

PARIS HIGH SCHOOL

Student Handbook

2020-2021



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Paris Independent School District

PARIS HIGH SCHOOL

ALMA MATER

Loyal and true, we pledge allegiance to you.
This is our motto:
We are one for all and all for alma mater.
Here's to our school,
Paris High, may she rule.
Forevermore you will find us always loyal and true

SCHOOL COLORS

Blue and White

SCHOOL MASCOT

Wildcat

SCHOOL PLEDGE

"I pledge allegiance to Paris High School with loyalty, honor, and trustworthiness, and will, to the best of my ability, uphold its standards and ideals."

MISSION STATEMENT:

The mission of Paris High School is to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world.

GUIDING BELIEF STATEMENT:

We, the faculty and staff of Paris High School, believe that all students can learn, need love, want to be respected, need positive reinforcement to enhance self-esteem, want acceptance, need positive role models, deserve recognition for success, can succeed in a safe environment, and need to be heard; furthermore, we are dedicated to providing a learning environment whereby emphasis on excellence, equity, and improvement will ensure that all students are successful.

The Pledge of Allegiance to the United States Flag

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Pledge to the Texas Flag

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

DIVISION OF STUDENTS FOR COUNSELORS AND ADMINISTRATORS

Counselors

Tiffany Blassingame A – K (9-11)
Danielle Dollins L – Z (9-11)
Becky Wilkins Grade 12

Administrators

Mike Henry A – K
Sabrina Day L – Z

2020-2021 SCHOOL CALENDARS

STUDENT HOLIDAYS

September 07.....	Labor Day
October 19	Staff Development
November 23 – 27.....	Thanksgiving Break
December 21 – Jan 1.....	Winter Break
January 04	Teacher Workday
January 18	MLK Holiday
February 22	Staff Development
March 15 – 19.....	Spring Break
April 02	Weather Day
April 23	Weather Day
June 04... ..	Graduation

GRADING PERIOD

First Semester

September 08 – October 30

November 02 – January 22

Second Semester

January 25 – April 01

April 05 – June 04

SEMESTER EXAM DATES

Fall Semester Exams – Jan. 20, 21, 22

Spring Semester Exams – June 02, 03, 04

STAAR TESTING DATES

<u>End-of-Course</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
English I	Dec 08	April 06	June 22
English II	Dec 10	April 08	June 24
Algebra I	Dec 09	May 05	June 23
Biology	Dec 09	May 06	June 23
US History	Dec 09	May 04	June 23

ACT/SAT/PSAT/AP TESTING DATES

<u>ACT</u>	<u>SAT</u>	<u>PSAT 11</u>	<u>AP EXAM DATES</u>	
Sept 12/19	Sept 26	Oct 14	May 03	US Government
Oct 10/17/24	Oct 03		May 04	Calculus AB
Dec 12	Nov 07	<u>PSAT 10</u>	May 05	English Literature
Feb 06	Dec 05	Feb 22	May 07	Chemistry
April 17	Mar 13		May 12	English Language
June 12	May 08	<u>PSAT 8/9</u>		
July 17	June 05	Feb 22		

2020-2021 REGULAR BELL SCHEDULE

7:45	Bell rings for students to report to 1 st period for virtual tutorials/breakfast	
7:50 – 8:15	Virtual Tutorials (students report to 1 st period classrooms)	
8:15	School Start Bell	
8:20 - 9:20	1st Period	
9:25 - 10:20	2nd Period	
10:25 - 11:20	3rd Period	
11:25 - 12:50	<u>4th Period</u>	<u>Lunch Schedule</u>
11:55 – 12:50	“A” Class Time	“A” Lunch 11:25-11:50
11:25 - 11:50	“B” Class Time	“B” Lunch 11:55- 12:20
12:25 - 12:50	“C” Class Time	“C” Lunch 12:25- 12:50
11:25 - 12:20		
12:55 - 1:50	5th Period	
1:55 - 2:50	6th Period	
2:55 - 3:50	7th Period	

PEP RALLY BELL SCHEDULE

7:45	Bell rings for students to report to 1 st period for virtual tutorials/breakfast	
7:50 – 8:15	Virtual Tutorials (students report to 1 st period classrooms)	
8:15	School Start Bell	
8:20 - 9:20	1st Period	
9:25 - 10:20	2nd Period	
10:25 - 11:20	3rd Period	
11:25 - 12:50	<u>4th Period</u>	<u>Lunch Schedule</u>
11:55 – 12:50	“A” Class Time	“A” Lunch 11:25-11:50
11:25 - 11:50	“B” Class Time	“B” Lunch 11:55- 12:20
12:25 - 12:50	“C” Class Time	“C” Lunch 12:25- 12:50
11:25 - 12:20		
12:55 - 1:40	5th Period	
1:45 - 2:30	6th Period	
2:35 - 3:15	7th Period	
3:20 – 3:50	Pep Rally	

SEMESTER EXAM SCHEDULE

Wednesday, January 20, 2021	Follow pep rally schedule until 2:30	
Wednesday, June 02, 2021	2:35 - 3:50 p.m.	7 th Period Exam
Thursday, January 21, 2021	8:20 - 9:45 a.m.	1st Period Exam
Thursday, , June 03, 2021	9: 50 - 11:15 a.m.	2nd Period Exam
	11:20 a.m. - 12:45 p.m.	3rd Period Exam
	12:50 p.m.	Buses Run
Friday, January 22, 2021	8:20 - 9:45 a.m.	4th Period Exam
Friday, June 04, 2021	9: 50 - 11:15 a.m.	5th Period Exam
	11:20 a.m. - 12:45 p.m.	6th Period Exam
	12:50 p.m.	Buses Run

BOARD OF TRUSTEES Regular Meeting: 3rd Monday, 6:00 p.m.

George Fisher	President
Jenny Wilson	Vice President
Rebecca Norment	Secretary
Terry Davis	Member
Clifton Fendley	Member
Mihir Pankaj	Member
Bert Strom, MD	Member

ADMINISTRATIVE STAFF

Paul Jones	Superintendent
Gary Preston	Asst. Superintendent of Personnel & Student Services
Althea Dixon	Asst. Superintendent of Curriculum, Instruction, & Assessment
Tish Holleman	Business Manager
Chris Vaughn	Principal
Mike Henry	Assistant Principal (A-K)
Sabrina Day	Assistant Principal (L-Z)

PROGRAM DIRECTORS / COORDINATORS

Caleb Tindel	Career Tech Director
Jerrica Liggins	Secondary Ed Director
Steven Hohenberger	Athletic Director
Nancy Waldrum	Instructional/Testing Coordinator

SCHOOL NURSE

Kay Grubb	Grades 9-12
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COUNSELORS / DIAGNOSTICIANS

Tiffany Blassingame	Students A-K (9-11)
Danielle Dollins	Students L-Z (9-11)
Becky Wilkins	Grade 12
Susan McCleskey	Diagnostician, 9-12

SECRETARIES / REGISTRAR

Shonda Ragsdale	Principal
Sharon Ashmore	Assistant Principals / Attendance
Amy Hammonds	Receptionist
Julie Stripland	Fine Arts
Stacey Pettigrew	Registrar
Nancy Morgan	Athletics
Beverly Reavis	Career & Technical / Purchasing
Melissa Harris	Counselors / Substitutes

OTHER PARIS ISD CAMPUSES AND GENERAL CONTACT INFORMATION

Elaine Ballard Administration Building	1920 Clarksville Street	Paul Jones, Superintendent	903-737-7473
Lamar County Head Start	1350 NE 6th Street	Eva Williams, Director	903-737-7469
Givens Early Childhood Center	655 Martin Luther King Drive	Shiela Ensey, Principal	903-737-7466
Aikin Elementary School	3100 Pine Mill Road	Kim Donnan, Principal	903-737-7443
Justiss Elementary School	401 18th Street, NW	Renee Elmore, Principal	903-737-7458
Crockett Intermediate School	655 S. Collegiate Drive	Brock Blassingame, Principal	903-737-7450
Paris Junior High School	2400 Jefferson Road	Kristi Callihan, Principal	903-737-7434
Travis High School of Choice	3270 Graham Street	Stephen Long, Principal	903-737-7560
Federal & State Programs	2400 Jefferson Rd	Karol Ackley, Director	903-737-7500
Special Services	3270 Graham Street	Joi Roberts, Director	903-737-7494
Maintenance	2390 Jefferson Road	Terry Anderson, Director	903-737-7489
Transportation / Bus Barn	2390 Jefferson Road	Joseph Justiss, Coordinator	903-737-7889
Student Nutrition Services	2390 Jefferson Road	Lori McEntyre, Director	903-737-7589

FACULTY

Anderson, Amy	English	Jetton, Haley	Science / Athletics
Andoe, Jodi	CTE / Science / STEM	Johnson, Ashlee	Science
Andrews, Deborah	CTE / Science	Jones, Cherie	Economics / Athletics
Anthony, Hope	Mathematics	Larue, Amanda	Mathematics
Avila, Jane	Mathematics	Larue, Cheryl	CTE
Baroody, Patricia	Spanish	Lewis, Randall	US Govt / Golf
Batchelor, Brandi	English / Cheer / Softball	Ludyen, Dr. James	Social Studies
Beeler, Jennifer	CTE / Science	Mason, Alva	Mathematics
Bills, Edith	CTE	Maxwell, Craig	English
Black, Angie	English	McClure, Kim	Special Education
Brannen, Elizabeth	Special Education	McGill, Barbara	English
Calvin, Angela	Mathematics	McKinney, Alvernetta	English
Chapman, Jeff	Girls Athletics	Milton, Robert	CTE / Law Enforcement
Chasteen, Malissa	Special Education	Musgrove, Amber	Mathematics/ Drill Team
Clark, Suzanne	Special Education	Napier, Leigh	Science
Cobb, Clint	Social Studies/ Athletics	Norton, Lonnie	Social Studies / Athletics
Coker, Steve	CTE / Mathematics	Nimmo, Shana	Social Studies
Cook, Jennifer	Comm. Photo/ Yearbook	Parson, Dawn	Special Education
Davis, Jim	Tennis	Peek, Katelyn	CTE / Health Science
Dingman, Brittany	Science	Sanders, Tony	English / Athletics
Dixon, Velisher	ESL / ESOL	Shull, Jayna	Theater Arts
Edwards, Mason	CTE / Athletics	Sikes, Bill	Special Education / Baseball
Ferguson, Kelley	Science	Smith, Herb	Social Studies / Athletics
Ford, Rae Ann	PE / Athletics	Snowton, Kimmie	CTE / Business
Gates, Tonya	English	Steed, Billy Mack	Credit Recovery / Basketball
Grissom, Charles	Band Director	Steele, Emily	CTE / Education
Grissom, Jodye	Social Studies	Stephens, Monica	Spanish
Grosso, Tony	PE / Athletics	Stone, Jill	English
Hampton, Brandon	ISS / Athletics	Stone, Roy Tom	Basketball
Hardin, Ann	Special Ed / Credit Recovery	Strom, Sandra	English
Hayes, Jacy	CTE / Science	Townsend, Renee	Mathematics
Heer, Nichole	Art	Tucker, Grace	Choir
Henderson, Melissa	Special Education/ Athletics	Tucker, Steve	CTE
Hines, Sydney	CTE	Vaughn, Stephanie	Special Education
Hinkle, Robert	Social Studies / Athletics	Wilburn, Brent	English
Hodges, Melanie	Special Education	Weiss, Ronel	Social Studies
Holleman, Clint	Special Education	Williams, Taneria	Spanish / Drill Team
Hudson, Jennifer	Science	Williams, Tiyunna	CTE / Health Science
Huie, Trevor	CTE / Mathematics / Athletics	Wood, Timothy	Theater Arts
Hyatt, James	CTE / Auto Technology	Yanez, Adrianna	Spanish

