified of infraction
- Second Offense: Assigned seating on bus or bus removal
- Third Offense: Removal of bus riding privileges up to 3 days at principal's discretion

Flagrant violations may result in removal of bus privileges for the first offense.

More flagrant bus violations are:

- Fighting
- Lighting matches
- Profanity
- Smoking on the bus
- Vandalism

The following penalties are for the more flagrant violations:

- First Offense: Suspension of up to 10 days
- Second Offense: Suspension the remainder of the semester or year

When the infraction is of such a nature that riding privileges are lost, the student involved will not be allowed to resume riding the bus until a conference of the principal and parents has been held. No student will be put off the bus between home and school or between school and home. If the suspension begins at school, the principal will be responsible for notifying the parent and/or seeing that the student arrives home safely.

►► For safety reasons, the custodial parent or other adult with written permission of the parent or legal guardian on the child's pick-up list must meet the child at the bus each day and receive the child from the bus. The first time meeting the bus please have a picture ID available to show the bus driver. It is school policy that all Givens students must have a parent or adult on the child's pick up list, come up to the bus and take the child's hand as they step off the bus.

If no one is at the stop, the child will be returned to the school or the office of the next bus route. Parents will be notified. Please refer to bus transportation guidelines for policy.

Changes in Means of Transportation

For the protection of the child, the teacher **MUST** be notified if there is a change in the way your child goes home from school. Send a **written** note explaining any such transportation changes. In the event of a last minute change, call the school office immediately. A form of identification will need to be shown by anyone picking up your child. When completing the emergency cards, please list the names and current phone numbers of individuals that you authorize to pick up your student.

Student Information

Student Name Badges

Student name badges and zonar cards are provided and **must** be kept on the child's backpack daily for each child's protection. If a zonar card needs to be replaced, a \$1.00 replacement fee may be charged.

Schedule

Prekindergarten classes will be held daily. The child will be enrolled in a full day prekindergarten program. All classes begin at 7:20a.m. each morning and end at 2:40 p.m. It is very important that your child receive a full day of education.

Field Trips

Givens classes take several field trips each year. Parents are required to sign a District Field Trip Permission Form before a child is allowed to take part in scheduled excursions. Although parents may not ride the school bus on field trips, they may coordinate with the teacher to meet the class at the field-trip destination. Teachers will communicate when additional chaperones will be necessary for a trip. One adult chaperone is needed for every five students.

Photography

Photos and videotapes may be taken at school events for personal use only. They may not be sold, posted on the Internet, or copied for distribution. Signed permission forms as found in the Student-Parent Policy Guide for photos, videotapes, etc. for publicity must be on hand in the school office.

Dismissal

Each school has a well-defined dismissal procedure. You will receive details from your child's teacher regarding arrival and dismissal procedures. Students and staff will not be able

to cross traffic to put students in the car. All parents must be in the pickup line facing the same direction.

Our campus uses a computerized tracking system to check students into and out of school each day. **Each parent/guardian or persons designated to pick up a child from our school must present a driver's license and be scanned into our "School Check-In" system.** We will only need to scan your license once. After this initial procedure, you can quickly check your child out of school when necessary. All persons picking up students must be 18 years of age or older. There will be no exceptions to this requirement.

Classroom staff will expect you to provide them with a "School Check-In" ticket pass before they release a child from their classroom.

Only persons who are listed on the child's pick up list (in writing by the child's parent/guardian) and scanned into our safety system (School Check-In) may remove a child from the T.G. Givens' premises or from a school bus. This procedure must be followed to insure the safety of all students. Changes to your child's pick-up list should be made in person, or a note in the child's backpack, not by telephone

Authorized Fees

Although the basic cost of your child's public education is provided through local tax revenues, state funding, and some federal funds, we may assess fees for certain kinds of materials and services, as described in the following list:

- a fee to cover the cost of materials when the student makes, builds, or prepares some product that becomes the student's personal property.
- dues for voluntary student organizations and clubs and admission fees to voluntary extracurricular activities.
- security deposits for materials, supplies, or materials that must be returned to the district.
- fees for personal PE equipment and clothing, unless the student provides his or her own clothing and equipment that meets school health and safety standards.
- fees for items of personal use or products a student chooses to purchase, such as student publications, class rings, annuals, and graduation announcements.
- a reasonable fee, not more than the annual cost of maintenance, for school-owned musical instruments and uniforms.
- fees for personal apparel used in extracurricular activities that become the student's personal property, such as cheerleader, pep squad, or drill team uniforms.
- a fee for vehicle identification for cars regularly parked on school property.
- a fee for student identification cards.
- a fee for school-provided driver training courses.
- a fee for an elective course taken for credit if it requires using facilities not available on school premises or employment of an educator who is not part of the regular staff.
- fees for attendance at summer school. If the course is one required for graduation, summer school fees will be assessed if the course is also offered during the regular school year.
- fees, not more than \$50, for attendance in a program offered outside of regular school hours that allows students who have excessive absences that would require losing credit to make up missed instruction and receive credit. This fee will be assessed only if a parent signs a form stating that paying the fee will not create a financial hardship or discourage the student from attending the program.

- a reasonable fee for transporting a student to and from school if the student is not an eligible rider and the district does not receive any state funds for a transportation allotment.

You may request a waiver of any required fee that you are unable to pay by contacting the principal who will determine ability to pay based on the criteria for identifying students who are eligible for participation in the free and reduced-price school breakfast and lunch program.

Attendance Information

Attendance

Your child must attend class regularly for optimum learning.

Every child, once enrolled in public school, must adhere to the law established by the state legislature regarding school attendance. The same law governs prekindergarten students as school-age students. All vacations and trips should be taken during school holidays or during the summer. Paris ISD policy requires that a child must be in attendance at least 90% of the days the class is offered in order to receive credit or to be promoted to the next grade. Documentation of absences is the responsibility of the parent.

