



**Elementary Student Handbook
2020-2021**



Office of the Superintendent

Dear GPISD Parents,

Welcome to the 2020-2021 school year in GPISD. We know that you have a choice in how you educate your children and we are grateful to each of you for choosing GPISD. We are excited to welcome you to the District.

The partnership that exists between parents and schools is essential for the success of our students. The high expectations we set for our students, coupled with strong communication between home and school, will ensure that every child is able to realize his or her full potential. I believe this Student Handbook will help students and parents understand GPISD's expectations.

We look forward to the opportunity to share in preparing your child for a bright future, filled with many opportunities. GPISD has numerous unique programs and opportunities available for students which will guide them on the path to college, careers, military service, or life beyond high school.

If you have questions or need assistance, your campus principal and staff stand ready to assist.

We look forward to starting the 2020-2021 school year and seeing you at school.

Sincerely,

Linda Ellis

Superintendent of Schools

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GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION

Aaron King	President
Emily Liles	Vice President
Terry Brooks	Secretary
David Espinosa	Board Member
Gloria Carrillo	Board Member
Burke Hall	Board Member
Bryan Parra	Board Member

ADMINISTRATION

Linda Ellis	Superintendent
Vern Alexander, Ed.D.	Deputy Superintendent, Student Support Services
Nugget Cunningham, Ed.D	Deputy Superintendent, Academics
Pat Lewis	Deputy Superintendent, School Improvement
Susanna Ramirez	Assistant Superintendent, Early Education & Family Engagement
Tracy Ray	Assistant Superintendent, Business & Financial Services
Sam Buchmeyer	Public Information Officer

For more information, please refer to the Grand Prairie ISD website at www.gpisd.org and click on the “Departments” tab.

The Grand Prairie Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

ELEMENTARY SCHOOLS

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>PHONE</u>
Austin Elementary	815 N.W. 7th St.	(972) 262-4615
Bonham Early Education School	1301 E. Coral Way	(972) 262-4255
Bowie Elementary	425 Alice Dr.	(972) 262-7348
Bush Elementary	511 E. Springdale	(972) 237-1628
Crockett Early Education School	1340 Skyline Rd.	(972) 262-5353
Daniels Elementary	801 S. W. 19 th St.	(972) 264-7803
De Zavala Elementary	3410 Kirby Creek Dr.	(972) 642-0448
Dickinson Elementary	1902 Palmer Trail	(972) 641-1664
Eisenhower Elementary	2102 N. Carrier Pkwy.	(972) 262-3717
Florence Hill Elementary	4213 Robinson Rd.	(972) 264-0802
Garcia Elementary	2444 Graham	(972) 237-0001
Garner Elementary	145 Polo Rd.	(972) 262-5000
Marshall Elementary	1160 W. Warrior Trail	(972) 522-7200
Milam Elementary	2030 Proctor Dr.	(972) 262-7131
Moore Elementary	3150 Waterwood	(972) 660-2261
Morton Elementary	401 E. Grand Prairie Rd.	(972) 262-6785
Moseley Elementary	1851 Camp Wisdom Rd.	(972) 522-2800
Powell Elementary	5009 S. Carrier Pkwy.	(972) 642-3961
Rayburn Elementary	2800 Reforma Dr.	(972) 264-8900
Seguin Elementary	1450 S. E. 4 th St.	(972) 522-7100
Travis Elementary	525 N. E. 15 th St.	(972) 262-2990
Whitt Elementary	3320 S. Edelweiss	(972) 264-5024
Williams Elementary	1635 SE 14 th	(972) 522-2700

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Grand Prairie 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.
- The performance ratings of the District's evaluation of community and student engagement using the indicators required by law.
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the District's website at www.gpsid.org. Hard copies of any reports are available upon request at the District's administration office. TEA also maintains additional accountability and accreditation information at— <http://tea.texas.gov/perfreport/tapr/index.html> and <http://www.tea.texas.gov/frc.aspx>.

ADMISSION

A student may be enrolled in the District by contacting the PEIMS clerk at the respective school for enrollment.

ANNOUNCEMENTS

Announcements are made only once a day and the schools are not permitted to interrupt instruction unless emergencies occur.

ARTICLES PROHIBITED IN SCHOOL

Problems arise each year because students bring articles that are hazards to the safety of others or interfere in some way with school procedures. Items such as cameras, small/handheld players, radios, vapor devices, electronic games, compact disc players, tape recorders, e-readers or other electronic devices and hoverboards will be impounded and returned to the parent at his/her request. Laser pointers will be impounded and not returned. Parents are requested to help students understand the necessity for such regulations. For information regarding cell phones and telecommunication devices see the Student Code of Conduct.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law.

ASBESTOS

An asbestos management plan has been developed to be in compliance with state and federal 898 regulations. A copy of the plan is available for inspection at each campus

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

ATTENDANCE

Children ages 6 (on or before September 1) through 18 year of age are required to attend school each day during the instructional year, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless otherwise exempted by law. 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. **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 assigned by a grade placement committee or from required tutorials, will be considered in violation of the compulsory attendance law and subject to disciplinary action.**

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.

Pre-Kindergarten and Kindergarten

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

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

Upon enrollment, pre-kindergarten and kindergarten students will be under the same compulsory attendance law as grades 1 through 12

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 Mary Flores. 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 within a six-month period in the same school year. If a student ages 12-18 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).