Media Center Specialist/Librarian: Crystal Henry

Cafeteria Manager: Lisa Thomas

Fine Arts Assistants: Dottie Billman (Choir)

Credit Recovery Assistant: Gloria Rollerson

School & Safety Officer: Donnie Winton

Athletic Trainer/Asst. Athletic Director: Chad Helberg

Special Services Assistants: Becky Allen, Brian Anderson, Richard Calvin, Jackie Mason

PREFACE

To Students and Parents:

Welcome to the 2020–2021 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Paris High School Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I — PARENTAL RIGHTS — with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

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

Please be aware that the term “parent” unless otherwise noted is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student. Regardless of the particular terminology, our intention is to speak directly to you as the adults who are responsible for working with us, the school officials, to make your children’s experience with Paris High School a positive educational experience.

Both students and parents should become familiar with the Student Code of Conduct which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the PHS website and is available in hard copy upon request.

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances. Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

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

Note: References to alphabetical policy codes are included so that parents can refer to board policy. A copy of the Paris ISD Board Policy Manual is available on-line at www.parisisd.net.

Attending school should be enjoyable. There should be a high degree of cooperation between the home, school, teacher, and student. Education is not a right that can be demanded. It is a privilege that must be earned through hard work and enrollment in a demanding, yet rewarding course of study. The staff of our high school sincerely hopes that your days here will be both pleasant and profitable and that the education you gain will prepare you to face the responsibilities of the future.

Chris Vaughn
Principal

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent. The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

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

The mental health liaison, Angela Reid, can be reached at 903-737-7494 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus. For further information, see **Mental Health Support**.

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

Consent to 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.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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 cocurricular or extracurricular activity;
- 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.

[See **Video Cameras** for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student’s parent submits a signed, written statement prohibiting its use. A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet **Or** submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

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

Limiting Electronic Communications with Students by District Employees

The district permits teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual’s professional responsibilities, as described by district guidelines below.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes e-mail, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - a) The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - b) For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district e-mail address.

- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DHB]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student’s name, grade level, photograph, participation in officially recognized activities and sports, honors and award, and weight and height, if a member of an athletic team. If you do not object to

the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student’s name, address, telephone, and grade level. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

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

Unless a parent has advised the district not to release his or her student’s information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student’s names, addresses, and telephone listings. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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.

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

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education. A parent has a right to deny permission for his or her child’s participation in:

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

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

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

Reciting a Portion of the Declaration of Independence

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

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

State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services. [For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student’s teacher.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent 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,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

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

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

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that control of the records goes to the student as soon as the student:

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

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

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student:

- When district officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a school committee to support the district’s safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official 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 to the school and the student; or investigating or evaluating programs.

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

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the principals’ office is: 2255 S Collegiate Dr, Paris, TX.

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See Appendix F, Finality of Grades at FNG(LEGAL), Report Cards/Progress Reports and Conferences and Complaints and Concerns for an overview of the process.]

The district's policy regarding student records found at policy FL 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.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

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

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

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

Safety Transfers/Assignments

A parent may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

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 before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

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

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

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

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

[See also **Credit by Examination For Advancement/Acceleration**, **Course Credit**, and **Students in Foster Care** for more information.]

A Student Who Is 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.

Federal law allows a student who is homeless 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.

If a homeless student in grade 11 or 12 a student who 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.

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

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

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

There is an **exception** to the 45-school-day timeline. If the district receives a parent’s consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from

school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Joi Roberts at 903-737-7494.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Danielle Dollins at 903-737-7400.

[See also **Students with Physical or Mental Impairments Protected under Section 504.**]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Chris Vaughn at 903-737-7400.

ADMISSION, RELEASE, and 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.
 - a. 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.
 - b. 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 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 at the discretion of the principal.

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 / ABSENCES

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

Compulsory Attendance

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

Secondary Grade Levels

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student

receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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

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

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

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Gary Preston. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]

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

Age 19 and Older

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

Attendance for Credit

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken every day at 10:00 am.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Within 2 days of returning to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

Driver License Attendance Verification

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

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

This information about all of these can be found on the district's website at www.parisisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the TEA homepage.

AWARDS AND HONORS

Honor Roll / A-B Honor Roll

Each nine weeks an honor roll is compiled and released to the news media in order to recognize academic achievement.

- To qualify for the A Honor Roll, a student must earn a grade of 90 or above in each course taken.
- To qualify for the A-B Honor Roll, a student must attain an average of at least one A (90-100) and B's (80-89) in each course taken on the nine weeks' report card.

Perfect Attendance Recognition

Graduating students who have cumulative record data indicating perfect attendance in grades K-12 will receive special recognition at the graduation ceremony. High school students who have perfect attendance in all courses taken in the current school year will receive an end-of-year perfect attendance certificate.

National Honor Society

To be eligible for membership in the National Honor Society, a student must be at least a junior and have a minimum grade point average as set by a NHS faculty committee. Consideration is based on scholarship, service, character, and leadership. Students who are eligible scholastically must complete and submit a Student Activity Information Form which is reviewed by the Faculty Council. A formal induction ceremony is held each spring. Members' grades are checked each semester to ensure compliance with rules. Noncompliance may result in probation or dismissal. Meeting grade point average requirements, adhering to the Student Code of Conduct, and completing a minimum of twelve service hours are necessary for seniors to wear the NHS cowl during graduation exercises.

Sociedad Honoraria Hispánica

The Sociedad Honoraria Hispánica is an honor society for high school students enrolled in Spanish and Portuguese and is sponsored by the American Association of Teachers of Spanish and Portuguese. Formally organized as the

Spanish National Honor Society in 1953, the name was changed in 1959. At present there are over 1,700 national and international chapters.

Any student who has an average of 85 in the third year study of Dual Credit Spanish and is in the 10th grade or higher is eligible. The student must complete a minimum of three years of advanced Spanish and remain an active member in good standing.

Texas Scholars Program

Texas Scholars is not a graduation program. Texas Scholars was implemented by the Lamar County Coalition of Education, Business, and Industry to motivate high school students to take courses designed to better prepare them to compete in a high tech, global economy.

Students wishing to receive recognition as a Lamar County Texas Scholar will be required to do the following:

- Graduate from high school having completed at least the Recommended High School Program or the Foundation High School Program with an Endorsement, and
- Complete at least two courses (4 semesters) while in high school eligible for college credit,
- Take the ACT/SAT before the end of the first semester of their senior year. The ASVAB, taken by the end of the first semester of their senior year, will be accepted for students who plan to enter the military after graduation,
- Receive no nine weeks grade average or semester grade average below 70 in any class in their senior year.

High school courses eligible to be considered for college credit will include the following:

- Dual Credit courses,
- Advanced Placement (AP) courses.

Timeline for calculating grades and determining eligibility for seniors will be the following:

- Senior students must have no nine weeks grade average or semester grade average below 70 at the end of the 3rd nine weeks.
- A Texas Scholars Evaluation Committee comprised of area counselors and administrators will consider the eligibility of students with extenuating circumstances.

Students who have been assigned to a DAEP or have been expelled during their senior year will be disqualified for Texas Scholars.

Note: Students who were in grade 9 or 10 in the 2013-2014 school year must be given a choice to graduate through the Recommended High School Program, the Distinguished Achievement Program, or the Foundation High School Program with an Endorsement to be a Texas Scholar.

BULLYING

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by website.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). [See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, policy FFI, and Appendix I.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in the following areas: [Business & Industry] Agricultural Science and Natural Resources, Arts Audio Visual & Communication, Business Management & Administration, Hospitality & Tourism, Manufacturing, Transportation, [Public Service] Education & Training, Health Science, Human Services, Law Public Safety & Correction, and [STEM] Science, Technology, Engineering, & Math. Admission to these programs is based on interest, aptitude, age appropriateness, and class space available.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

CELEBRATIONS

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

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at www.parisisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation**.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;

- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, sex trafficked, 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).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

CLASS RANK/HIGHEST-RANKING STUDENT

Final class rank shall be determined by cumulative grade point average calculated to the third decimal place as of the end of the third nine weeks of the senior year. Students graduating early will be co-ranked with those who are

graduating with their regular class. Students who have been awarded credits by an unaccredited institution will not be eligible for Valedictorian, Salutatorian, or PHS Top Honor Graduate designation.

Students earn weighted grade points for ranking purposes in English, math, science, social studies, and level two and above foreign language classes. Generally courses earn regular grade points. [See **Appendix H**]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in Paris High School for the two school years immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement; **and**
 - a. a performance acknowledgement in dual credit, **or**
 - b. a combination of four occurrences from the following:
 - outstanding performance in bilingualism and biliteracy
 - a grade of 80 or above in a dual credit semester
 - a three or greater on an AP exam

Honor Graduates

Honor Graduates shall be afforded the students who rank scholastically by weighted grade point average in the upper 5% or top ten students (whichever is greater) of the graduating class. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in Paris High School for the two school years immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement; **and**
 - a. a performance acknowledgement in dual credit, **or**
 - b. a combination of four occurrences from the following:
 - outstanding performance in bilingualism and biliteracy
 - a grade of 80 or above in a dual credit semester
 - a three or greater on an AP exam

Ties for graduation honors

In case of a tie in weighted GPAs for valedictorian or salutatorian, after calculation to the third decimal place, the District shall calculate an unweighted numerical grade average using grades earned in all eligible courses taken by each student involved in the tie, to determine recognition as valedictorian or salutatorian. Grades averaged include those taken under the No Grade Point Option.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title. [For further information, see **Appendix H** and policy EIC.]

CLASS SCHEDULES

Freshman, sophomore, and junior students must carry a class load reflecting the equivalent of seven credits. Seniors must take a minimum of six credits or the equivalent during periods one through six. [See **Schedule Changes** for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 term, the University will admit the valedictorian or the top six percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student’s registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student’s rank in class, and requirements for **Graduation** for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES

Students in grades 10–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Paris Junior College;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

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

COMMUNICATIONS—AUTOMATED

Emergency

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal.