If it is necessary for your child to be absent, please call the office that day to report the absence. Upon return, the child should bring a note signed and dated by the parent that explains the reason for the absence. The principal and/or attendance clerk will make the final decision as to whether or not the absence is excused. The following are extenuating circumstances accepted by the Paris Independent School District as an excused absence, providing proper documentation is given to the school:

- personal illness; illness or death in the immediate family
- quarantine
- weather or road conditions making travel dangerous
- religious holy day
- participant in required court proceedings involving child abuse or neglect, documented by probation officer or case worker
- activities related to obtaining United States citizenship
- any other unusual cause acceptable to principal.

If the number of days allowable by law is exceeded, an Attendance Review Committee composed of the director/designee, School Registrar, and teacher will meet with the parent and student to look over the attendance record and determine truancy or continuation in the pre-k program.

COMPULSORY ATTENDANCE / TRUANCY

Upon enrollment in prekindergarten, a child must attend school. Prekindergarten students are subject to compulsory school attendance rules while they are enrolled in school. A student absent without permission from school, required special programs, or 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 the parent(s) if a school-aged child is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year OR
- Is absent on three or more days or parts of days within a four-week period.

Every day a child is out of school in violation of compulsory attendance laws is a separate offense. A parent may be assessed a fine for each offense, may be ordered to participate in a class designed to understanding regarding attendance laws and parenting skills, and may be placed in jail.

School employees will investigate and report violations of state compulsory attendance law to the proper authorities. To eliminate misunderstandings, contact the principal anytime your child accumulates 5 or more absences.

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

Within 2 days of returning to school, a student absent for more than [number of days] 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.

Tardiness

Teachers begin their school day promptly in order to maximize the instructional time. When your child arrives late it requires one member of the teaching team to break away from the classroom instruction to assist him, which disrupts his learning and the learning of others. Excessive tardies will require parent meeting with school attendance team and could result in removal of the pre-k program.

Admission, Release, Withdrawal

These are the basic requirements for admission to district schools:

1. The student lives in the district with a parent or legal guardian or one of the student's parents lives in the district, even if the student does not live with that parent.
- To be eligible for admission based on just the parent's residence in the district, the court that issued a final order in a divorce proceeding must have designated that parent as a managing or possessory conservator for the child.
- The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current final order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
2. The student is under age 18 and, subject to District policy at FD (LOCAL) and FDA (LOCAL), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian or who is a grandparent, adult aunt or uncle, or adult sibling who has accepted responsibility for the child by

an Authorization Agreement in compliance with Texas Family Code § 34.002. The school district has Power of Attorney forms to be completed by both the parent and the person the student lives with.

3. The student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least four days each school week.
4. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.
5. The adult enrolling the student must present current immunization records or show proof that the required immunizations have been begun.
6. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child and copies of the education records from the school the child last attended.

We do not admit underage students to school. Your child must be 4 years old on or before September 1 of the current school year to be admitted to prekindergarten. To be admitted to first grade, your child must be 6 years old on or before September 1 of the current year or must have completed kindergarten, or been enrolled in first grade, in the public schools of another state.

We do not ordinarily admit overage students to school. However, a student who is 21 or younger and who has completed a GED program, but has not graduated from any high school, will be admitted.

The application for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

At the time of enrollment, we will request that you disclose whether your child has a food allergy or a severe food allergy (including the food to which the child is allergic and the nature of the allergic reaction) that, in your judgment, should be disclosed so that district officials may take necessary precautions regarding the child's safety. This information is confidential and will be disclosed only to those employees who need the information to appropriately care for your child.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not really a district resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

Attendance Zones

The Board of Trustees has established geographic boundaries for each school, and students generally must attend the schools in the zone for their street address. You can make a written request for your child to attend a particular school and will have a chance to explain to the superintendent why you think your request should be granted. Contact the superintendent for further information if you are not satisfied with the superintendent's decision.

Certain Transfers—Victims of Bullying and Sexual Assault or Students Who Have Engaged in Bullying

If you believe that your child is the victim of bullying (see the definition in the Student Code of Conduct), you may request a transfer to another classroom at the same campus or to another campus within the school district. If we verify that your child is the victim of bullying, the transfer will be made. If the transfer is to another campus, we will not provide transportation to that campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

If your child is determined to have engaged in bullying of any other student, he or she may be transferred to another classroom at the same campus or to another campus. We will consult with you about the transfer before it is accomplished.

If another student in the district is convicted of committing continuous sexual abuse of a young child or children or convicted and placed on deferred adjudication for a sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to another campus within the district, and the request will be granted. We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Release during the School Day

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day. **Unless the principal has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

Doctor and Dental Appointments: Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day. These excused absences include those for a student diagnosed with autism spectrum disorder to attend appointments with health care practitioners to receive a generally recognized service for persons with that diagnosis, such as applied behavioral analysis, speech therapy, and occupational therapy. This provision also applies to excuse the absences of students who are parents and are absent to take the student's child for a medical appointment.

Religious Holidays: Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

Court Appearances: Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

Foster Care Activities: Absences for court-required activities attendant to the student's being in foster care will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's attendance at the activities, provided it is not practicable to schedule the activity outside of school hours. Absences are also excused if they are required under a foster care service plan.

Sounding "Taps" at a Veteran's Funeral: Absences by students in grades 6-12 for the purpose of sounding "Taps" at a veteran's funeral with military honors may be excused upon verification that the student provided the service noted.

Citizenship/Naturalization Activities: Absences for appearing at a government office to complete citizenship application paperwork and for taking part in a United States naturalization oath ceremony will be excused upon verification of the student's participation.

Military Deployment: No more than five absences in a school year for visiting with a student's parent, stepparent, or legal guardian who is on active duty and who is called to duty for, on leave from, or immediately returned from a continuous deployment of at least four months away from the person's regular residence will be excused. The absences must occur not earlier than 60 days before the date of deployment or 30 days after the date of return from deployment.