When a student is absent, it is important to let the school attendance office know the reason for missing school. **Parents must call the school or send an electronic communication through the Parent Portal in Skyward to the school before 10:00 a.m. on the day of the absence. If contact is not made on the day of the absence a signed note will be required. If a signed note is not received within 4 days of the absence, the absence becomes unexcused.**

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

When a student's absence for personal illness exceeds five consecutive days, the student shall be required to present a statement from a physician or health clinic verifying the illness or other condition that requires the student's extended absence from school. Otherwise, the student's absence may 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.

If a student needs to leave school or arrives late, he/she must check-in or check-out through the office. Unauthorized absence or absences without parent knowledge will be considered truancy. Truancy may require a parent-student conference with an administrator.

Attendance Policy

Students must meet two requirements in order to get credit for course work:

1. Academic standards (grade of 70 or above) and;
2. Attendance requirements.

Exemptions to compulsory attendance:

- for the purpose of observing religious holy days, including traveling for that purpose (excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days.); or
- for treatment by health care professionals if the student begins classes or returns to school on the same day of the appointment or treatment. A note from the health-care provider must be submitted upon the student's arrival or return to the campus.
- for recognized services for students diagnosed with autism spectrum disorders
- activities related to obtaining United States citizenship.
- required court appearances
- court ordered family visitations, provided it is not practicable to schedule outside school or school hours.
- for students in the conservatorship (custody) of the state
- for children of military families (called to duty/or on leave)
- if a student 17 years of age or older is pursuing enlistment in a branch of the United States 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
- If make-up work is completed, absences listed under Exemptions to Compulsory Attendance will be considered extenuating circumstances.

The District recognizes the following as extenuating circumstances for the purpose of granting credit for a class:

1. Board-approved extracurricular activity or public performance subject to limitations in FDD (Legal) proceeding.
2. Required screening, diagnosis, and treatment for Medicaid-eligible students.

3. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
4. Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent.
5. Juvenile court proceeding documented by a probation officer.
6. Absence required by state or local welfare authorities.
7. Family emergency or unforeseen or unavoidable instance requiring immediate attention such as death in the family or serious illness of a parent. (Such absences are limited to three consecutive days unless an extension is approved by the Superintendent or designee.)
8. A transfer or migrant student begins to accumulate absences only after he/she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
9. In reaching a decision about a student's absences, the attendance committee will attempt to ensure that is in the best interest of the student.
10. 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.
11. Resulting from any cause acceptable to the teacher, principal, or Superintendent.
12. A student serving as an election clerk, if the student make up any work missed, up to two days.
13. 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 be excused by the District.
14. Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.

Examples of unexcused absences are:

1. Being out of town, only for acceptable reasons, without principal's prior approval.
2. Being absent for personal reasons other than illness, only for acceptable reasons, without the principal's prior approval.
3. Oversleeping.
4. Being truant.
5. Car trouble and/or no transportation.
- 6. Parent failing to contact the school by note within four school days of the excusable absence.**
7. Any reason for which extenuating circumstances are not found by the campus administration.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violation 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.

If a student ages 12-18 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.

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 within a six-month period in the same school year.

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.

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.

Attendance for Credit or Final Grade

Students must be in attendance for 95% of the number of days scheduled in a semester in order to receive credit for each class. When a student's attendance drops below 95% but remains at 75% of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. Petitions for credit may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes. Credit may be granted by the attendance committee for accumulated absences due to extenuating circumstances providing class work is made up. Parents and students may petition the school attendance committee for review of the student's attendance. 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 school attendance committee will determine whether to award credit for the classes with additional days at school or after-school instructional sessions, or deny credit for the classes. If the attendance committee finds that there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the Superintendent's designee. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class. Class time made up in attendance school must equal the number of hours missed in the regular school day. The cost for attendance (Saturday) school is \$5.00 per three-hour session; two sessions equal one day. The student or parent may appeal the designee's decision to the Board of Trustees by filing a written request with the Superintendent. Unexcused absences that count toward a violation of the compulsory attendance law cannot be made up by attending attendance school.

Official Attendance-Taking Time (All Grade Levels)

Official attendance is taken every day at 10:00am which is during the second or fifth instructional hour, or its equivalent hour, as required by state rule.

Notice of Absences

The District shall notify a student's parent if the student has been absent from school, without excuse under Education Code 25.087, on three days or parts of days within a four-week period. The notice must:

1. Inform the parent that:
 - a. It is the parent's duty to monitor the student's school attendance and require the student to attend school, and
 - b. The parent is subject to prosecution under Education Code 25.093: and
2. Request a conference between school officials and the parent to discuss the absences.

The fact that a parent did not receive the notices described above is not a defense to prosecution for the parent's failure to require a child to attend school nor for the student's failure to attend school.

Education Code 25.095

A school district or open-enrollment charter school shall notify a student's parent in writing at the beginning of the school year that if the student is absent from school on 10 or more days or parts of days within a six-month period in the same school year:

- the student's parent is subject to prosecution under Section 25.093, Texas Education Code;
- and the student is subject to referral to a truancy court for truant conduct under Section 65.003 (a), Family Code.

Makeup Work

Whenever absent from any class, it is the student's responsibility to secure the assignments that were missed and turn them in to the teacher. The rule is that the student is given a minimum of one day to make up work for each day that the student is absent. The teacher may give more time, but not less than one day per day of absence. 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. Students are to contact their teacher for makeup work as soon as they return to their classes. 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. **On unexcused absences, the highest grade a student can receive on makeup work is a 70. There will not be a grade penalty for make-up work after an absence because of suspension. (See Grading and Reporting.)**

The parent may call the school to get assignments for the student. Parents should call by 8:00 a.m. to allow teachers to use their conference period for preparation. Assignments need to be picked up after school on the same day. If a student is present the day an assignment is made and absent the day an assignment is due or test is given, the student is still responsible for the assignment/test the day he/she returns to school.