COMPLAINTS AND CONCERNS

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures as well as complaint forms.

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of the problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the board of trustees to consider the matter at a future meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Paris ISD Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Assemblies and Pep Rallies

Orderly conduct is expected when entering, leaving, and participating in assemblies and pep rallies. Students wishing to not attend a pep rally must report to the assigned room until the pep rally is dismissed. Students may be exempt from assembly attendance by meeting with a principal, stating the reason for not wanting to attend, and having the parent telephone or write a note requesting the exemption. The request must be made at least 24 hours prior to the assembly in order that proper supervision may be arranged. On a rare occasion, an assembly dealing with a controversial topic may require parental permission to attend.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact

information for each campus behavior coordinator is available on the district's website at www.parisisd.net and is listed below:

- Mike Henry, Paris High School
- Michael Johnson, Travis School of Choice
- Jerry Brannen, Paris Junior High
- _____, Crockett Intermediate
- _____, Aikin Elementary
- Kendra Beshirs, Justiss Elementary
- Sheila Ensey, Givens Early Childhood Center
- Eva Williams, Lamar County Headstart

Deliveries

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

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.
- Interference with the transportation of students in vehicles owned or operated by the district.

In-School Suspension (ISS)

Administrators assign students to ISS for varying periods of time. The students are isolated from peer contact and work on assignments under teacher supervision. Students are responsible for gathering, completing, and submitting to their classroom teachers all work missed while serving time in ISS. Tests missed while in ISS may be made up during after-school tutorials or at a time set by the classroom teacher.

Skateboards

Skateboards and roller blades are not permitted on campus at any time, except with prior approval by the principal or designee. Without prior approval school personnel will confiscate items. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parent will be contacted to pick up the item. Any disciplinary action taken will be in accordance with the Student Code of Conduct.

Social Events

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

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

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

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

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

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

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

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

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

Personal Counseling

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

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

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

COURSE CREDIT

A student in grades 9–12 will earn credit for a course each semester if the final semester grade is 70 or above. In full-year courses, a student may Average-Pass and a full credit be awarded at the end of the school year or summer term if neither semester is denied credit due to excessive absences and a student attains at least a 70 year end average for both semesters with neither semester grade being less than 60. Should the student’s combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

The Average-Pass Provision is valid for averaging grades earned in courses taken during the same school year, including summer school, and may not encompass two or more school years. Note: The Average-Pass Provision does not apply to Paris Junior College credits earned in dual credit courses.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject

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

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

CREDITS FROM UNACCREDITED INSTITUTIONS

It is the responsibility of the principal or designee to evaluate student transcripts and test results received from private and/or unaccredited institutions. Using this information and results from additional testing, if necessary, the principal or designee will determine the number of credits applicable to graduation requirements and establish a grade placement accordingly. Students who have been awarded credits from a private and/or unaccredited institution will not be eligible for valedictorian, salutatorian, or honor graduate designation.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

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

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

DISTANCE LEARNING

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

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

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials

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

The yearbook, *The Owl*, is available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

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

The principal has designated the common area as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the

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

The principal has designated the common area as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING

The District's dress code is established in order 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.

Dress Code

Students **are not** permitted to wear:

1. Clothing that 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.
 - (f) Drill team and cheerleader uniforms are appropriate during pep rallies and games but not in classrooms or 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 or masks 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, sweatbands, and skullcaps during regular school hours and at indoor non-athletic 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 worn 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.
11. Blankets, pajamas, and lounge wear are not school clothing and will not be allowed in the building.

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.

IF IN DOUBT, DO NOT WEAR IT.

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

The principal, in cooperation with the sponsor or coach, may regulate the dress and grooming of students who participate in an extracurricular activity. 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.

Dress Code: Uniform for Alternative School

Students assigned to the discipline alternative school (PASS) campus are required to adhere to stricter standards of dress and grooming.

A student assigned to attend PASS shall wear:

1. a long sleeve gray shirt tucked into the pants at all times,
2. khaki pants, tan color only, that are the student's correct size, with a belt (plain black or brown). No designs or decorations are allowed on the shirt, pants, or belt,
3. black or white (main color) shoes, black or white shoelaces (no colors).

PASS grooming standards:

1. Students must have their hair cut above the collar or in a ponytail at all times. The hair must be cut above the eyebrows and hair color must be the original color the student had when enrolling at PASS.
2. Mustaches, beards or goatees and sideburns must be neatly trimmed and students must have a neat appearance.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Phones

The district permits students to possess personal mobile telephones and smart watches; however, these devices must remain turned off and out of sight during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. Students may use personal mobile telephones, smart watches and other approved telecommunication devices in the cafeteria before school and during the student's scheduled lunch.

The use of mobile telephones or any device capable of capturing images, including but not limited to smart watches, is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored events.

If a student uses or has in sight a mobile telephone, smart watch, or other telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device at the end of the school day from the principal's office for a fee of \$15.

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before you Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** and **Standardized Testing**]

ENGLISH LEARNERS

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

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

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. The Board shall not limit the number of extracurricular absences for competition at any level, subject to policy FM(Local) and no pass/no play standards.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- To ensure the health and safety of our student athletes and others who participate in extracurricular activities, we have implemented a random drug testing program. Please see Drug Testing and Appendix C in this handbook or your coach/sponsor for more information.

Standards of Behavior

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

No Pass / No Play

See Appendix E.

Student Council and Class Officers / Elections

To be eligible to run for student council and/or class officers, a student must meet the following criteria for the two semesters immediately prior to the election:

- (1) have earned at least a “B” average,
- (2) have not been given any all-day ISS or,
- (3) assigned to discipline alternative school (PASS).

The student may appeal to the principal and the sponsor regarding extenuating circumstances. Appropriate election timelines and procedures for “signing up” to have the name placed on a ballot are posted in the main office and communicated to students during daily announcements.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including but not limited to the following:

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

- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- Fee to retrieve a confiscated telecommunications device.

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

FUNDRAISING

Student groups or classes, and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. 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. Note: 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.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GRADE-LEVEL CLASSIFICATION

A student's classification is determined by the number of credits earned as of the first day of each academic school year. Students are classified according to the number of credits earned toward graduation:

- Freshman (9) – A student entering high school for the first time or having earned fewer than 6 credits;
- Sophomore (10) – A student having as many as 6 but fewer than 12.5 credits, and entering at least the second year of high school;
- Junior (11) – A student having as many as 12.5 but fewer than 19 credits, and entering at least the third year of high school;
- Senior (12) – A student having 19 credits or more, and entering at least the fourth year of high school.

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed. [See Appendix F]

No Grade Point Option

The No Grade Point Option allows students to take certain courses for credit without affecting their class rank. These courses must be taken in addition to those required for graduation by the state and the Paris ISD Board and beyond the

credits required for the Foundation High School including courses being counted toward an endorsement. A No Grade Point Option form must be signed by the student and parent on the first day of course participation.

A numerical grade will be recorded on the Academic Achievement Record (transcript) and report card; however, no grade points will be awarded toward class rank. The numerical grade will be used to determine honor roll designation and to break ties for Valedictorian and Salutatorian distinction.

Semester Exam Exemption Policy

Students in grades 9-12 (fall) and grades 9-11 (spring) may be exempt from *one semester exam of their choice* by meeting the following criteria for the applicable semester.

The student must meet the following criteria as verified by the teacher's signature on the exemption form:

- Have a semester average of at least 80% in the class;
- Have no out-of-class time for ISS, suspension, etc. in **any** class;
- Have parent and appropriate teachers' signatures on the exemption form agreeing to the exemption;
- Turn in the completed exemption form by the **beginning of class** on the day of the exam to the teacher of the course for which the exemption(s) is requested;
- Attend class during the period of the exemption(s) OR accept a zero for the exam grade.

In addition, students scoring Level III on a first time STAAR End-of-Course test may exempt the corresponding spring semester exam. Students in grade 12 (spring) may exempt *a semester exam in any course* by meeting all of the above criteria for the spring semester for each class the student wishes to exempt. [Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

GRADUATION

A student must meet the following requirements to receive a high school diploma from Paris High School:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education. [See Appendix G.]

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate, but not participate in the graduation ceremony, if an individual graduation committee formed in accordance with state law unanimously determines that the student is eligible to graduate. The student will be required to attend summer remediation and take the summer EOC after their senior year in order to be eligible for a diploma. [See **Standardized Testing** for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

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

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

Personal Graduation Plans

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

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

Please also review TEA’s Graduation Toolkit found online.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered each year.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Graduation Ceremony

With one legally required exception (see Students with Disabilities above), a candidate for graduation may participate in graduation exercises and be awarded a diploma when the principal certifies the student has met the State Board of Education and Paris ISD Board of Trustees graduation requirements, having completed all state and local requirements including passing all sections of the state-mandated EOC tests.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the rehearsal and ceremony will be removed from the ceremony. A student attending the discipline branch of the Paris Alternative School for Success (PASS) will not be allowed to participate in graduation exercises. Candidates whose work is incomplete will be given their diplomas when it is determined that all requirements have been met.

The graduation exercise is a solemn ceremony commemorating a milestone achievement in the lives of graduates. The planning and execution of the ceremony is under the joint control of the graduating class, which will decide on the basic organization and components of the ceremony, and the administration, which will exercise editorial review and approval of the speeches and other comments to be delivered by the Valedictorian and Salutatorian and any other students.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See FNA (LOCAL) and the Student Code of Conduct.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. In the event a student fails to meet graduation requirements, money will not be refunded.

Scholarships and Grants

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

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

HAZING

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

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [See **Bullying** and policies FFI and FNCC.]

HEALTH - PHYSICAL and MENTAL

Illness

When your child is ill, please contact the school to let us know he or she will not be attending school that day. Although we want your child to attend school every day, we do not want your child at school if she or he has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if your child has certain medical conditions, she or he must be excluded from school for a period of time. The school nurse can provide you a complete list of those conditions and periods of exclusion.

If a student becomes ill or injured during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will promptly attempt to notify you or a person you have authorized. We have a secluded area where your child can stay if she or he is injured or becomes ill.

One of the forms we ask you to complete at the beginning of each school year is a form authorizing designated school employees to consent to medical treatment in case your child is injured at school or a school-related activity and requires emergency treatment. We, of course, will call you in such a situation and will also call for emergency medical assistance, if needed. **It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot and will not use public funds to pay individual student medical expenses.**

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

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

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 will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#). [See policy FAA]

Medicine at School

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

The district will not purchase nonprescription 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. NOTE: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including physical education classes, should apply sunscreen before coming to school.

A student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

If sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Mental Health Support

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

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

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

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

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

For related information, see:

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

- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 9-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screening - Athletics' Participation

A student who wishes to participate in, or continue participation in, certain district programs governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the relevant program including but not limited to: a district athletic program, district marching band, and any district extracurricular program identified by the superintendent.