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 related to leave or deployment activities may be excused by the district.

Withdrawing from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and instructional technology issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Students who are age 18 or older, who are legally married, or who have ever been legally married are adults and can withdraw themselves from school.

Student Nutrition and Food Service

Breakfast is served 7:20 a.m.–7:45a.m. Our schools participate in the federal Child Nutrition Programs, which provide free and reduced-price breakfast and lunch programs to students based on family income levels. We maintain strict confidentiality as to whether students participate in the program. If you would like more information about the program or an application, please contact the Director of Food Services.

We serve a variety of nutritious food for students and faculty members at a nominal cost. We do not allow foods of minimal nutritional value, as defined by the federal Child Nutrition program, to be served or available for purchase in food service and eating areas during the time students are being served meals.

School lunch menus are published in The Paris News each Sunday for the following week as well as, shown on the Givens website at gec.parisisd.net. In addition, a monthly menu is sent home. Lunch and Breakfast

Snack

Parents provide a nutritious snacks each day. Simple snacks such as grapes, pretzels, crackers, cheese, and fresh vegetables are encouraged. Please do not send peanut products. Send the snack in a bag or container labeled with the child's name.

State and Local Food Regulations

The Texas Department of Agriculture has issued regulations regarding what can be served during the school day to the students in public schools. For any type of party or food experience, the following foods are **prohibited**:

- Carbonated beverages (soda)
- Water Ices (Popsicle)
- Chewing gum
- Hard candy (e.g., lifesavers, lollipops, sour balls, mints, candy sticks, Starbursts, Jolly Ranchers, candy canes, communication hearts, Red Hots)
- Jellies such as gum drops or jelly beans
- Marshmallow candies
- Fondant
- Cotton candy

Sometimes children like to bring something to share with their friends, such as candy, for special treats. Please make your selection is from the acceptable list. If you ever have a question, please check with your child's teacher.

HEALTH AND MEDICAL INFORMATION

A nurse assistant is on duty to provide first aid and screening in several health areas, as well as maintain accurate up-to-date health records on each student. Students are sent to the nurse's office during times of illness or accident. Parents are notified if the child must be sent home. It is the parent's responsibility to get medical attention unless the emergency is so great that children must be taken immediately from school to the doctor or hospital indicated on the enrollment card. In that case, parents are notified as soon as possible. Please note that the emergency room will not give emergency aid without the parent's or guardian's presence or permission.

Severe Illness and Hospitalization

Viruses spread very quickly among children. If your child is having vomiting, diarrhea, or temperature greater than 100, please keep him or her at home. We encourage you to reinforce to your child the importance of hand washing. Hand washing is the single most important strategy for preventing the spread of infection. Please notify the school nurse assistant if your child has a contagious disease so we can help prevent the spread among other students.

For the protection of all students, the following rules have been set up and will be followed at all times. A child will be sent home with:

COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions: Have they recently begun experiencing any of the following in a way that is not normal for them?

- o Feeling feverish or a measure temperature greater than or equal to 100.4 degrees Fahrenheit
- o Loss of taste or smell
- o Cough o Difficulty breathing
- o Shortness of breath
- o Headache
- o Chills
- o Sore Throat o Shaking or exaggerated shivering
- o Significant muscle pain or ache
- o Diarrhea
- o Vomiting or Abdominal pain

If your child has any of the above symptoms in the morning before coming to school, please keep him or her at home.

Your child should also stay at home if they have been in close contact with anyone who has symptoms or a lab confirmed case of COVID-19

Close Contact: This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. Close contact is determined by an appropriate public health agency. For clarity, close contact is defined as: a. Being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or b. Being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield. Additional factors like case/contact masking (i.e. both the infectious individual and the potential close contact have been consistently and properly masked, ventilation, presence of dividers, and case symptomology may affect this determination.

Medication

Medication must be kept in the health aide office and shall be administered to a student in the this office under the following conditions:

- Only medication that cannot be scheduled for other than school hours may be given.
- All prescription medication must be in the original container and have a prescription label.
- Nonprescription medicine must be in the original container/bottle labeled with the child’s name, the name of the medication, and explicit instructions for giving.
- All medication must be brought to school by the parent/guardian and must be stored in the school clinic. Students are not allowed to keep medication anywhere in the classroom area.
- A written request on a Paris ISD medication request form to administer the medication from the parent or guardian must accompany all medication.
- Any unused medication shall be destroyed two weeks after the dosage if not otherwise instructed by the parent. Medication will not be sent home with a student. It may be picked up by the parent at the school clinic.

Medicine At School

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

- Only authorized employees, in accordance with policy FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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 aide and/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 aide and /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.

Immunizations

Each student must be in compliance with the state immunization laws. An up-to-date record, provided by a doctor or health clinic, must be shown to school personnel and a copy kept in the child's file. A written notice will be sent to the parent when the child is due for immunizations. A designated length of time will be given for each child to be immunized.

In accordance with the age of the child, required immunizations are: diphtheria, rubella (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school can provide information on age-appropriate doses.

Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

BACTERIAL MENINGITIS

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord—also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis

consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life-support management.

There are two common types of bacteria that cause meningitis:

- *Strep pneumoniae* causes pneumococcal meningitis; there are over 80 subtypes that cause illness
- *Neisseria meningitidis*-meningococcal meningitis; there are 5 subtypes that cause serious illness-A, B, C, Y, W-135

What are the symptoms?

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

Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

*In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.

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, such as deafness, blindness, amputations, or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

How is bacterial meningitis spread?

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

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

What is the risk of getting bacterial meningitis?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

How is bacterial meningitis diagnosed?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7–10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

For more information

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

PARIS ISD COMMUNICABLE DISEASE POLICIES

The following chart cites policies that will be observed in the control of communicable disease.