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

ATTENDANCE COMMITTEE

Students must be in attendance for 95% of the number of days scheduled in a year in order to receive credit for each class. When a student violates the compulsory attendance law, an attendance committee will be called.

The attendance committee will review all the documentation. Credit may be granted by the Attendance Committee for accumulated absences due to extenuating circumstances providing class work is made up. Parents and students may petition the school Attendance Committee for review of the student's attendance. The school attendance committee will make decisions regarding student retention or promotion. The attendance committee may impose conditions for promotion to the next grade level such as attending after-school instructional sessions, complete Saturday school, or complete additional assignments. If the attendance committee finds that there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee for promotion, the student will not be promoted. If a petition for promotion is denied, the student or parent may appeal the decision to the superintendent's designee.

If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

A student may be referred to Saturday School if:

- The student has missed more than 18 school days and has violated the Compulsory Attendance Law. This placement is made by the principal.
- The student may attend Saturday Attendance School if the student has 10 or more unexcused absences.

Unexcused absences that count toward a violation of the compulsory attendance law cannot be made up by attending attendance school. Violation of the compulsory attendance law can result in criminal prosecution.

ATTENDANCE SCHOOL (Saturday School)

GPISD offers attendance school on Saturdays beginning in January for students in grades 1 -5. The students may be assigned to attendance school based on the following criteria.

1. have violated the compulsory attendance law by missing more than 18 school days.
2. has 10 or more unexcused absences and failing core subjects.
3. if the attendance committee makes the assignment

Class time made up in attendance school must equal the number of hours missed in the regular school day. The cost for attendance (Saturday) school is \$5.00 per three-hour session; two sessions equal one day. Saturday Attendance School is offered beginning in January. The designated hours are 8-3 pm.

Student Withdrawal

If a student moves out of the district it is necessary that he/she be withdrawn from the present school or pay out-of-district tuition for the remainder of the semester. During the school year, if a student moves from one attendance zone to another within the district, the student may complete the current school year at that campus if all policies and procedures are followed and if attendance and tardies are not a problem, or may choose to enter the campus zoned to the new residence. **The person who enrolls a student is the only one eligible to withdraw that student. Please notify the school office of a pending withdrawal one day in advance.** Records will be sent to the receiving school upon receipt of proper request forms if all textbooks have been returned, office loans paid, and library fines paid.

Tardies

Students are expected to be in their assigned classrooms when the tardy bell rings; teachers may require students to be in their seats when the tardy bell rings. If a student fails to meet these expectations in any class, he/she may be required to check in through the appropriate assistant principal's office.

Permission to Leave School

A student will not be released from school at times other than dismissal hours except with the principal's permission or according to the campus sign-out procedures. The teacher will determine that permission has been granted before allowing the student to leave the classroom.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day.

- For students in elementary or middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

Attendance Certificates

A student who has not been tardy to or absent from school by 10:00 a.m. each day during a school year shall be entitled to receive a **perfect attendance certificate**. The student must have been enrolled on the first regularly scheduled school day and have attended each day for the entire school year. An **excellent attendance certificate** is given to a student whose absences do not exceed three. Three tardies is the same as one absence for this award.

AWARDS AND HONORS

Grades for conduct are not counted when determining student eligibility for the honor roll. Only academic grades are used in placing students on the honor roll. Academic grades reflect mastery of the TEKS in content areas only.

"Superintendent's" Honor Roll

Students will be placed on the "Superintendent's" Honor Roll each six weeks if they have achieved 90 or above in all core subjects and E or S in the other areas such as art, music, and PE for that reporting period.

"Principal's" Honor Roll

Students will be placed on the "Principal's" Honor Roll each six weeks if they have achieved 80 or above in all core subjects and E or S in the other areas such as art, music, and PE for that reporting period.

BICYCLES

Students who ride bicycles to school should immediately park and lock them in a designated area. The school is at no time responsible for damage or loss of a bicycle. Students who ride bicycles to school should obey state laws for their safety and:

1. Ride with the traffic.
2. Ride in a single line.
3. Ride **one** person to a bicycle.
4. Use arm signals before turning.

BILINGUAL/ESL EDUCATION

The District's bilingual education program is a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills. The amount of instruction in each language within the bilingual education program shall be commensurate with the student's level of proficiency in each language and level of academic achievement. The bilingual education program shall address the affective, linguistic, and cognitive needs of English language learners as described at 19 Administrative Code 89.1210(c).

English as a Second Language (ESL) classes are provided for students who speak a language other than Spanish or English. ESL is an intensive program of instruction with the purpose of developing competence in English.

BULLYING

Bullying occurs when a student or group of students in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-related activity, or in a district operated vehicle, and the behavior results in harm to the student or the student's property, places a student in reasonable fear of physical harm, or of damage to the student's property or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

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

- Has the effect or will have the effect of physical harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational processor 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 section 37.0832 of the Education Code 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 and 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, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying by another student, is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. (See Board Policy FFI Local). As a parent, you may request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim as the term is defined by Education Code 37.0832. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as 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 or designee 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. A copy of the District's policy is available in the principal's office, superintendent's office, and on the District's website.