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

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

The district may provide additional screening as district and community resources permit. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Steroids

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

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

Special Health Concerns

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

Bacterial Meningitis

Please see the district's website for information regarding meningitis.

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

Diabetes

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

Food Allergies

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at Appendix D.

The complete text of the [“Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis”](#) can be found on the DSHS website at [Allergies and Anaphylaxis](#).

[Also see policy FFAF and **Celebrations**.]

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see “A Student with Physical or Mental Impairments Protected under Section 504”.

Tobacco and E-Cigarettes Prohibited

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

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

Health-Related Resources, Policies, and Procedures

Nurse

The school nurse provides health care for students who become ill or injured at school in accordance with school policy. Any special health need of the student should be discussed with the school nurse.

The school nurse also:

- Provides health counseling and guidance,
- Maintains and updates immunization records,
- Administers vision and hearing tests,
- Administers approved medication, and
- Maintains a list of communicable diseases with which a student may not attend school.

A student is allowed in the nurse's office only with a permit except in emergencies. If a student reports to the nurse without a pass in a non-emergency situation, he/she will be required to return to class and will receive an unexcused tardy. A student who leaves campus due to illness or injury without reporting to the nurse will be considered truant.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available online at Paris ISD>

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Gary Preston at 903-737-7473 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held [REDACTED] meetings. Additional information regarding the district's SHAC is available from the [REDACTED].

[See policies at BDF and EHAA. See Human Sexuality Instruction for additional information.]

Student Wellness Policy/Wellness Plan

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL)]

LEAVING CAMPUS

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

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

- A parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released.

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.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher or appropriate staff member, students must leave campus immediately. Seniors eligible to take only six classes must arrange for transportation home after sixth period or sign up for a seventh period class.

During Lunch

Paris High School is operated as a closed campus. Students will be allowed to leave school during the school day only with the permission of the principal or principal designee.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Leaving a school event

Any student, including the student's guest, who leaves a school or school-sponsored event, will not be permitted to return without permission from the appropriate school authority.

LOST AND FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, **as the district is not responsible for lost or stolen items**. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Absence Makeup Work

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade**.]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Makeup Work

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

In-School Suspension (ISS) and Out of School Suspension (OSS) Makeup Work

Completion of Course Work

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Completion of Courses

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Gary Preston, Director of Student Services, 1920 Clarksville St. 903-737-7473. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Gary Preston, Director of Student Services, 1920 Clarksville St. 903-737-7473
- For all other concerns regarding discrimination, see the superintendent Paul Jones, 903-737-7473 [See policies FB, FFH, and GKD for more information.]

NONTRADITIONAL ACADEMIC PROGRAMS

Discipline Alternative Education (DAEP)

Paris ISD provides an off-campus alternative school for students with a serious or persistent misbehavior problem. Students attending the DAEP program will not be allowed to participate in the prom, graduation exercises, or extracurricular activities. DAEP students are prohibited from attending any school function and from entering school property without specific permission from a PHS principal. A uniform is required.

Students attending DAEP will take regular coursework. Upon returning to PHS, students will enroll in regular coursework for the remaining of the semester. Refer to the Student Code of Conduct for further information.

PARENT AND FAMILY ENGAGEMENT

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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-737-7400 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**.]
- Participating in campus parent organizations. Parent organizations include: PTO, Paris Association for Gifted Education, or booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARKING and PARKING PERMITS

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students may apply for a parking permit by submitting a copy of a valid driver’s license, proof of financial responsibility, and a fee of \$5.00. The fee is not refundable. Cars not displaying a permit or parked in unauthorized areas will be towed away at the owner’s expense.

Those violating any of the laws/rules are subject to disciplinary action from the school, as well as charges filed with local law enforcement agencies, and may forfeit the right to drive a vehicle on campus.

Students should observe the following campus parking lot rules:

- The speed limit on campus is 10 mph. Reckless driving or excessive exhaust noise is not allowed.
- Drivers may only use designated lanes – no cutting through parking spaces is permitted.
- Students shall not sit in vehicles before or during school hours. The rule is park the vehicle, lock it, and go to the cafeteria or auxiliary gym, as appropriate.
- The school district is not responsible for damage to private vehicles or their contents. Vehicles should be locked and valuables placed out of sight.
- Students are to use designated parking spaces.
- Vehicles must be parked before school and should not be moved until the student is ready to leave campus.
- Students are not allowed to go to the parking lot during school hours without a pass from the office.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**]

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

PRAYER

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

PROMOTION AND RETENTION

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**].

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

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

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every nine weeks.

At each three weeks of a grading period, parents receive a progress report in all courses. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See policy EIA(LOCAL), Appendix F, and Grading Guidelines.]

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

The report card or progress report will state whether tutorials are required for the student who receives a grade lower than 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

Parent Portal

The parent portal application, txConnect, provides parents and guardians Web access to school-related information about their students including grades and attendance. It works in conjunction with txGradebook. Parents may access txConnect from anywhere with an Internet connection via <https://rscce.parisisd.net/txconnect/>.

The txConnect application consists of the following:

- Registration and Login
- Student Summary
- Attendance
- Grades
- Assignments
- Alerts Subscription
- My Account

Parents and legal guardians should call Paris High School for more information including the unique ID needed to set up the parent portal account.

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, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Paris ISD is not responsible for medical expenses associated with a student's injury. At the beginning of each school year, we offer you the opportunity to purchase low-cost student accident insurance that covers the student while at school. You may also purchase a policy that covers the student 24 hours a day. The school district is not the policyholder for this insurance; if you decide that additional protection would be a benefit and protection to you and your family, the contract is between you and the insurance company.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, 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.

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: local radio, email, and/or text.

SCHEDULE CHANGES

Classes may not be dropped after the beginning of any semester without teacher recommendation. A student must apply for counselor permission to add or drop a class. Another class must be added to replace the one dropped. A schedule will not be changed for the purpose of having a class or lunch with friends or due to a conflict with a teacher.

SCHOOL FACILITIES

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free menu meals are available for all students through the Community Eligibility Provision. Only the menu meals are free. There will be snack bar and a la carte items available for students to purchase. Lunch Money Now is available for students to purchase snack bar and a la carte items. These items can be purchased with cash or their Lunch Money Now accounts. Parents are strongly encouraged to continually monitor their child's account balance.

With the exception of bottled water in clear containers, students are not to take food or drinks from the cafeteria; this includes food from local restaurants and/or vending machines. These items will be confiscated and appropriate disciplinary action taken. Bottled water is permissible; however, teachers have the right to disallow its use during class.

Due to health concerns, parents or other designated persons may NOT bring food during the day to students from outside sources. The office cannot accept food from outside sources (including parents) to be picked up at a later time. No food will be accepted for delivery to students in the office at Paris High School.

The celebration of student birthday parties with food is not permitted on campus during regular school hours.

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:20 a.m.

- Cafeteria – students must report to 1st period at 7:45

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately. Seniors eligible to take only six classes must arrange for transportation home after sixth period or sign up for a seventh period class.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Hallways

Loitering or standing in the halls before, after, or during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Library

The library is a learning lab with books, computers, magazines, and other materials available for classroom assignments and projects. In response to curricular needs, the library may open on announced evenings for Internet use, research, college and career investigation, and project development. A library card is required for checkout of all books and library materials before they may be taken from the library. A signed Acceptable Use Agreement is required for computer access. Students are held accountable for any lost or damaged book.

Meetings of Noncurriculum-Related Groups

Student organized, student led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

If the group desires to meet on school premises, student members shall submit a written request to the principal. The request shall contain a brief statement of the group's purposes and goals, a list of the group's members, and a schedule of its proposed meeting times. The principal and superintendent shall approve requests. Notices of meetings may be posted in a manner determined by the principal. School personnel shall not promote, lead, or participate in the meetings; however, the principal may assign staff to monitor student meetings and may establish written guidelines for conduct of the meetings to maintain order and discipline, protect the well-being of students and faculty, and assure that student attendance is voluntary. Failure of the student group to comply with the rules may result in loss of the right of the group to meet on school premises.

Telephone

School telephones are for school business only and may be used by students on rare occasions. Upon completion of the appropriate form, students will be granted permission to use the office telephone only in the case of a verified emergency or approved school business.

SCHOOL FACILITIES - OTHER

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Terry Anderson, the district's designated asbestos coordinator, at 903-737-7490.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified of the times and types of application prior to pesticide application inside their child's school assignment area may contact Terry Anderson, the district's IPM coordinator, at 903-737-7490.

Vending Machines

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

SCHOOL - SPONSORED FIELD TRIPS

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student’s medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

SEARCHES

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student’s person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Drug Testing

The names of students participating in competitive extracurricular activities shall be placed in a pool for random drug testing during the school year with the results of any drug test to be used only to determine eligibility for participation in school-sponsored competitive extracurricular activities.

Student participants and their parents shall sign a consent form agreeing to participate in the drug-testing program before the beginning of the school year, or specific activity. Consent forms shall be valid for the current school year only and shall be renewed annually in order for the student to continue participating in school-sponsored competitive extracurricular activities. If the student participant or his or her parent or guardian declines to sign the consent form, the student shall not be permitted to participate in school-sponsored competitive extracurricular activities. [See Appendix C and policy FNF (LOCAL)]

SPECIAL PROGRAMS

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

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

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

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

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

A student's admission, review, and dismissal (ARD) committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan. [See **Graduation** for additional information.]

STUDENTS IN FOSTER CARE

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

Please contact Gary Preston, who has been designated as the district's foster care liaison, at 903-737-7473 with any questions. [See also **Students in the Conservatorship of the State** for more 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.

SUMMER SCHOOL

Accelerated instruction is mandatory for students that have not successfully passed one or more STAAR End-of-Course tests. The student will be required to attend a course block for each EOC not passed. Truancy will be filed if a student does not attend all sessions offered. There is no fee and transportation is provided.

In addition, courses are offered each summer to help students gain credits for courses not passed in the regular school year. There is no fee for courses to regain credits and transportation is provided. Credits awarded do not earn grade points.

TARDIES

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to

return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

Students enrolled in a dual credit/college course are expected to purchase the college textbook(s) if they plan to highlight pages, etc.

TRANSCRIPT

Paris High School will furnish free copies of a student's transcript (Academic Achievement Record) through graduation. Additional copies will be prepared for \$1.00 each. Refer to Student Records for information on who is authorized to request a copy of the transcript.

TRANSFERS

The superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language. A nonresident student wishing to transfer into the district shall file an application for transfer each school year with the superintendent or designee. Transfer shall be granted for one regular school year at a time. The district shall limit the acceptance of transfer students. Factors taken into consideration include academic performance, attendance patterns, discipline records, space availability, and employment of additional personnel, as well as extenuating circumstances that may have prompted the request for transfer.