<u>CONDITION</u>	<u>EXCLUSION FROM ATTENDANCE</u>	<u>READMISSION CRITERIA</u>
HIV/AIDS	Not excluded unless physician determines skin eruptions or lesions that cannot be covered pose a threat to others	Determined by physician
AMEBIASIS	Yes	Readmitted once treatment has begun
CAMPYLOBACTERIOSIS	Yes	Readmitted once fever and diarrhea subside
CHICKENPOX (VARICELLA)	Yes	Readmitted seven days after onset of rash. If immunocompromised should not be readmitted until blisters have crusted over.
COMMON COLD	Not excluded unless fever is present	Readmitted once fever subsides
CONJUNCTIVITIS (VIRAL OR BACTERIAL)	Yes	Readmitted with note from physician or health care facility
CRYPTOSPORIDIOSIS	Yes	Readmitted once diarrhea subsides
CYTOMEGALOVIRUS	Not excluded	-----
ESCHERICHIO COLI (E. COLI)	Yes	Readmitted once fever and diarrhea subsides
FEVER	Yes if oral temp is 100.4 or greater	Readmitted once fever subsides without use of antipyretics
FIFTH DISEASE	Not excluded unless fever is present	Readmitted once fever subsides

Communicable Disease Policies (continued)

<u>CONDITION</u>	<u>EXCLUSION FROM ATTENDANCE</u>	<u>READMISSION CRITERIA</u>
VIRAL GASTROENTERITIS	Yes	Readmitted once diarrhea subsides
GIARDIASIS	Yes	Readmitted once diarrhea subsides

HEADLICE	Yes	Readmitted after one medicated shampoo has been given
HEPATITIS A	Yes	Readmitted one week after onset of illness
HEPATITIS B	Not excluded	-----
HERPES SIMPLEX (COLD SORE)	Not excluded	-----
IMPETIGO	Yes	Readmitted once treatment has begun
INFLUENZA	Yes	Readmitted once fever subsides
MEASLES	Yes	Readmitted four days after onset of rash. Un-immunized children should be excluded at least two weeks after last rash onset
BACTERIAL MENINGITIS	Yes	May be readmitted with a note from a physician or health care facility
VIRAL MENINGITIS	Not excluded unless fever is present	Readmitted once fever subsides
MENINGOCOCCAL INFECTIONS	Yes	Readmitted with a note from a physician or health care facility
MONONUCLEOSIS INFECTIONS	Yes	Readmitted when a physician decides or after fever subsides
MUMPS	Yes	Readmitted after nine days from onset of swelling
PERTUSSIS (WHOOPIING COUGH)	Yes	Readmitted after completion of five days of antibiotic therapy
PHARYNGITIS (NONSTREPTOCOCCAL)	Not excluded unless fever is present	Readmitted once fever subsides
PINWORM	Not excluded	Treatment is recommended and lesions must be kept covered
RINGWORM OF BODY	Not excluded	Treatment is recommended and lesions must be kept covered
RINGWORM OF SCALP	Yes	Readmitted once treatment has begun
RUBELLA (GERMAN MEASLES)	Yes	Readmitted seven days after onset of rash. Un-immunized children should be excluded for three weeks after onset of rash
SALMONELLOSIS	Yes	Readmitted once diarrhea and fever subsides
SCABIES	Yes	Readmitted once treatment has begun
SINUS INFECTION	Not excluded	-----
SHIGELIOSIS	Yes	Readmitted once diarrhea and fever subsides
STREP THROAT SCARLET FEVER	Yes	Readmitted twenty-four hours after antibiotic treatment has begun and fever subsides
PULMONARY TUBERCULOSIS	Yes	Readmitted after antibiotic treatment has begun and physicians certificate or health permit is obtained

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 found in both the school office and the nurse aide's health clinic. Also see policy FFAF.

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. If careful observation indicates that a student has head lice, the school nurse aide will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse aide 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 Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

SUPPORTING THE INSTRUCTIONAL DAY

Library Books

Your child will visit the school library once weekly for story time and to check out a book. The book must be returned in order for another book to be checked out. **If a book is lost or damaged, parents are required to pay for the book before another book can be checked out.** A special library backpack will be given to students to be used to transport his or her library book daily.

Holidays

We want to inform you of our approach to the topic of holidays.

Our goal is to continue to provide a rich environment for all children that value each child's unique background. We will be responsive to topics young children want to discuss, but we will not be teaching about the holidays. We will find age-appropriate ways to enjoy and celebrate the season. We hope that this approach will respect each family's culture and beliefs.

Birthdays

Children are invited to celebrate their birthday with their friends at school. It is necessary, however, for you to discuss the specific guidelines with your child's teacher. No personal party invitations are to be distributed at school unless **all** students are receiving one. Exclusion of some students creates hurt feelings. Parents may bring a treat for the entire class during the afternoon snack time.

CLOTHING

Appropriate Clothing for School

Prekindergarten children need to wear clothing and shoes which allow for easy movement. It is advisable that your child dress in clothing that is easily washed since much time is spent painting, cooking, and sitting on the floor. Clothing should be easy for your child to remove for bathroom purposes.

Outdoor play is an important part of the prekindergarten program. Each playtime will be spent outside unless it is raining or extremely cold or hot. Please see that your child's clothing is appropriate for the weather and that shoes are worn to protect feet.

DRESS CODE

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. A student should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to self or others. Students are expected to promote good citizenry in their attire and grooming standards. Students shall keep their hair, beards and mustaches neatly groomed.

The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations. The student and parent may determine the student's personal dress and grooming standards, provided they comply with the District's dress code.

Students **are not** permitted to wear:

1. Clothing which is extremely revealing of the body:
 - (a) Midriffs
 - (b) Strapless or backless
 - (c) Tank tops
 - (d) Pants/jeans where skin can be seen through a frayed area, tear, or hole
 - (e) Shorts and mini-skirts
 - [1] Girls' skirts or dresses are appropriate if they are no higher than 3 inches above the kneecap, including any slits in the hem.
 - [2] Girls' and boys' shorts are appropriate if they are not more than 5 inches above the kneecap.