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

BUS TRANSPORTATION AND OTHER SCHOOL VEHICLES

The District makes school bus transportation available to students living two or more miles from school. Transfer students and Pre-K students are not eligible for transportation. Students may be picked up at their designated bus stop. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for a child. The designated facility or residence must be on an approved stop on an approved route.

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.

For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the campus.

The district has identified certain areas where hazardous traffic conditions and/or high risk of violence exist for students who live within two miles of the campus.

Students are subject to guidelines of the Student Code of Conduct when they are on school transportation. **Any student who violates that code or the established rules of conduct while on school transportation may be denied transportation services and will be disciplined.**

The following rules will apply to student conduct on school transportation:

1. Student must have ID badge to utilize transportation services.
2. Follow the driver's directions at all times.
3. Board and leave the bus in an orderly manner at the designated bus stop.
4. Keep books, band instrument cases, feet, and other objects out of the aisle.
5. Do not deface the bus and/or its equipment.
6. Do not put head, hands, arms, or legs out of the window or hold any object out of the window or throw objects within or out of the vehicle.
7. Do not smoke or use any form of tobacco, cigarettes, e-cigarettes, illegal drugs, controlled substance or alcohol.
8. Upon leaving the bus, wait for the driver's signal before crossing in front of the vehicle.
9. Observe all usual classroom rules.
10. Be seated while the vehicle is moving.
11. Fasten their seat belts – if seat belts are provided.
12. Follow any other rules established by the operator of the vehicle.

When a student violates the rules of conduct on school transportation:

1. A conference with the principal, the student, the driver, and the parent(s) may be required.
2. The principal may suspend the student's bus-riding privileges. If so, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver should contact his/her supervisor or call for law enforcement assistance. The principal and parents will be notified of the situation as soon as possible. The student will not be allowed to ride the bus until a conference involving all persons listed above has been held.

Seat Belt

A district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus.

If the student refuses to buckle their seat belt they will not be permitted to ride the bus, and parents will be contacted.

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program.

Some of the buses in Grand Prairie are equipped with video cameras as an added safety precaution.

Transportation - School Sponsored Trips

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the District. Students may ride back from the event with their parent or legal guardian if a written request has been submitted to the principal or designee the day before the scheduled trip. In the event of extenuating circumstances as outlined in administrative procedure, a student may ride to an event with a parent or legal guardian. The parent or legal guardian may submit a written request to the principal the day before the scheduled trip authorizing the student to ride with a designated adult. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the District. Children not enrolled in school, such as younger siblings, are not allowed to ride a district school bus at any time. Children not enrolled in the class/group supervised to participate in the school-sponsored trip are not allowed to ride the bus. Parents may ride the bus if officially asked by the school to accompany the group.

CAFETERIA SERVICES

The District participates in the School Breakfast Program and National School Lunch Program and offers free and reduced-price meals based on a student's financial need. Information can be obtained from the school office.

Information about a student's participation is confidential; however disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the District's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the District that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free or reduced price meals or free milk.

Each student is assigned an approximate 30-minute lunch period. Students will be informed by their teacher when their lunch shift is scheduled. **STUDENTS ARE EXPECTED TO KEEP THEIR TABLES CLEAN, THE CHAIRS IN LINE, AND THE FLOOR CLEARED OF FOOD OR PAPER.** Failure to comply is a violation of campus rules and procedures. Eating is only allowed in the cafeteria, unless prior approval is obtained from the principal.

All students have an account that can be accessed using an assigned PIN number. Students may deposit money in their account for the purchase of lunches, breakfasts and a la carte items. Students are encouraged to purchase meal credits on the first day of the school week.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the District will notify the parent. The student will be offered and alternate meal, free of charge, until the negative balance has been paid.

The child Nutrition Department allows parents to prepay for meals and monitor their child's account at www.myschoolbucks.com . Parents must opt in to receive account notifications. Parents can obtain detailed reports of their child (ren)'s purchases. Payment are also accepted at the school cafeteria during meal services or at the Grand Prairie ISD Family Service Center located at 2341 S Beltline Road, Grand Prairie 75052, between the hours of 8:00a.m.-4:00p.m. Monday through Friday.

CELEBRATIONS

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

CHANGE OF ADDRESS

Inform the attendance clerk immediately of changes in home or business address or telephone number. This information must be kept current in case of an emergency.

CHILD SEXUAL ABUSE

The district has established a plan for addressing child sexual abuse, which may be accessed at www.gpisd.org. 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, trafficking and other maltreatment of children. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Reports of abuse or neglect may be made to: The CPS division of the DFPS (1-800-252-5400) or on the --Texas Abuse Hotline Website.

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.

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

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

COMMUNICATIONS - AUTOMATED

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 email address 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 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 email communications that are closely related to the school 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 BY STUDENTS/PARENTS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the Board has adopted a standard complaint policy at FNG (LOCAL). A student or parent who has a complaint should **first bring the matter to the appropriate teacher**. If the outcome is not satisfactory, a conference with the principal can be requested within fifteen calendar days of the event or events causing the complaint. The principal shall hold a conference with the student or parent within seven days of the request. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent's Designee can be requested in writing within seven calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appeal to the Superintendent to appear before the Board of Trustees, in accordance with Board Policy FNG (LOCAL). All requests for conferences regarding complaints must be submitted in writing within seven days of the response from the level two complaint.

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. To review relevant policies or obtain further information, see the principal.

A student and/or parent with a complaint regarding possible discrimination in any school program on the basis of sex should contact the school principal. For a complaint regarding sexual harassment, see the section on Sexual Harassment.