A resident student who becomes a nonresident during the course of a semester and who wishes to remain enrolled in the district must apply for transfer status and shall be subject to all transfer policies and procedures. A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the district, including those for student conduct and attendance, and that violation of the district's rules and regulations may result in revocation of the transfer agreement. The effective date of the revocation will be set in accordance with the written transfer agreement. Written notification of any transfer revocation shall be sent to the school district of residence. [see FDA(LOCAL)]

Note: Paris High School will accept no transfer students who have previously earned 19 or more graduation credits unless they have established residency within Paris ISD boundaries.

Classroom Transfers

The principal is authorized to transfer a student from one classroom to another. [See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504**, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any student who is homeless. This service is provided at no cost to students.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact 903-737-7489. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. FERPA prohibits a public school from allowing a security video from being viewed by anyone without an educational right to know.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Typically parents and others are welcome to visit Paris HS. However until CoVID restrictions are lifted no parent or other visitors will be allowed inside the building.

When restrictions are lifted and for the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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

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

Unauthorized Persons

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

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

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

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Visitors Participating in Special Programs for Students

School personnel may from time to time invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Sandra Holt, PEF or Sabrina Day, PHS for more information and to complete an application.

VOTER REGISTRATION

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

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The withdrawal procedure begins with the parent reporting to the principal's office for an exit interview on or before the last day the student will be on campus. At least two days' notice of the withdrawal is helpful so that records and documents may be prepared.

- Upon parent arrival, further instructions will be given, and a form stating the date of exit and the reason for withdrawal will be completed and signed by the parent.
- The withdrawal form must be presented to the librarian to assure a clear library record, to the nurse's office for health records, to the counselor for a copy of the most recent report card and course clearance, and finally to the principal. One copy of the form will be given to the parent/student, and one copy will be placed in the student's permanent record.
- All textbooks, library books, and other school-owned property, including athletic equipment and band uniforms, must be returned by the end of the last day the student is on campus.
- Failure to pay fees for unreturned or damaged materials may delay transcript information being sent to the requesting high school, college, employer, or other entity approved by the parent or student (if 18 or older) to receive the information.
- A forwarding address should be left with the registrar.

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

APPENDIX A: Glossary

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

ACT, or the American College Test, refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

APPENDIX B: Electronic Communication and Data Management / Acceptable Use Policy

Paris ISD
139909

STUDENT GUIDELINES FOR ACCEPTABLE USE OF TECHNOLOGY RESOURCES

CQ
(REGULATION)

Paris ISD recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills.

To that end, we provide access to the District's technology resources, including the Internet, for instructional and administrative purposes and in accordance with administrative regulations, for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. *Policies may be viewed in entirety through the school office or via the Internet at www.parisisd.net – Board of Trustees-Policy Online.* Violations of law may result in criminal prosecution as well as disciplinary action by the District.

GUIDELINES

- Paris ISD's network systems are intended for educational purposes.
- All activity over the District's network systems, including Internet use, or using District technologies, may be monitored and retained.
- Access to online content via the District's network systems may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Paris ISD makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the District's network systems or other technologies are expected to alert technology staff immediately of any concerns for safety or security.

TECHNOLOGIES COVERED

Paris ISD may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

As new technologies emerge, Paris ISD will attempt to provide access to them. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

USAGE POLICIES

All technologies provided by the District are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

The Student Code of Conduct will be enforced with any system user identified as a security risk or having violated District and/or campus computer use-guidelines. Any system user identified as a security risk or as having violated District and/or campus computer use guidelines may be denied access to the District's system.

All users will be required to sign a user agreement annually for issuance or renewal of an account. Employees and students granted access to the District's system must complete any applicable District network training.

WEB ACCESS

Paris ISD provides its users with access to the Internet, including web sites, resources, content, and online tools. Each District computer with Internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. The Superintendent or designee shall enforce the use of such filtering devices and shall not authorize the disabling of a filtering device for any reason.

Paris ISD will provide age-appropriate training for students who use the District's Internet facilities. The training provided will be designed to promote the District's commitment to:

1. The standards and acceptable use of Internet services as set forth in this Acceptable Use Policy;
2. Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyber bullying awareness and response.

EMAIL

Paris ISD may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

If users are provided with email accounts, they should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the District policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

SOCIAL/WEB 2.0 / COLLABORATIVE CONTENT

Recognizing the benefits collaboration brings to education, Paris ISD may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

MOBILE DEVICES POLICY

Paris ISD may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school District's network systems as on the school District's network systems.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to the campus technology contact immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

Use of school-issued mobile devices off the school District's network systems may be monitored.

PERSONALLY- OWNED DEVICES POLICY

Personal mobile devices shall be used only with the permission of the campus principal or administrator and when used at Paris ISD should follow the same acceptable use policy as Paris ISD provided equipment. Any attempt to use a mobile device to bypass the District content filter, even for acceptable content, will be considered a discipline issue.

Students should keep personally-owned devices (including laptops, tablets, smart phones, and

cell phones) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment, invades the privacy of others, or is made without the prior consent of the individual(s) being recorded is strictly forbidden.

SECURITY

Users are expected to take reasonable safeguards against the transmission of security threats over the school District's network systems. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension of privileges on the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

If you believe a computer or mobile device you are using might be infected with a virus, please alert your campus technology contact. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

VANDALISM PROHIBITED

Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and administrative regulations and, may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses, hacking, or any other unlawful activity.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences.

DOWNLOADS

Users should not download or attempt to download or run .exe programs over the school District's network systems or onto school resources without express permission from District technology staff.

You may be able to download other file types, such as images or videos. For the security of our District's network systems, download such files only from reputable sites, and only for education purposes.

The loading of non-school related content or the loading of non-Paris ISD licensed software may result in the loss of computer privileges.

NETIQUETTE

Users should always use the Internet, District's network systems resources, and online sites in a courteous and respectful manner.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Personal data (home address, phone number, and phone numbers of other people) should not be revealed.

Remember that other users of the Paris ISD technology resources and other networks are human beings whose culture, language, and humor have different points of reference from your own.

Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

PLAGIARISM AND COPYRIGHT COMPLIANCE

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original

author.

Copyrighted software or data may not be placed on any system connected to the District's system without permission from the holder of the copyright or compliance with fair use guidelines. Only the owner(s) or individuals the owner specifically authorizes may upload copyrighted material to the system.

PERSONAL SAFETY Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

CYBER BULLYING Cyber bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyber bullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying can be a crime. Remember that your activities are monitored and retained.

EXAMPLES OF ACCEPTABLE USE

I will:

1. Use school technologies for school-related activities.
2. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
3. Treat school resources carefully, and alert staff if there is any problem with their operation.
4. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
5. Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, and posts) online.
6. Use school technologies at appropriate times, in approved places, for educational pursuits.
7. Cite sources when using online sites and resources for research.
8. Recognize that use of school technologies is a privilege and treat it as such.
9. Be cautious to protect the safety of myself and others.
10. Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

EXAMPLES OF UNACCEPTABLE USE FROM PISD DISCIPLINE MANAGEMENT PLAN AND STUDENT CODE OF CONDUCT

I will **not**:

1. Use the system for any illegal purpose.
2. Borrow someone's account without permission.
3. Download/use copyright information without permission from the copyright holder.
4. Download or install any software without principal's permission.
5. Waste school resources through improper use of the computer system.
6. Participate in chat rooms unless under strict teacher supervision.
7. Access for non-instructional use during instructional periods.
8. Access, install, download or use non-educational games.
9. Attempt to access or circumvent passwords or other security-related information of the District, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.

10. Attempt to alter, destroy, or disable District technology resources including but not limited to computers and related equipment, District data, the data of others, or other networks connected to the District's system, including off school property if the conduct causes a substantial disruption to the educational environment.
11. Use the Internet or other electronic communications to threaten District students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
12. Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting", either on or off school property, if the conduct causes a substantial disruption to the educational environment.
13. Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Computer misuse is a Level II violation unless the student's intent is to obtain a benefit or defraud or harm another, in which event the misuse, Penal Code §33.02, is a Level III offense. Accessing the District's computers, computer system or computer network and knowingly altering, damaging, or deleting District property or information is a Level IV offense.

DISCLAIMER OF LIABILITY

Paris ISD shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the Internet.

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communication system.

VIOLATIONS OF THIS ACCEPTABLE USE POLICY

Violations of this policy may have disciplinary repercussions, including:

- Suspension of District's network systems, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution

DATE ISSUED: 06/18/2012

APPENDIX C: Student Drug Testing Policy

STUDENT RIGHTS AND RESPONSIBILITIES INTERROGATIONS AND SEARCHES

FNF
(LOCAL)

EXTRACURRICULAR ACTIVITY DRUG TESTING RATIONALE	The Board encourages students to participate in school-sponsored competitive extracurricular activities and believes the opportunity to participate is a privilege offered to eligible students on an equal opportunity basis. The use of alcohol or other drugs by students participating in competitive extracurricular activities presents a hazard to the health, safety, and welfare of the student participant. The Board believes testing student participants in school sponsored competitive extracurricular activities serves the important purpose of detecting and preventing illegal drug and alcohol use.
DEFINITION	“School-sponsored competitive extracurricular activity” means, without limitation, all interscholastic athletics, cheerleading, drill team, academics, musical performances, dramatic productions, student government, and any other activity or group that participates in contests or competitions on behalf of or as a representative of the District.
REQUIRED TESTING	The names of students in grades 7 through 12 participating in competitive extracurricular activities shall be placed in a pool for random testing during the school year. Students shall be subjected to random tests pursuant to this policy.
USE OF RESULTS	The results of any drug test administered under this policy shall be used only to determine eligibility for participation in school sponsored competitive extracurricular activities.
CONFIDENTIALITY	Results shall be kept confidential and disclosed only to the student, his or her parents/guardians, and school officials designated by the Superintendent. Results shall not be placed in student records. No actions shall be taken by the school against the student, other than suspension from participating in extracurricular activities, as outlined below. Students shall not be penalized in any other way.
PROHIBITED CONDUCT	During the school year, student participants in school-sponsored competitive extracurricular activities shall not use, possess, sell, distribute, or be under the influence of any illegal drug, anabolic steroid, or alcohol.
CONSENT FORM	Student participants and their parents shall sign a consent form agreeing to participate in the drug-testing program before the beginning of the school year, or specific activity, e.g., casting and production of a dramatic presentation. Consent forms shall be valid for the current school year only and shall be renewed annually in order for the student to continue participating in school sponsored competitive extracurricular activities. If the student participant or his or her parent or guardian declines to sign the consent form, the student shall not be permitted to participate in school-sponsored competitive extracurricular activities.
TESTING PROCEDURE	<p>A licensed medical facility or third party administrator selected by the Superintendent and approved by the Board shall conduct all testing for the presence of drugs in student urine samples. The Superintendent or designee shall be the program manager and administer the program with the selected drug-testing provider.</p> <p>Substances that are illegal to buy, possess, use, sell, or distribute under state or federal law, including prescription drugs, and alcohol shall be included in the tests. These substances include, but are not limited to: marijuana, cocaine, methaqualone, benzodiazepines, phencyclidine (PCP), methadone, barbiturates, propoxyphene, amphetamines, and opiates; metabolites of any of these substances; and performance-enhancing substances, including anabolic steroids.</p>