IF IN DOUBT, DO NOT WEAR IT.

 - (f) Drill team and cheerleader uniforms are appropriate during pep rallies and games but not in classrooms and hallways.
 - (g) Bike shorts, gym shorts, and leggings/tights are not permitted unless worn under school-appropriate clothing.
2. Displays on the body (tattoos-permanent or temporary) or displays on clothing that have writing or pictures depicting or advocating:
 - (a) Obscene/suggestive gestures or language
 - (b) Drugs, alcohol, or tobacco
 - (c) Violence
 - (d) Gang activities
3. Caps, hats, sweat bands, and skull caps during regular school hours and at indoor nonathletic school events (i.e. concerts, banquets, etc.). At school athletic events, headwear may be worn as long as it cannot be extended below the ears.
4. Sunshades in the building (unless prescribed by a doctor)
5. House slippers or footwear that is noisy
6. Body-piercing objects (exception: earrings)
7. Bandannas, wash cloths, or rags at school or school activities
8. Pants that are sagging
9. Wallet chains, belts of chains, or spiked jewelry
10. Trench coats or dusters

A school-appropriate shirt must be worn under all outer wear.

Girls' tops must fall at least one inch below the waist whether standing or sitting. Boys' shirts that fall below the bottom of the buttocks must be tucked in.

If a belt is worn, it must be worn through the belt loops and be buckled at all times. Belts must be of appropriate length and may not be wider than the belt loops. Belts may not have metal studs, brads, or other adornments that could be perceived as a hazard.

The above standards are meant to promote community values and enhance a safe orderly environment, and shall not infringe on any individual's religious beliefs or protected free speech.

Lost and Found

Numerous articles of clothing end up in the school's lost and found each year. The school is not responsible for the loss of personal property. Students are urged to protect their personal property at all times. If an article is found, students are instructed to take it to a teacher or turn it in to the principal's office. All personal property (school supplies, coats, shoes, etc.) brought to school should be labeled with the child's name. Such marking will facilitate return of personal items lost or misplaced.

Change of Clothing

Occasionally accidents do happen. For this reason, please send a change of clothing (shirt, underwear, pants, and socks) in a clear plastic bag with your child's name written on the outside of the bag. The clothes will be returned to you at the end of the year.

Backpack

Your child needs to bring a school bag or backpack every day. Considerations for this backpack are:

- We suggest your child practice opening and closing the backpack prior to the first day of school so he/she can independently work the zippers and/or snaps.
- The backpack should be large enough to carry student work and a large library book.
- Please write your child's name on the backpack.
- We discourage students bringing toys from home to school.
- **Please empty your child's backpack every day.**
- For children's safety, backpacks with wheels are discouraged.

PARENT – TEACHER COMMUNICATION

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:

- Reviewing the information in this handbook and in the district's Discipline Management Plan and Student Code of Conduct before signing and returning the acknowledgement form and Directory Information notice.
- 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. Ensure that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Ensuring that your child does not violate the dress code at school or school-related activities.
- 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 counselor or principal any questions you may have about the options and opportunities available to your child.

- Monitoring your child's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, reading coach, early childhood specialist/guidance staff, or principal, please call the school office at 903-737-7466 for an appointment. The teacher will usually return your call or meet with you during her conference period or before or after school.
- Becoming a school volunteer with such programs as Read Across America; assisting with fund-raisers and other activities; chaperoning; volunteering as speakers or other types of academic resources.
- Participating in campus parent organizations, as the Givens Parent-Teacher Organization.
- Serving as a parent representative on the district-level (DWAC) or campus-level (SET) 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. [See policies at BDF, EHAA, and FFA]
- Attending board meetings typically held on the third Monday of each month, to learn more about district operations.
- Serving on Leadership Paris ISD to learn more about district operations.
- Using the Paris ISD web site at www.parisisd.net to learn about procedures to address the Board when appropriate.

Reporting to Parents

Parent conferences are held during or near the end of the first nine-weeks and at the end of the year. The conference is an opportunity to report your child's progress, and for the teacher and the parents to get acquainted. The teacher and parent discuss how they can work together to enable the child to have a successful school year. You are encouraged to attend these scheduled conferences.

Communication With Teachers

- Any notes or money from you should be pinned onto your child's clothing or placed in your child's backpack. Please ask your child's teachers about the preferred method used in her classroom.
- Please immediately advise the teacher when there is a change of address, phone number, or emergency number.

Please advise us if there is a change (hospital, illness, death, divorce, trip, new baby, etc.) in your home. It will be kept confidential. These events do affect your child's class performance.

Discipline

Our school's discipline plan is based on respect for others. Students are guided to make good choices. The teachers will communicate with you about your child's successes and areas for growth in this ongoing process. Along with this student handbook, your child has received a copy of the Paris ISD Student Code of Conduct. The Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction, including bus transportation. The Code of Conduct also explains the kinds of disciplinary action school officials can

take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action. If you have any questions about conduct or discipline rules, please refer to the Code of Conduct or call your child's principal.

Removal From The Regular School Setting

From Class—A teacher may remove any student from class for a serious class disruption or for repeated class disruptions.

To In-School Suspension—Within the Student Code of Conduct, a student may be removed to In-School Suspension (ISS), which is a structured time-out, class on campus.

From Campus—A student may be removed from class and/or campus if there exists a compelling reason for doing so. Reasons are detailed in the Paris ISD Discipline Management Plan and Student Code of Conduct.