A complaint or concern regarding the placement of a student with disabilities who is not eligible for special education or about the District's programs and services available to the student should be directed to the Executive Director of Special Education at (972) 237-4019. For additional information about the District's Special Education services, please visit the website at www.gpisd.org/specialeducation. Complaints or concerns regarding 504 programs and services should be directed to the Director of Counseling Services.

COMPUTERS AND NETWORKS

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 regarding use of these resources. Violation of this agreement may result in withdrawal of privileges and other disciplinary action.

All hardware, peripheral equipment, cabling, and software are the property of Grand Prairie ISD. While this equipment is for the use of students in an instructional setting, we reserve the right to bar any student from using the equipment if that person has violated any of the rules as expressed below. Grand Prairie ISD staff members shall report to the building administrator or the Technology Department the names of those responsible for any incidents of unauthorized or unacceptable access or use.

Computer use will be monitored at all times by the Grand Prairie ISD staff.

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
STUDENT ACCEPTABLE COMPUTER AND NETWORK USE PROCEDURES

PURPOSE STATEMENT: The purpose of the Acceptable Computer and Network Use Procedures is to provide the procedures and the code of conduct for the use of technology and the Internet.

Student Responsibility for Computer Usage

1. Use of the computer should be primarily for academic purposes as directed by a teacher and/or administrator. Limited personal use of the system shall be permitted if the use imposes no tangible cost on the District, does not unduly burden the District's computer or network resources, and has no adverse effect on a student's academic performance. See GPISD Board Policy CQ (Local).
2. Students will abide by the general rules of network etiquette as instructed by board policy and the teacher. See GPISD Board Regulation CQ-R. Students shall not deliberately use the computer to annoy or harass others with unacceptable language, images, or threats. Students shall not deliberately access any unacceptable, obscene, or objectionable information, Internet sites, language, or images. If such information is accessed accidentally, students must notify a GPISD staff member immediately.
3. Use of the Internet should be primarily for academic purposes as directed by a teacher and/or administrator. Students shall not reveal personal information over the Internet about themselves or anyone else without authorization from a GPISD staff member. Students shall not arrange a meeting with anyone met online. Any inappropriate use of the Internet should be reported to a GPISD staff member.
4. Students shall not violate copyright laws or plagiarize the work of another. Students shall not electronically transmit any material that violates federal or state regulations.
5. Students' computer files may not be kept confidential from parents or legal guardians. In addition, appropriate staff members may have access to students' computer files at any time.
6. Student access to e-mail will only be available through District approved student e-mail systems.
7. Students shall not encrypt any electronic communications.
8. Students shall not use the network for commercial, religious, or political purposes.
9. Students shall not enter any Internet "chat rooms," unless authorized by a GPISD staff member.
10. Students shall retain all rights to work they create using the District's computer system, except for any contribution made to a GPISD-sponsored computer web page.
11. Electronic mail transmissions and other use of the electronic communications system by students are not private and may be monitored at any time by designated District staff to ensure appropriate use. See GPISD Board Policy CQ (Local).
12. Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.
13. All hardware, peripheral equipment, stored text, data files, cabling, and software are the property of Grand Prairie ISD. Grand Prairie ISD staff members shall report to the building administrator or the Technology Department the names of those responsible for any incidents of unauthorized or unacceptable access or use.

14. A student cannot install, remove, alter, or copy freeware or shareware programs from the network or hard drive from any District computer. While installing or copying this type of software is not illegal, this is not appropriate behavior for students.
15. A student shall not, for any reason, alter, damage, or destroy any computer, network, Internet connection, peripheral equipment, cabling, associated technology, or any data of another user. Vandalism will be reported to the police. The user will be held monetarily responsible for the damage or destruction of any computer, network, associated equipment, or data. In addition, the student will be subject to disciplinary actions in accordance with the Student Code of Conduct.
16. A student shall not break into or attempt to break into the District's computer network under any circumstances. Any student caught in this endeavor will be reported to the police and will be subject to discipline.
17. All files and programs on the computers or file servers created by a student are for that student's benefit only. Students shall not erase, rename or make unusable anyone else's files or programs. Students shall not attempt to discover or use another user's password, either at Grand Prairie ISD locally or at a remote location.
18. Students shall not intentionally write, produce, generate, copy, propagate, or attempt to introduce any computer code (often called a "virus") designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, software, hardware, network, or any other computer system.
19. Any program, document, site, or information obtained on a GPISD computer is the property of Grand Prairie ISD.
20. Access to the District's electronic computer system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of these guidelines.
21. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting", will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior; and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned, if it results in a substantial disruption to the educational environment.

Consequences for computer use violation

Violation of Grand Prairie ISD policies and procedures involving the use of computers and networks will result in disciplinary actions as specified in the Student Code of Conduct Handbook, including, but not limited to, cancellation of user privileges. In addition, violators may also be reported to the appropriate criminal authorities. School personnel will determine when a policy or procedure has been violated and their decision is final.

Disclaimer for Internet Usage

While the Internet is an invaluable tool in our educational setting, it does have some disadvantages. For example, materials may contain items that are inaccurate, illegal, pornographic, profane, defamatory, or potentially offensive to some people. Grand Prairie ISD firmly believes that the valuable information and interaction available on the Internet far exceeds any disadvantages. In order to limit the access of inappropriate items, Grand Prairie ISD will install filters to block access to certain visual depictions, in accordance with the Children's Internet Protection Act (CHIPA). In addition, the online activities of minors will be monitored. However, Grand Prairie ISD cannot completely protect students from accessing inappropriate materials and specifically denies any responsibility for a student accessing any inappropriate, offensive, illegal, or obscene sites.