TESTING PROCEDURE	Samples shall be taken under conditions that are no more intrusive to students than the conditions experienced in a public restroom. The Superintendent, in cooperation with the selected drug-testing provider, shall develop administrative regulations for collection and testing. Any student who refuses to be tested or who tampers with or assists another student in tampering with a sample shall receive the same consequences as for a positive test.
INITIAL TESTS	Testing shall occur at a time, place, and date scheduled in cooperation with the testing agency, and without prior announcement.
RANDOM TESTS	Random tests shall be conducted from time to time during the school year. The names of students to be tested shall be selected randomly by the drug-testing contractor for each testing occurrence using assigned numbers generated by computer. Under no circumstances shall human interference be allowed to alter the randomized nature of student selection. Students shall not be notified in advance of any drug test. When selected for testing, students shall be escorted to the school's testing site by a school employee and shall remain under employee supervision until a sample is provided.
POSITIVE TEST RESULTS	All positive results shall be confirmed by a second test before being reported as positive. The confirmation test shall use an alternative method of equal or greater sensitivity than that used in the previous drug test.
SANCTIONS	<p>A student's first positive test shall result in the following consequences:</p> <ol style="list-style-type: none"> 1. Notification to parents/student and designated administrator; 2. Required conference with parent/guardian; 3. Referral for substance abuse counseling; and 4. Retesting with each random testing group for one calendar year. <p>A student's second positive test shall result in the following consequences:</p> <ol style="list-style-type: none"> 1. Notification to parents/student and designated administrator; 2. Required conference with parent/guardian; 3. Referral for substance abuse counseling; 4. Retesting with each random testing group for one calendar year; 5. Suspension from extracurricular activities for 30 calendar days; and 6. A retest at the end of the suspension and before rejoining any extracurricular activity. <p>A student's third positive test shall result in the following consequences:</p> <ol style="list-style-type: none"> 1. Notification to parents/student and designated administrator; 2. Required conference with parent/guardian; 3. Referral for substance abuse counseling; 4. Suspension from extracurricular activities for one calendar year; and 5. A retest at the end of the suspension and before rejoining any extracurricular activity.
REFUSAL TO TEST	If a student refuses to participate in a drug test after signing the consent form, the refusal shall receive the same consequences as a positive test.
APPEAL	Students desiring to appeal the consequence shall follow the appeal procedures in FNG(LOCAL).
EFFECT OF DISCIPLINE POLICY	Nothing in this policy limits or prohibits the application of Board policy providing for disciplinary action for students using, being under the influence of, in possession of, or distributing illegal drugs or alcohol on school property or at school events.

APPENDIX D: Food Allergy Management Plan

A **food allergy** is a potentially serious immune-mediated response that develops after ingesting or coming into contact with specific foods or food additives. A life-threatening allergic reaction to food usually takes place within a few minutes to several hours after exposure to the allergen. Eight foods account for over 90 percent of allergic reactions in affected individuals: milk, eggs, peanuts, tree nuts, fish, shellfish, soy and wheat. Although most allergic reactions are attributed to these eight foods, any food has the potential of causing a reaction. In addition, school settings may contain non-food items such as arts and crafts materials, that contain trace amounts of food allergens. Many products used in the school setting may contain food proteins. Cross contamination can occur when an allergen is transferred from one item (utensils, pots, pans, countertops, surfaces, etc.) to another. When preparing, handling and serving food, it is critical to make sure that food preparation and serving utensils are not exposed to allergens for the safety of children with food allergies. Allergic reactions can occur with trace exposure to food allergens. There is no cure for food allergy. Strict avoidance of allergens and early recognition and management of allergic reactions are important to the safety of children with food allergies at risk for anaphylaxis.

Anaphylaxis is defined as “a serious allergic reaction that is rapid in onset and may cause death”. Anaphylaxis includes a wide range of symptoms that can occur in many combinations and is highly unpredictable. It is estimated that four out of every 50 children have a food allergy and children with food allergies are more likely to experience other allergies. Children with the diagnosis of asthma may be more likely to experience an anaphylactic reaction to foods and be at higher risk of death. In case studies of fatalities from food allergy among pre-school and school-aged children in the United States, nine of 32 fatalities occurred in school and were associated primarily with significant delays in administering epinephrine, the only life saving treatment for anaphylaxis. Epinephrine is available through a physician’s prescription in a auto-injectable device. The severity of one reaction does not predict the severity of subsequent reactions and any exposure to an allergen should be treated based on the child’s Food Allergy Action Plan (FAAP)/Emergency Action Plan (EAP) and Individualized Healthcare Plan (IHP).

Food allergy can have a wide-ranging, negative effect on children and their families, affecting not only life at home but also school, work, vacation, and entertainment. Virtually no life activity remains unaffected by the presence of a potentially fatal allergy. Currently, management of food allergies consists of educating children, parents and care providers, including school personnel, about strict avoidance of the food allergen, recognizing the signs and symptoms of an allergic reaction, and initiating emergency treatment in case of an unintended ingestion or exposure. In order to address the complexities of food allergy management in schools, it is important that students, parents/caregivers, and school personnel work cooperatively to create a safe and supportive learning environment (National School Boards Association, 2011).

Signs and Symptoms of an Allergic Reaction

In the case of life-threatening food allergy reactions, more than one system of the body is involved. The mouth, throat, nose, eyes, ears, lung, stomach, skin, heart, and brain can all be affected. **The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which is potentially fatal.**

Signs and Symptoms of More Severe Food Allergy Symptoms (Anaphylaxis)

Body System	Sign or Symptom
Mouth	Tingling, itching, swelling of the tongue, lips or mouth; blue/grey color of the lips
Throat	Tightening of throat; tickling feeling in back of throat; hoarseness or change in voice
Nose/Eyes/Ears	Runny, itchy nose; redness and/or swelling of eyes; throbbing in ears
Lung	Shortness of breath; repetitive shallow cough; wheezing
Stomach	Nausea; vomiting; diarrhea; abdominal cramps
Skin	Itchy rash; hives; swelling of face or extremities; facial flushing
Heart	Thin weak pulse; rapid pulse; palpitations; fainting; blueness of lips, face or nail beds; paleness

Treatment of Anaphylaxis

Epinephrine is the first-line treatment in cases of anaphylaxis. Other medications have a delayed onset of action. Epinephrine is generally prescribed as an auto-injector device that is relatively simple to use.

Anaphylaxis can occur immediately or up to two hours following exposure to an allergen. In approximately one third of anaphylactic reactions, the initial symptoms are followed by a delayed wave of symptoms two to four hours later. This combination of an early phase of symptoms followed by a late phase of symptoms is defined as a biphasic reaction. While initial symptoms respond to epinephrine, the delayed biphasic response may not respond to epinephrine and may not be prevented by steroids.

Therefore, it is imperative that following the administration of epinephrine, the student be transported by emergency medical services (EMS) to the nearest hospital emergency department even if the symptoms appear to have resolved.

Because the risk of death or serious disability from anaphylaxis itself usually outweighs other concerns, existing studies clearly favor the benefit of epinephrine administration in most situations. There are no medical conditions which absolutely prohibit the use of epinephrine when anaphylaxis occurs.

Food Allergy Management in the School Setting

School districts and open-enrollment charter schools are required to develop and implement policies to address children with diagnosed food allergies at-risk for anaphylaxis. The school district's policy and administrative regulations should be comprehensive yet flexible in addressing different food allergens, varying ages and maturity levels of students, as well as the physical properties and organizational structures of schools and communities. While the policies may differ in the detail, they should all address common evidence-based strategies in the management of food allergies and anaphylaxis within the school setting. The following components should be addressed in policy and administrative regulations needed to support students with food allergies at risk for anaphylaxis.

1. Identification of Students with Food Allergies At-Risk for Anaphylaxis
2. Development, Implementation, Communication and Monitoring of Emergency Care Plans, 504 plans, and/or Individualized Health Care Plans for Students with Food Allergies At-risk for Anaphylaxis.
3. Reducing the Risk of Exposure Within the School Setting
4. Training for School Staff on Anaphylaxis and Emergency Response to Anaphylactic Reactions
5. Post Anaphylaxis Reaction-Review of Policies and Procedures

In order to coordinate the management of food allergies within the school district, the superintendent may consider designating a school district (central office) employee, that is knowledgeable about food allergies, to serve as the point of contact for parents, healthcare providers, campus food allergy management team, if established by the campus, and other school staff. The superintendent's designee can help facilitate the development, implementation, and monitoring of comprehensive and coordinated administrative regulations by convening a multi-disciplinary team in addressing the components listed previously in this section. The designee should receive ongoing training in the management of food allergies in the school setting, including the provision of administration of epinephrine. The superintendent's designee may also want to consider working with the local School Health Advisory Council (SHAC) in gaining parent and community input into the development of administrative regulations and assistance in locating and coordinating resources necessary to implement the food allergy management strategies.

In order to implement, coordinate, and monitor food allergy management on a campus, a food allergy management team may be created. Members of the food allergy management team may include, but is not limited to, the following: a school nurse (when available), the principal, food service staff, custodial staff, a counselor, classroom teacher(s), and bus driver(s). The food allergy management team can work with parents in supporting students with food allergies on the campus as well as assist campus staff in implementing administrative regulations and student specific strategies.

Identification of Students With Food Allergy At-Risk for Anaphylaxis

Due to an increase in prevalence of food allergies and the potential for a food allergic reaction to become more life-threatening, information needs to be shared with the school in order to promote safety for children with food allergies that are at-risk for anaphylaxis. It is important for parents to provide accurate and current health information when requested, in order to assist schools in obtaining information necessary to:

1. identify the child's food allergens;
2. specify the nature of the child's allergic reaction;
3. reduce risk of exposure to food allergens;
4. provide emergency treatment to the student during the school day and at school-sponsored activities in the event there is an unintended exposure to a food allergen; and
5. facilitate communication between the school and the student's healthcare provider.

Texas Education Code Chapter 25, Section 25.0022 states that upon enrollment of a child in a public school, a school district shall request, by providing a form or otherwise, that a parent or other person with legal control of the child under court order:

1. disclose whether the child has a food allergy or a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the district to enable the district to take necessary precautions regarding the child's safety, and
2. specify the food to which the child is allergic and the nature of the allergic reaction.