Corporal Punishment

After other appropriate means of discipline have been tried and if it becomes necessary to administer corporal punishment to a student, such punishment must be administered by the school principal, assistant principal, or teacher. When corporal punishment is administered, it shall be done in the presence of another professional staff member and shall take place in the principal's office or other place out of the view of other students. If you request your child not receive corporal punishment please notify the office in writing. *Note: For more detailed information on student conduct, see the PISD Discipline Management Plan and Student Code of Conduct Handbook.*

Jurisdiction Of The School

The district has jurisdiction over its students while on the school bus, at authorized school bus stops, on school property, at school related functions, or while engaged in school-related activities. Misconduct during this time becomes a matter of school discipline if the interest of the school is involved. Policies and regulations of the district governing the discipline of students apply to all school sponsored activities inside or outside the district.

Vandalism

The taxpayers of the Paris community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that these facilities can serve those for whom they are intended, both this year and for years to come, littering, damaging, or defacing 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. The parent of a student guilty of damaging school property will be liable for damages in accordance with law.

Drug-Free / Gun-Free / Gang-Free Zones

Paris ISD campuses are drug-free / gun-free / gang-free zones. Drugs or guns are not permitted within 1,000 feet of the school property or a school activity. Violators will be prosecuted under federal statute.

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. [See policy EF(LEGAL)]

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

“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 or selling that information.
- Any non-emergency, 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 whether the teacher is currently teaching in the field of discipline of his or her certification. 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.

Displaying a Student's Artwork and Projects

The district will seek parental consent before displaying student's artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or any other method of mass communication.

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 co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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 in conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Furthermore, your child must satisfy grade-level and graduation requirements as determined by the school and Texas Education Agency.

Pledges and 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.]

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(LEGAL) for more information.]

Prayer

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.

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/ 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]

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.

Participation in Federally Required, State-Mandated, and District

Assessments

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

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.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

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

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 because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways school website, local radio stations, suddenlink channel 2, Local TV channel 10 & 12, and Dallas channels 4 & 5.

Requesting Transfers for Your Child

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information. [See policy FDB]
- To 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 FDD(LOCAL)]
- To request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student on 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. [See policies FDD(LEGAL and LOCAL)]

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 FDB(LEGAL)]

Service/Assistance Animal Use by Students

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.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit by- examination opportunities outside the district's established testing windows, A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Students Who Are Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements. If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

SPECIAL PROGRAMS/ACCOMMODATIONS FOR STUDENTS

Programs for Students with Disabilities

The Special Services Department offers services for the following:

Orthopedic Impairment	Learning Disability
Hearing Impairment	Speech Impairment
Visual Impairment	Autism
Other Health Impairment	Multiple Disabilities
Mental Retardation	Traumatic Brain Injury
Emotional Disturbance	

Services available for students with disabilities include:

- PPCD (Preschool Program for Children with Disabilities): Children with disabilities from 3 to 5 years of age receive special education and related services from special education personnel. The program is designed for young children to provide instruction in the developmental areas of cognition, communication, motor, self-help, social/emotional and creative expression.
- Speech/Language Therapy: Eligible children receive help with communication disorders in the areas of articulation, voice, and fluency.
- Inclusion: This service is designed to provide special education services to eligible students with disabilities whose instruction is maintained in the general education classroom setting. Necessary special education support is available for students and includes instructional accommodations, special materials or equipment, consultation with classroom teacher, monitoring of student progress, or direct support from special education personnel in the general education classroom.
- Related Services: These services are available to help students with disabilities benefit from special education instruction. The services are delivered in accordance with the student’s IEP, which has been developed jointly by teachers, administrators, Special Education evaluation staff, and the child’s parents. Related services may include:

Counseling	Adapted Physical Education
Transportation	Assistive Technology
Physical Therapy	Interpreters for the Hearing Impaired
Occupational Therapy	Orientation and Mobility for the Visually Impaired

OPTIONS AND REQUIREMENTS FOR PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED OR MAY NEED SPECIAL EDUCATION SERVICES

Special Programs

TEA is required to provide school districts and charter schools a written statement of the options and requirements for providing assistance to students who have learning difficulties or who need, or may need, special education services (Texas Education Code [§26.0081](#))

To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors and will always inform you about the program beforehand. We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please contact your child's teacher(s), counselor, or the campus principal.

Special Education: Paris ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. We decide whether a student needs special education after we complete a comprehensive assessment. Please contact Joi Roberts, Special Education Director at 903-737-7494, or your principal to receive full information about our special education programs. See also the required Notice at the beginning of this Handbook.

Section 504: Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate. Please contact your principal to receive full information about the school's Section 504 program.

Bilingual Education/English as a Second Language: English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your children for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

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.

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 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 these decisions in conjunction with the LPAC.

Homeless Liaison

Paris ISD employs a liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact the district's parent involvement coordinator. If you have questions about the program or need assistance related to the program, contact Karol Ackley at (903) 737-7500.

Gifted Education— Advanced Academic Program Description

Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in intellectual, creative, or artistic areas, show an unusually high capacity for leadership, or excel in a particular academic field. Paris ISD provides a comprehensive program for gifted and talented students in grades K–12. Student identification criteria for grades K–1 include mental abilities, achievement, and creativity tests; an observation inventory of gifted behaviors; and an assessment of student products.

Criteria for grades 2–8 include a mental abilities test, an achievement test, an inventory of gifted characteristics, and a creativity test. Identification criteria for grades 9–12 include a mental abilities test, a creativity test, student achievement, and checklists for rating characteristics of gifted students. Data for all students are entered on individual profiles to determine the final selection score for consideration by a selection committee of district educators who have received training in the nature and needs of gifted students. Written policies on student identification are available in the principal's office.

An array of learning opportunities is offered for gifted and talented students. K–5 students are served in full-day talent pool enrichment classes. In addition, students identified for the grades 3–5 Socrates program participate one-half day per week in a pull-out, interdisciplinary class. Students in grades 6–8 are served through Specific Academic Ability (SAA) and/or Accelerated classes in the four core content areas through the daily schedule. Students in grades 9–12 have the opportunity to participate in the Paris High School Advanced Academic Program which includes Specific Academic

Ability/Honors courses in English, math, science, and social studies; Accelerated/Honors courses in English, math, science, social studies, government, economics, and selected career and technology areas; Advanced Placement courses in chemistry, history, Spanish, English, geography, and studio art; and 64 semester hours of dual credit college courses offered jointly with Paris Junior College. Not all AP and dual credit courses are offered each year.