Grand Prairie ISD makes no warranties of any kind, whether expressed or implied, for the computer service it is providing. Grand Prairie ISD specifically denies any responsibility for the accuracy or quality of information obtained through its computer services.

Grand Prairie ISD will not be responsible for any damages suffered as a result of an individual's use of the District's computer system including loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by the District's negligence or any errors or omissions.

Grand Prairie ISD shall not be liable for users' inappropriate use of electronic communications, resources, violations of copyright restrictions or other laws, users' mistakes or negligence, or costs incurred by users. These procedures are subject to modification at any time.

If you have any questions concerning the Acceptable Computer and Network Use Procedures, please contact the campus administrator.

CONFERENCES AND COMMUNICATION

Students and parents may expect teachers to request a conference 1) if the student is not maintaining passing grades or achieving the expected level of performance, 2) if the student presents any other problem to the teacher, or 3) in any other case the teacher considers necessary.

A student or parent who wants information or wants to raise a question or concern should confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time. Under normal circumstances teachers and administrators are expected to respond to parent requests for communication via written note, telephone or e-mail within a 24-hour period and certainly no more than two workdays.

COUNSELING SERVICES

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.

Professional school counselors server on GPISD campuses providing proactive services which assist each and every student to grow to his or her full potential, academically, socially and emotionally. School counselors are experienced teachers with master degrees in counseling or psychology, and hold professional school counseling certification through the Texas Education Agency.

Counselors provide guidance lessons in every classroom, teaching skills that develop self-confidence, responsible behavior, problem solving, decision making, interpersonal communication, goal setting and motivation to achieve. The counsel with students individually and in small groups; students are referred by parents, teachers, or their academic careers. Every campus has a Student Support Team where counselors, in partnership with parents, work closely with other educators to remove barriers to learning. Counselors also provide information about agencies outside of the schools which serve the interest of families and children.

Parents are encouraged to visit with the school counselor and to seek counseling services or referral to the Student Support Team. Parents are always welcome to review guidance materials and talk with the counselor about services available. Counselors welcome the opportunity to work closely with parents to advocate for all children.

CRIMINAL BACKGROUND CHECKS (CBC)

All individuals (parents, volunteers, mentors, etc.) who work directly with the students or come to the campus more than 5 times a year must complete a Criminal Background Check annually. Many of the parents eat lunch on a regular basis and they also must complete the CBC. Applications for the CBC must be completed online through the district's website or in the school office. It takes approximately 10 days for the campus to validate the CBC. CBC must be completed before:

1. Working directly with a student
2. Going on a field trip
3. Eating lunch with their child on a regular basis (more than 5 times in the year)

DAMAGE TO PROPERTY

Parents or guardians shall be responsible for the willful damage to the school building, furniture, grounds, textbooks, or other property of the school by their child or ward. The cost of repairing the damage shall be assessed by the principal.

DELIVERIES AND MESSAGES

To avoid unnecessary classroom disruptions, we are unable to deliver messages to students except in cases of **extreme emergency**. No flowers, balloons, gifts, food, etc. shall be accepted during school hours. It is the school's philosophy to disrupt the school day as little as possible so that the learning process may remain intact. Students are not allowed to receive food deliveries from outside sources (Uber Eats, Door Dash, Domino's Pizza, etc.) This is a safety and security issue. Parents may drop off lunch for students as always.

DISCIPLINE

A student who violates the District's Student Code of Conduct will be disciplined. The District's disciplinary options include various discipline management techniques which may include removal to an alternative education program, suspension, or expulsion.

Disciplinary measures are applied depending on the nature of the offense. In addition, when a student commits drug and alcohol related offenses or any reportable criminal act, he or she may also be referred to legal authorities for prosecution.

The student will be responsible for informing the parent of any disciplinary action taken by giving them a copy of the discipline referral. The discipline referral must be sent home within twenty-four hours after the infraction.

Applicability of School Rules

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

Use by Students Before and After School (All Grade Levels)

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

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.

Campus Rules for Discipline

Grand Prairie is committed to providing quality education for every student. The following rules are designed to ensure the campus environment is conducive to the academic growth of all students.

1. Students are to obey all rules and procedures established in campus and classroom discipline management plans.
2. Running in the classroom, hallways, and/or cafeteria is not acceptable.
3. Eating will be allowed only in authorized areas.
4. Students will be expected to follow dress code regulations.
5. Gum chewing will not be allowed.
6. Horseplay or scuffling will not be tolerated.

An infraction of these rules could result in one of the following disciplinary actions:

1. Conference with student.
2. Verbal reprimand.
3. Change seat assignment.
4. Remove privileges.
5. Telephone/note to parent.
6. Parent conference.
7. Detention (per guidelines).
8. In-school Suspension (ISS).
9. Corporal punishment.
10. Out-of-School Suspension (OSS – must not exceed 14 school days per year).

Discipline Management Techniques

The District has jurisdiction over its students during the regular school day and while going to and from school on District transportation. This jurisdiction includes any activity during the school day on school grounds, attendance at any school related activity, regardless of time or location, and any school related misconduct, regardless of time or location and within 300 feet of the school for certain offenses. In addition, any student arrested for a violent offense involving a weapon or arrested for a Title 5 felony, regardless of time or location, shall be assigned to the alternative school as a minimum. *The district does not promote the use of corporal punishment in the elementary schools.*

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with the Student Code of Conduct adopted under Section 37.001.