In addition, the United States Department of Agriculture regulations (Texas Department of Agriculture, 2011) require substitutions or modifications in school meals for children whose disabilities restrict their diets. When in the licensed physician's assessment, food allergies may result in severe, life-threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability," and the substitutions prescribed by the licensed physician must be made. The school nutrition program must receive a signed statement by a licensed physician that identifies:

- the child's disability;
- an explanation of why the disability restricts the child's diet;
- the major life activity affected by the disability; and
- the food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

It is important to note that because of the risk of anaphylaxis, school staff should also be trained to recognize the signs and symptoms of an allergic reaction and be able to provide emergency treatment and properly activate the EMS for all children showing signs and symptoms of an anaphylactic reaction. School boards, especially those with school campuses located in remote areas with limited access to EMS, may want to consider the feasibility of having stock epinephrine to use in the event a person with a diagnosed food allergy has a life-threatening allergic reaction but does not have access to epinephrine or a person with an undiagnosed allergy has a life-threatening allergic reaction. The DSHS Texas Guide to School Health Programs (Texas Department of State Health Services, 2011) outlines this in further detail by suggesting that schools can prepare for serious allergic reactions by working in obtaining standing medical orders for the use of emergency epinephrine and working with local EMS to determine the availability of epinephrine on EMS vehicles. For more information go to Chapter 9 at the following: www.dshs.state.tx.us/schoolhealth/pgtoc.shtm. School districts should develop, implement and monitor standardized procedures that will be utilized in obtaining information from parents as well as the child's healthcare provider upon registration and as soon as possible after a child is diagnosed with a food allergy that places them at risk for anaphylaxis. In order to facilitate better communication across the district, schools may also wish to adopt standardized forms to utilize in obtaining this information on an annual basis.

The identification process is essential in providing information to the school so that further follow-up with parents, healthcare providers, and the campus food allergy management team, if established and can secure the FAAP/EAP, and where appropriate, begin planning for the child's care by the development of a 504 Plan or IHP.

Development, Implementation, Communication and Monitoring of Emergency Care Plans and/or Individualized Health Care Plans

There are several types of adverse reactions that can occur with food. Adverse reactions can range from "food intolerance" to a food allergy that puts a child at risk for anaphylaxis. Unlike a food allergy, a food intolerance does not involve the immune system and is not life threatening. A food allergy diagnosis requires a careful medical history, laboratory studies, and other diagnostic tests ordered by a licensed healthcare provider. Once the healthcare provider has made the medical diagnosis of food allergy, a FAAP/EAP will be developed by the healthcare provider in collaboration with the parents or legal guardians. The FAAP/EAP provides information about the child's food allergy, outlines the care that the child will need in managing the food allergy, and outlines actions to be taken in case of an allergic reaction.

In order to facilitate clear communication between parents, healthcare providers, school administrators and the campus food allergy management team, if established, in the event the child has an allergic reaction at school, the FAAP/EAP may outline the following:

- The name, date of birth, and grade level of the child.
- A picture of the child so that they can be easily identified.
- A list of the foods to which the child is allergic.
- Indication of whether or not the child has asthma (higher risk for severe reaction if the child has asthma).
- Description of past allergic reactions, including triggers and warning signs as well as information about the child's emotional response to the condition and their need for support.
- Clear instructions on what symptoms require the use of epinephrine immediately.
- Clear instructions (including diagrams) on how epinephrine should be administered.
- The name of medications to be utilized in an emergency including the brand name, generic name and the dosage to be administered, and when to give an additional dose of emergency medications.
- Instructions regarding monitoring the child and communicating to EMS the medications that were given, what time the medications were given and how to position the child when they have had a severe reaction.

- A place for a signature and date by the parent and the physician/healthcare provider, school nurse or other designated school representative or school administrator.
- A place to list contact information for parents/guardians, healthcare providers and other emergency contact information including phone numbers.

In schools with a school nurse, the FAAP/EAP may be utilized to develop an IHP which outlines day to day nursing care for managing the student's food allergy. The National Association of School Nurses has a position statement on IHPs that outline what they are and how they are to be utilized in the school setting. The school nurse may facilitate the process of implementing the FAAP/EAP in coordination with the campus food allergy management team, if established, and the parents.

To ensure a safe learning environment for the student with life-threatening food allergies, the parents and the student (when age appropriate) should plan to meet with the campus food allergy management team, if established, to review the FAAP/EAP. In addition, the school may confirm that all consent forms are signed for the administration of medications, including self-administration and assist in the development of the IHP (if there is a school nurse assigned to the campus). This meeting should occur prior to the child attending school, after returning to school after an absence related to the diagnosis, and anytime there are changes to the student's FAAP/EAP. This meeting is an opportunity to clarify the measures that will occur on the campus to promote safety, minimize exposure, recognize signs and symptoms, and provide emergency treatment as outlined in the EAP.

In some instances, the school may also develop a 504 Plan to address the health and learning needs of a student. Students at-risk for anaphylaxis may be considered to have a disability and require services and program modifications so that the student with food allergies at-risk for anaphylaxis can safely participate in the learning environment

Reducing the Risk of Exposure through Environmental Controls

Current management of food allergies relies on strict avoidance of the food allergen, early recognition of symptoms, and prompt treatment when an allergic reaction occurs due to unintended exposure to the food. For children, dietary management in schools can be difficult, because food sharing, school projects using foods, parties, lack of onsite medical personnel, and other issues arise. Protecting students from exposure to allergens to which they are sensitive is the most important way to prevent life-threatening anaphylaxis.

In order to promote safety, policies and administrative regulations should outline district-wide, campus-wide, classroom-wide and individual strategies that are to be utilized for managing children with food allergies at-risk for anaphylaxis. Consideration should be given in promoting safety in the following areas, including, but not limited to: the cafeteria, all classrooms, hallways, common areas in the school, on the bus, and during all school-sponsored activities, including field trips, athletic events, on-campus, off-campus, and before and after school activities.

The superintendent's designee, serving as the point of contact, working in collaboration with the campus food allergy management team, if established, and parents may help in developing individual campus strategies to support students with food allergies at-risk for anaphylaxis. Implementing appropriate environmental controls can help minimize risk of exposure to a food allergen.

Environmental controls include consideration of the following:

1. Identifying high-risk areas in the school and implementing strategies to limit exposure to food allergens and implementing general risk reduction strategies throughout the school and at school-sponsored activities. Children at risk for anaphylaxis should not be excluded from the classroom activities based on their food allergies.
2. Limiting, reducing, and/or eliminating food from classroom(s) and other learning environments used by children with food allergies at risk for anaphylaxis.
3. Notifying and educating school staff and parents of the need to limit foods as needed on the campus, in the classroom, or at school sponsored activities.
4. Developing procedures for the management of parent-provided classroom snacks as allowed by Texas statute, with consideration given to students with food allergies at-risk of anaphylaxis.
5. Implementing appropriate cleaning protocols in the school, with special attention to identified high-risk areas.
6. Providing training to the school food service department to reduce the risk of cross-contamination during food preparation and food service, as well as minimizing foods served in the cafeteria that may contain food allergens.
7. Providing training on food allergy awareness to teachers, staff, and parents.
8. Posting of visual reminders promoting food allergy awareness.
9. Educating children about not trading or sharing food, snacks, drinks, or utensils.
10. Implementing hand washing protocols before and after meals. (Hand washing should be done with soap and water, as hand sanitizers are not sufficient for removing allergens.)
11. Assign staff trained in the administration of epinephrine as monitors in the food service area, as appropriate.
12. Provide ready access to epinephrine in an accessible, secure but unlocked area.

13. Consider risk reduction strategies for the school bus, during extracurricular activities, on field trips, during before-and after school activities, and at sporting events.
14. Reinforce rules and expectations about bullying, including bullying of students with food allergies.

Training for School Staff on Food Allergies, Anaphylaxis and Emergency Response

Education is key in identifying and supporting students with life-threatening food allergies in the school setting. A tiered approach to training can prepare all staff in identifying and providing emergency care to students with a life-threatening anaphylactic reaction. A school may wish to establish a training schedule that ensures that all school staff are prepared to recognize and manage a life threatening anaphylactic reaction. The tiered approach includes an “awareness training” for all staff and more “comprehensive training” for the campus food allergy management team, if established by the campus, and school staff members that will be responsible for the care of individual students.

Awareness training is intended to give an overview of food allergies and anaphylaxis including the signs and symptoms of an allergic reaction, as well as treatment of anaphylaxis. The training should include information about the most common food allergens, the hazards related to the use of food for instructional purposes, and the importance of environmental controls in protecting the health of students at risk for food allergy related anaphylaxis. The training should also provide information about how to respond when a child exhibits the signs and symptoms of an allergic reaction to food, provide information on implementing the FAAP/EAP, including the skills needed in administration of epinephrine, and notifying the local EMS utilizing the school’s emergency response policy and procedures. This generalized training gives an overview for all staff and basic instruction on how to identify and take emergency action in the event of an allergic reaction.

More comprehensive training may be conducted with the campus food allergy management team (if established), interested parents, and other school staff responsible for the care of individual students. This training is more detailed and may include, but is not limited to, more in-depth information on:

- Identifying students at-risk for anaphylaxis and planning for students that do not have epinephrine at school.
- Signs and symptoms of anaphylaxis.
- Implementing FAAPs/EAPs, including training in the administration and storage of epinephrine.
- Development and implementation of IHPs/504 Plans.
- Communication procedures for initiating emergency protocols, including substitute staff.
- Environmental control measures, to reduce the risk of exposure to a food allergen, including safe food handling, handwashing, and cleaning procedures.
- Working with local EMS.
- Post anaphylaxis debriefing and monitoring of the food allergy management plans on the campus.

Post Anaphylaxis Reaction Review of Policy and Procedures

In order to stay current with the management of food allergies in the school setting, policies and administrative regulations should be reviewed and updated at least annually. Review may include looking at the following information:

- Current science on management of food allergies in the school setting.
- A review of the school district’s annual incident report summaries.
- A review of current policies and administrative procedures.
- Recommendations brought forth by the campus food allergy management team, if established, or the local SHAC.

Review of the policy and procedures can help ensure that the most current information is utilized in providing care for food allergic students and align with current statute, rules and evidence-based practice.

For students who have experienced an allergic reaction at school, additional review will help in promoting safety upon the child’s return to school. The approach taken by the school is dependent upon the severity of the reaction, the student’s age and whether it was witnessed by their classmates. In the event the child had a moderate to severe reaction, and to prepare for the child’s return to school, the superintendent’s designee and/or the campus food allergy management team, if established, may wish to collaborate with the student’s parents in collecting and reviewing information and implementing the following activities in order to prepare for the child’s return to the classroom:

- Identify, if possible, the source of allergen exposure and take steps to prevent future reactions.
- Review accurate and updated information on the allergic reaction including any new medication(s) which would require new consent forms to be signed by the parents.
- Identifying and interviewing those who were involved in the emergency care of the student and those that witnessed the event.
- Meeting with school staff to dispel any rumors and review administrative regulations.
- Providing factual information to parents of other classroom students that complies with FERPA law and does not identify the individual student.
- If the allergic reaction is thought to be from food provided by the school food service, work with the school food service department to ascertain what potential food item was served/consumed, how to reduce risk in the cafeteria by reviewing food labels, minimizing cross-contamination and other strategies.