Credit By Examination/Examinations For Acceleration

Students entering grades K–8 are eligible to accelerate or skip the next grade level. In order to skip a grade, a student must meet the following requirements:

The student must score 90% on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science and social studies. A school district representative must recommend that the student be accelerated. The student's parent or guardian must provide written consent that his/her child accelerate one grade level upon successfully meeting all criteria.

It is important that parents understand that a child will be required to skip the grade for which he/she was tested if requirements are met. Paris ISD staff recommends that the parent give serious consideration to a child's social, emotional, and academic well-being before committing to grade level acceleration. Registration may be completed by calling Patti Staples at (903) 737-7543. Written parent consent for acceleration will be required prior to a student being scheduled for testing. Test administration will be in late July. Language arts, math, science and social studies tests will be given during these days, with only one test given each day. A student must take all four examinations which thoroughly test the essential knowledge and skills for the applicable grade level.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display A Student's Original Works And Personal Information

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

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, 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.

Limiting Electronic Communications with Students By District

Employees

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.

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.

Consent to Video or Audio Record a Student When Not Otherwise

Permitted by Law

State law 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 co-curricular or extracurricular activity; or
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Floral Deliveries

Balloon bouquet deliveries will be accepted at school. Floral deliveries will be held in the office until the end of the school day. For safety reasons helium balloons may not be taken home on any school bus.

Class Parties

Christmas, Valentine's Day, and End of the School parties can be held each year. Classroom teachers will be in contact with parents through newsletters about party needs. Due to federal nutrition regulations, parties are to be held after the scheduled lunch time.

PTLC

The Givens Parent-Teacher Leadership Committee meetings are held at various times throughout our school year. Your family is encouraged to join the GPTLC. Proceeds from fundraisers help finance activities for Givens students and campus projects.

Volunteering

We encourage and value classroom volunteers. If you have a special talent or hobby that you would like to share with our class, please let us know. It can be a wonderful learning experience for children when one shares painting, weaving, cooking, sewing, or a special collection. Please contact your child's teacher if you would like to help at school. A Paris ISD Volunteer Form and Criminal History Check are required according to PISD policy. If you do not have a valid driver's license, please contact the office for the alternative procedure. This procedure will be completed in the school office.

Fund Raising-

Student groups or classes, and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. Principal approval in advance is necessary for the event to be placed on the school calendar and for the activity to be permitted on school property. Due to audit requirements, funds raised shall be received, deposited, and disbursed in accordance with Board policy. Student participation in fund-raising activities shall not interfere with student nutrition or instructional programs. During established breakfast and lunch periods, food products listing sugar as the first ingredient may not be sold in the cafeteria, the area where those two meals are typically consumed.

PARENT / COMMUNITY VISITATION

We are proud of our school and the high quality of education provided here, so parents and everyone interested in the students are welcome to visit the school. Some of the special times when plans are made to receive visitors include Meet-the-Teacher day (Parent Orientation), grandparent and parent lunches, fall and spring festivals, Texas Public Schools Week, prekindergarten class musical play presentations, and moving up ceremonies.

VISITOR CHECK-IN

Please be aware that all visitors must check into the office as soon as they arrive on campus, obtain permission from the principal or designee to remain on campus, check in the office by showing appropriate identification, and receive a visitor's badge, as appropriate. Visits to individual classrooms during instructional time are permitted only with approval of the director and teacher and only so long as the duration and/or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be tolerated.

CONFERENCES

If parents wish to consult with their child's teacher(s), 2:45–3:35 p.m. has been set aside for planning, staff development, and conferences. Parents should schedule an appointment with the teacher

so that she will be prepared to discuss student progress. Teachers have been asked not to conference with parents during class time to ensure all students a full day of instruction.

EMERGENCY INFORMATION

We stress safety in everything we do at school—on the playground and in the building. Our safety program includes both fire and tornado drills. Parents may be certain that in the event of a fire or tornado, our teachers will be alerted and will see that the necessary safety precautions are put into effect.

REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Givens Elementary School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent that previously have not been covered.

Pest Control Notice to Parents

The school periodically applies pesticides as part of an Integrated Pest Management program. All persons applying pesticides at this school district are required to receive special training in pesticide application and pest control. In addition, the school has a policy that requires use of non-chemical pest control tactics whenever it is possible. Pesticides may periodically be applied. Should you have further questions about pesticide use, including the types and timing of treatments, you may contact Maintenance and Transportation Office at 903-737-7489

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, Paris ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including its career and technology education 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 requirements.

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Althea Dixon, Director of Curriculum, Instruction and Accountability • 1920 Clarksville Street • Paris, Texas • (903) 737-7473.
- Section 504 Coordinator, (T. G. Givens) for concerns regarding discrimination on the basis of disability: Sheila Ensey, Director • 655 Martin Luther King Jr. Drive • Paris, Texas • (903) 737-7400.
- All other concerns regarding discrimination: Paul Jones, Superintendent • 1920 Clarksville Street • Paris, Texas • (903) 737-7473.

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 the 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. 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 go 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 a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted 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.
- Individuals 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 superintendent is 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 priced meals, the district will either provide a copy of the requested records, or make other arrangements for the parent or student to review these records. Originals cannot be removed from the principal's or superintendent's office. The address of the superintendent's office is 1920 Clarksville Street, Paris, Texas 75460. The address of the principal's office is 655 Martin Luther King Jr. Drive, Paris, Texas 75460.

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 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.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office. The parent's or eligible student's right of access to and copies of student records do 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.

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.