A teacher may remove from class a student:

1. Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
2. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

If a teacher removes a student from class, as outlined in the Texas Education Code, the principal may place the student into another appropriate classroom, into in-school suspension, or into an alternative education program as provided by Section 37.008. The principal may not return the student to that teacher's class without the teacher's consent unless the committee, as outlined in the Texas Education Code, determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

A teacher shall remove a student from class and send to the principal for placement in an alternative education program or for expulsion, as appropriate, a student who engages in conduct as described in the Texas Education Code. The student may not be returned to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available.

Before a student may be suspended or removed to an alternative education program, there must be a determination of "danger of physical harm;" or serious or persistent misbehavior that violates previously communicated standards of conduct.

State law requires certain disciplinary actions for certain offenses which are outlined in detail in the Student Code of Conduct.

A student may be removed to alternative education program pending appeal to the Board.

The appeal procedure for any discipline decision is to the principal. Further appeals are to the Superintendent's Designee, then through the Superintendent to the Board of Education. Appeals beyond the school district level are to the State District Court of the county where the central office is located. All appeals must be submitted in writing.

Consequences for Cheating/Plagiarism/Academic Dishonesty

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question and will receive a mark for needs improvement in citizenship. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. The use of academic penalties is not governed by the policies pertaining to student discipline, but students and parents may appeal the teacher's decision, using the student complaint policy.

Detention Consequence

A student may be assigned detention outside of school hours on one or more days if the student violates the school's code of conduct. The detention will not begin, however, until the student's parents have been notified of the reason for the detention and a reasonable amount of time is allowed for arranging transportation.

Discrimination, Harassment, and Retaliation

The district believes that all students learn best in an environment free from 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, District office, or the GPISD website.

Discrimination

Discrimination is defined as 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.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and 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.

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

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

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 accommodations; 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.

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 of damage to property.

Retaliation

Retaliation of a student occurs when a student received threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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

- Reporting Procedures - Discrimination, Harassment, and Retaliation
Any student who believes that he/she has experienced discrimination, harassment or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent.
- 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 discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parent of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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 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.

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

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.

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

Disruptions by Students or Others Actions

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for misdemeanor offense.

The District may pursue a misdemeanor charge against and/or discipline any person enticing, promoting, or participating in a protest demonstration, riot, sit-in, walk-out, blocking of entrances, threatening force, etc.

Disruptive Activities

In order to protect student safety and sustain an educational program free from disruption, state law (Education Code, Sections 37.123 and 37.124) permits the District to take action against any person-student or non-student-who:

1. Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
2. Interferes with an authorized activity by seizing control of all or part of a building.
3. Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
4. Uses force, violence, or threats to cause disruption during an assembly.
5. Interferes with the movement of people at an exit or an entrance to District property.
6. Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
7. Disrupts 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 profane language or any misconduct.
8. Interferes with the transportation of students in District vehicles.
9. Use of force, violence, or threats to cause disruption during an assembly.

DISTRIBUTION OF MATERIAL

All aspects of school-sponsored newspapers and yearbooks are completely under the supervision of the teacher and campus principal.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and in accordance with District and campus regulations. Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without approval will be removed.

All material intended for distribution to students that is not under the District's editorial control must be submitted to the principal for review and approval. To be considered, any non-school material must include the name of the sponsoring person or organization. The principal or designee shall have 2 school days to approve or reject the materials. Disapprovals may be appealed by submitting the disapproved material to the Superintendent in accordance with FNG (LOCAL). This disapproval may be appealed to the Board at its next regular meeting when the student will have a reasonable period of time to present his or her viewpoint.

Prior review will not be required for:

1. Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
2. Distribution of materials by an attendee to other attendees of a community group meeting held after school hours or a non-curriculum-related student group meeting.
3. 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.

Posters

Signs and posters that a student wishes to display must first be approved by the principal or designee. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

Advertising and Fund Raising In The Schools

School facilities shall not be used to advertise, promote, sell tickets, or collect funds for any organization or program defined as political or sectarian in nature without prior approval of the Superintendent or designee.

Commercial advertising shall be prohibited in schools unless approved by the Superintendent or designee.

The Superintendent or designee may authorize nonprofit civic or cultural organizations to advertise shows, events, or activities, distribute free tickets or ticket discounts or options.

In granting approval under School Board Policy GKB(Local), the principal or Elementary Executive Director shall reject any proposals or materials that are reasonably foreseeable to be disruptive, libelous, obscene, inflammatory, sexually inappropriate for the age of the audience, or that endorse actions endangering the health or safety of students.

DRESS CODE

Students shall come to school looking clean and neat, wearing clothing and exhibiting grooming that will not be a health and safety hazard to the student or others. The District prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, or obscene or that depict or advertise tobacco products, alcoholic beverages of any kind, drugs, or any other substance prohibited under policy FNCA(L); further it prohibits any dress or grooming that, in the principal's judgment, may reasonably be expected to interfere with normal school operations. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Acceptable:

1. Slacks (including jeans)
2. Dresses (fingertip length, conservative neckline)
3. Shorts (fingertip length)
4. Skirts (fingertip length)
5. Split skirts (fingertip length)
6. Earrings for boys and girls (not of a disruptive nature)
7. Tops/Shirts must have conservative neckline
8. ID Badges must be worn at all times
9. All shirts long and oversized must be tucked in with belt
10. Sweaters and sweat shirts longer than hip length must be tucked in
11. Jeggings/tight stretch jeans/leggings/tights – acceptable with a fingertip length shirt/dress/skirt
12. See-through clothing with appropriate clothing underneath for coverage

The Grand Prairie Board of Education has approved mandatory standardized dress for the students at Daniels, Ellen Ochoa STEM Academy at Milam, and Rayburn Elementary Schools. Specific information on the requirements may be obtained by contacting the school.