- Review of the FAAP/EAP, IHP, and/or the 504 Plan and amend to address any changes that were made by the student's healthcare provider.
- If an epinephrine auto-injector was utilized during the reaction, ensure that the parent/guardian replaces it with a new one.

In the rare but plausible event of a fatal reaction, the school's crisis plan for dealing with the death of a student should be implemented. Mental health professionals as well as healthcare providers with knowledge about food allergies should be on hand to answer questions that may come up.

APPENDIX E: Extracurricular

COURSES IDENTIFIED FOR NO PASS / NO PLAY WAIVER			
COURSES ELIGIBLE FOR ONE WAIVER per YEAR		COURSES FULLY WAIVED from NO PASS/NO PLAY	
Pre-Advanced Placement (Pre-AP) / Honors		Dual Credit (DC)	Advanced Placement
Algebra I & II	Geometry	Biology DC (8 hrs)	AP Calculus I-II
Anatomy & Physiology	Physics	English IV DC (6 hrs)	AP Chemistry
Biology	Spanish I & II	Precalculus DC (6 hrs)	AP English III
Chemistry	World Geography	Spanish 3 DC (6 hrs)	AP English IV
Economics	World History	US History DC (6 hrs)	AP US Government
English I, II, & III	US History		

All organizations must adhere to the No Pass / No Play guidelines including, but not limited to, the following clubs and organizations.

CLUBS AND ORGANIZATIONS			
Althea Garden Club Athletics Backstage Players Band Blazettes BlueTube Club Cat Gut Cheerleaders Choir/Chorale	Family, Career, and Family Leaders of America (FCCLA) Fellowship of Christian Athletes Flag Corps Future Farmers of America (FFA) Future Problem Solving Health Occupations Students of America (HOSA)	Key Club National Honor Society OWL Staff Robotics The Sociedad Honoraria Hispanica Spanish NHS Student Council Student Crimestoppers	Texas Association of Future Educators (TAFE) UIL Academics UIL One-Act Play Unified Athletics Skills USA (Auto Tech, Building Trades, Health Science, Industrial Technology)

No Pass / No Play

A student participating in a UIL activity or extracurricular activities and school-related public performances, whether UIL activities or other activities approved by the Board, must adhere to certain requirements.

A student suspended due to No Pass/No Play rules will regain eligibility seven calendar days **after** the next three-week evaluation period if he/she is passing **all** courses on the last class day of the three-week period. This refers to school weeks, not calendar weeks. Ineligible students may practice or rehearse, but they may not travel to or participate in a competition or other public performance. The exception being a student may participate in a public performance if the Texas Essential Knowledge and Skills (TEKS) require it for the failed course. This public-performance provision does not apply to athletics, cheerleading, or the fall semester of drill team.

A student may request a one-time per year principal-approved waiver for exemption from the standards if the grade for the failed course is awarded advanced grade points, is not a College Board Advanced Placement or dual credit/concurrent college-credit course, and the following conditions are met: the grade earned is between 60-69; the student submits a written waiver request within 5 days of the end of the nine weeks; and the teacher of the course completes a checklist that indicates the student had satisfactory behavior and attendance, both in class and in related tutorials. A coach/sponsor may submit a written statement identifying any extenuating circumstances appropriate to the situation.

APPENDIX F: Grading Guidelines

Progress reports are given to students at the end of the first three weeks of each grading period. Report cards are given to students at the end of each grading period. Grades reflected on the report cards are calculated as follows:

Scholastic

90 - 100 A	Excellent
80 - 89 B	Good
70 - 79 C	Fair
0 - 69 F	Failure

Absences (Semester)

NC- "No Credit" due to excessive absences; no credit awarded toward graduation

Grade calculation for each nine weeks

The grade for each nine-weeks grading periods is determined by averaging:

Homework/Classwork	= 25%
<u>Tests</u>	= 75%
Nine-weeks grade	= 100%

Grade calculation for the semester (unless a specific exemption policy applies)

The semester grade for which course credit is awarded is determined by averaging:

1 st nine-weeks grade	= 40%	3 rd nine-weeks grade	= 40%
2 nd nine-weeks grade	= 40%	4 th nine-weeks grade	= 40%
<u>Fall semester exam</u>	= 20%	<u>Spring semester exam</u>	= 20%
First semester grade	= 100%	Second semester grade	= 100%

Final Average

First Semester	= 50%	Partial credit (credit by semester) will be awarded if a semester average is at least 70 or if the final average is at least 70 and neither semester average is less than 60.
<u>Second Semester</u>	= 50%	
Final Average	= 100%	

APPENDIX G: Graduation Programs

Paris ISD recognizes the importance of a well-rounded curriculum, relevant to changing societal demands and technologies. Therefore, the Paris ISD endorses the Texas State Board of Education high school graduation programs with slight modifications through the extension of elective offerings.

Courses	Foundation Program	Foundation Program with an Endorsement
English /Language Arts	4.0	4.0
Mathematics	3.0	4.0*
Science	3.0	4.0
Social Studies	2.5	2.5
Economics	0.5	0.5
Physical Education **	1.0	1.0
Foreign Language ***	2.0	2.0
Fine Arts	1.0	1.0
Electives	5.0	7.0
Local electives	4.0	0.0
Miscellaneous		Endorsements **** Arts & Humanities Business & Industry Multidisciplinary Public Services STEM
Total	26	26

Note: In addition to credit requirements, students must show mastery on the state STARR EOC TESTS or on state assessments recommended for students with a disability.

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

APPENDIX H: Class Rank / Grade Point System

Students earn weighted grade points for ranking purposes in English, math, science, social studies, and level two and above foreign language classes. Generally courses earn regular grade points.

GRADE	REGULAR	ADVANCED		Courses to be Included in GPA Calculations	
		PRE-AP & HONORS	AP & DC		
100	4.0	5.0	6.0	<u>English Language Arts</u>	<u>Science</u>
99	3.9	4.9	5.9	English I	Biology
98	3.8	4.8	5.8	Pre-AP English I	Honors Biology
97	3.7	4.7	5.7	English II	IPC
96	3.6	4.6	5.6	Pre-AP English II	Chemistry
95	3.5	4.5	5.5	English III	Pre-AP Chemistry
94	3.4	4.4	5.4	Pre-AP English III	Principles of Technology
93	3.3	4.3	5.3	AP English III	Physics
92	3.2	4.2	5.2	English IV	Honors Physics
91	3.1	4.1	5.1	Dual Credit English IV	Animal Science
90	3.0	4.0	5.0	AP English IV	Forensic Science
89	2.9	3.9	4.9		Honors Anatomy & Phys
88	2.8	3.8	4.8	<u>Mathematics</u>	Dual Credit Biology
87	2.7	3.7	4.7	Algebra I	AP Chemistry
86	2.6	3.6	4.6	Honors Algebra I	
85	2.5	3.5	4.5	Algebra II	<u>Social Studies</u>
84	2.4	3.4	4.4	Honors Algebra II	World Geography
83	2.3	3.3	4.3	Geometry	Honors World Geography
82	2.2	3.2	4.2	Honors Geometry	World History
81	2.1	3.1	4.1	Financial Mathematics	Honors World History
80	2.0	3.0	4.0	Precalculus	U.S. History
79	1.9	2.9	3.9	Dual Credit Precalculus	Dual Credit US History
78	1.8	2.8	3.8	AP Calculus I - II	U.S. Government
77	1.7	2.7	3.7		AP U.S. Government
76	1.6	2.6	3.6		Economics
75	1.5	2.5	3.5		Honors Economics
74	1.4	2.4	3.4		
73	1.3	2.3	3.3		<u>Spanish</u>
72	1.2	2.2	3.2		Spanish II
71	1.1	2.1	3.1		Pre-AP Spanish II
70	1.0	2.0	3.0		Dual Credit Spanish III
No credit received					
<=69	0.0	0.0	0.0		

Subjects in **bold** print carry "Advanced" GPA

APPENDIX I: Freedom from Bullying Policy

Bullying Prohibited	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.
DEFINITION	<p>Bullying occurs when a student or group of students who are on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District engages in written or oral expression, expression through electronic means, or physical conduct that:</p> <ol style="list-style-type: none">1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student’s education or substantially disrupts the operation of a school; and2. Such conduct:<ol style="list-style-type: none">a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student’s property, or placing a person in reasonable fear of harm to the student’s person or of damage to the student’s property; orb. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who, in good faith, makes a report of bullying, serves as a witness, or otherwise participates in an investigation under this policy.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act, but in any event within 90 calendar days of the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District’s ability to investigate.
REPORTING PROCEDURES	To obtain intervention and assistance, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District professional employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall promptly notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.
INVESTIGATION OF REPORT	<p>The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy; if not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal or designee shall promptly take interim action calculated to prevent bullying during the course of the investigation.</p> <p>If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the</p>

	complainant/reporter in writing and shall dismiss the complaint.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination of whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.
Notice to parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.
DISTRICT ACTION BULLYING	In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken. If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
COUNSELING	If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.
TRANSFERS	If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.
IMPROPER CONDUCT	If the investigation reveals improper conduct that was not bullying, the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.
CONFIDENTIALITY	To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL)
ACCESS TO POLICY and procedures	Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District's Web site; a copy may also be obtained at each campus and at the District's administrative offices.
FFI(LOCAL) STUDENT WELFARE: FREEDOM FROM BULLYING	Adopted on 08/15/2012

APPENDIX J: Parental Involvement Policy

PARIS INDEPENDENT SCHOOL DISTRICT

PART I. GENERAL EXPECTATIONS

The Paris Independent School District agrees to implement the following statutory requirements:

- The District will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its District plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the District plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Texas Education Agency.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a) *that parents play an integral role in assisting their child's learning;*
 - b) *that parents are encouraged to be actively involved in their child's education at school;*
 - c) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - d) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State: Texas Parent Information and Resource Center – www.parentsreachingout.org

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Paris Independent School District** will take the actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA during its annual Parent Advisory Committee meeting.
2. The **Paris Independent School District** will take the actions to involve parents in the process of school review and improvement under section 1116 of the ESEA. This will be done by holding at least one annual parent involvement meeting for the purpose of reviewing and improving respective Title I Schoolwide program(s).
3. The **Paris Independent School District** will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by providing administration and staff to supervise these efforts.

4. The **Paris Independent School District** coordinate and integrate parental involvement strategies in Part A with parental involvement strategies implemented at Lamar County Head Start through Head Start's parent involvement coordinator.
5. The **Paris Independent School District** will hold annual campus and district-wide meetings, with the involvement of parents, to include an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. The **Paris Independent School District** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and Givens Early Childhood Center and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - E. The school district will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART III. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by : meeting agendas, sign-in sheets, and emails.

This policy was adopted by the **Paris Independent School District** on 06 / 20 / 2016 and will be in effect for the period of the 2016-17 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before August 22, 2016.

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