Computer resources / acceptable use agreement

District resources have been invested in computer technology to broaden instruction and prepare students for an increasingly computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Parents will be asked to read the Electronic Communications System and Data Management Acceptable Use Policy distributed by the teacher at the beginning of school and must sign the Paris ISD Acceptable Use Agreement in order for the student to receive Internet access.

A "Release for Electronically Displayed Student Photographs and Work" document must also be signed if a student's work is chosen for publication in PISD-controlled web sites or the Internet. A user's access to the district's system may be suspended upon violation of district policy or administrative guidelines regarding acceptable use. A student is prohibited from accessing a computer, computer network, or computer system without permission, as well as giving a password or other

confidential information about a computer system to someone without permission. Computer misuse will result in disciplinary sanctions and may cause the student to be assigned to the discipline branch of PASS.

District technology staff will take reasonable steps to prevent access to objectionable adult content through filtering software and monitoring of student Internet use; however, it is not possible to absolutely prevent such access. Students are prohibited from possessing sexually oriented material or accessing sexually oriented sites.

Electronic communications, including e-mail, using Paris ISD computers are not private and are monitored by designated personnel. PISD will act as the parent concerning any disclosures of personal student information, which may be required for instructional purposes in compliance with CIPA and COPPA regulations.

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, the parent or an eligible student may prevent release of a student’s directory information. 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.

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: student recognition activities, yearbook, student newspaper, newsletters, printed programs for extracurricular activities, and news releases to local media. For these specific school-sponsored purposes, the district would like to use the student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information. Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed.

Child Sexual Abuse

The district has established a plan for addressing child sexual abuse, which may be accessed at www.parisisd.net. 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. 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 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 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, the campus 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_InYour_County/default.asp.

These Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<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 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>).

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual.

- **First:** The student or parent shall contact the teacher and attempt to resolve the complaint. This may be accomplished by a telephone call, e-mail, or a conference.
- **Second:** If the issue cannot be resolved, the student or parent shall request a conference with the principal within fifteen school days of the event that caused the complaint (or the date that awareness of the event became known).
- The principal shall schedule and hold a conference with the student or parent within five days of receiving the request. The principal has ten school days following the level one conference to issue a written response.
- **Third:** If the outcome of this conference is not satisfactory, the student or parent may request, within ten school days, a conference with the Superintendent or designee, who shall schedule and hold a conference. Prior to or at the time of this conference, the student or parent shall submit a written complaint that includes a statement of the complaint, any evidence in its support, the solution sought, the student's or parent's signatures, and the date of the conference with the principal.
- **Fourth:** If the outcome of the prior conference is not satisfactory, the student or parent may submit to the Superintendent within ten school days of the level two response a written request to place the matter on the agenda of the next regular Board meeting. The Board President shall set a time limit, and the Board shall hear the complaint and take appropriate action or no action. Some concerns/complaints require different procedures. The campus office or the Superintendent's office will provide information regarding specific processes for complaints. Additional information can be found in the designated Board policy available on the Paris ISD web site at www.parisisd.net.

Disruptions of School Operations

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

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

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PISD CAMPUSES AND DEPARTMENTS

Lamar County Head Start, 1350 6th Street, NW
(903) 737-7469
FAX (903) 737-7514
Eva Williams, Director
eva.williams@parisisd.net

T. G. Givens, 655 Martin Luther King Jr. Dr.
(903) 737-7466
FAX (903) 737-7531
Sheila Ensey, Principal
sheila.ensey@parisisd.net

A. M. Aikin Elementary, 3100 Pine Mill Road
(903) 737-7443
FAX (903) 737-7517
Kim Donnan, Principal
kim.donnan@parisisd.net

Thomas S. Justiss Elementary, 401 18th Street, NW
(903) 737-7458
FAX (903) 737-7530
Renee Elmore, Principal
renee.elmore@parisisd.net

Crockett Intermediate, 655 S. Collegiate Drive
(903) 737-7450
FAX (903) 737-7526
Brock Blassingame, Principal
brock.blassingame@parisisd.net

Paris Junior High School, 2400 Jefferson Road
(903) 737-7434
FAX (903) 737-7534
Kristi Callihan, Principal
kristi.callihan@parisisd.net

Paris High School, 2255 South Collegiate Dr. (903)
737-7400

Student Nutrition, 2390 Jefferson Road
(903) 737-7590
FAX (903) 737-7533
Lori McEntyre Director
lori.mcentyre@parisisd.net

Elementary/Gifted Education, 2400 Jefferson Road
(903) 737-7543
FAX (903) 737-7545
Jennifer Ray G/T Coordinator for Grades 1-8
jennifer.ray@parisisd.net

Special Services, 3270 Graham Street
(903) 737-7494
FAX (903) 737-7530
Joi Roberts Director joi.roberts@parisisd.net
Lisa Malone, Supervisor lisa.malone@parisisd.net

State/Federal Compensatory Education, 3270
Graham Street
(903) 737-7500
FAX (903) 737-7503
Karol Ackley, Supervisor
Karol.ackley@parisisd.net
Yesica Mungia, Bilingual coordinator
yesica.mungia@parisisd.net

PISD Administration Building, 1920 Clarksville
Street
(903) 737-7473
FAX (903) 737-7484
Paul Jones, Superintendent
paul.jones@parisisd.net
Althea Dixon, Assistant Superintendent of Curriculum
Althea.dixon@parisisd.net
Gary Preston, Assistant Superintendent of Personnel
& Student Services
Gary.preston@parisisd.net
Tish Holleman, Business Manager
Tish.holleman@parisisd.net

Maintenance/Transportation, 2390 Jefferson Road
(903) 737-7489
FAX (903) 737-7532

FAX (903) 737-7515
Chris Vaughn, Principal
Chris.vaughn@parisisd.net

Terry Anderson, Director
terry.anderson@parisisd.net

Paris Alternative School for Success (PASS), 3270
Graham Street
(903) 737-7560
FAX (903) 737-7574
Stephen Long, Director
stephen.long@parisisd.net