Unacceptable:

1. Short shorts
2. Bare midriffs/strapless tops/low cut, revealing tops/narrow strap tops or dresses
3. Bare or stocking feet, house shoes, shoes with cleats of any kind
4. Mesh shirts, tank tops, cut-off shirts
5. Ornamental chains hooked to clothing
6. Cut, frayed or raveled clothing (even with tights underneath)
7. Spandex shorts
8. Disruptive make-up or hair styles/including but not limited to unnaturally dyed, colored, or painted hair, any hairstyle or form of attire which might infer gang affiliation\
9. Shirts advertising alcoholic beverages or tobacco products or containing distasteful printing or design-other examples: depictions of violence, morbidity, death, blood, daggers, etc. Any distasteful writings or pictures on shirts or sweater.
10. Colored shoe strings that infer gang affiliation
11. Solid red or blue shirts/T-Shirts
12. Extra long shirts or tall T-shirts
13. Jumpsuits (such as Dickies brand)
14. Hats, caps, head coverings, bandannas, or headbands may not be brought into the building
15. Studded bracelets, belts, or necklaces, removable teeth bridges, removable teeth grills, visible body piercing including tongue studs, exception for earrings
16. Sunglasses may not be worn in the building
17. Sagging pants, visible undergarments – pants must fit properly – oversized not allowed
18. Inappropriate or disruptive tattoos
19. Pajamas/boxer shorts/loungewear
20. Long coats, trench coats, dusters, blankets, etc. (must be left in locker)
21. Hoods may not be worn on the head in the school building
22. Full Camouflage military fatigues
23. See-through clothing, visible undergarments
24. Unnatural colored contact lenses
25. Skate shoes (internal skates that drop down)
26. Hair rakes or hair rollers in hair
27. Hoodies that cover any part of the face may not be worn on school property
28. Ear Gauges, Spike Earrings
29. Hoodies are not allowed to be worn in the classroom during State testing day

The above dress code is meant to serve the best interest of all students in this school district. Any questions or issues regarding the above statements will be referred to the campus administrator for resolution. If a student is out of dress code he/she may be asked to wear a shirt provided by the campus until the parent arrives.

The school reserves the right to establish rules during the school year regarding new fashions in dress including the banning of certain articles of clothing adopted by gang-related youth as icons of identification.

Principals have discretion to set dress code limits.

Campus administrators may contact parents with other dress concerns when distractions occur, or when deemed necessary, in an effort to best serve the school. The principal or counselor will make the final determination of appropriate dress. Guidelines are meant to serve the best interest of all students in this school.

DRILLS-FIRE, TORNADO /SHELTER IN PLACE, LOCKDOWN

Students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Notification:

FIRE: Initiated by activation of the fire alarm system.
PA System - Return to class

TORNADO & BAD WEATHER: PA System (Shelter in place)
Students and staff will proceed to designated area inside building
PA System -All clear; return to class

(LOCK DOWN/SHELTER IN PLACE) :

- Close and lock window(s)
- Close and lock door(s)
- Move to pre-determined safe area and shelter in place
- Stay away from door(s) and glass
- Contain and maintain students
- Ignore all school bells
- Stay until clear

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 website.

EMERGENCY SCHOOL CLOSING INFORMATION

Should weather conditions be such that you suspect school might be closed, please visit the GPISD website www.gpisd.org, check GPISD social media, or listen to one of the following local stations which will carry announcements of closings as soon as a decision is reached:

RADIO STATIONS: *KRLD and WBAP*

TELEVISION STATIONS: *FOX(4), KXAS(5), WFAA(8), CBS(11)*

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community.

Weather:

To and From School

Students with clothing appropriate for cold weather shall be sent outside to wait for transportation home for 10 minutes. After 10 minutes they shall be allowed back into the building. **Students without appropriate clothing for cold weather shall remain inside the building. During inclement weather of rain, snow, lightening, or an approaching storm, students will remain inside.**

Ozone

In an interest to protect student health, faculty and staff during hot weather and high ozone days, the daily anticipated ozone level will be announced in morning during hot weather months. GPISD follows the recommendations of the Texas Commission on Environmental Quality protocols on ozone action and heat advisory days when deciding to have outside activities such as recess, P.E. or extracurricular activities. This website gives the hourly rating. Students will be allowed outside for activities using the following guidelines:

Level	PPB Ozone	Color Designation	Action Recommended
Good	0-50	Green	No health effects are expected, no special action needed
Moderate	51-100	Yellow	Students with a respiratory illness such as asthma, bronchitis, pneumonia, and emphysema should limit prolonged exposure.

Unhealthy for Sensitive Groups	101-150 151-200	Orange Red	Student with a respiratory illness such as asthma, bronchitis, pneumonia, and emphysema should limit exposure entirely. High-energy activities for elementary age children should be limited. All other students should be allowed adequate access to water and shade. For every thirty minutes of high-energy activities, students should be allowed ten minutes of rest. Students involved in outdoor extracurricular activities such as athletics, band, drill, or cheerleading should also follow the guidelines as stated above.
Very Unhealthy Hazardous	201-300 301-500	Purple Maroon	Exposure for students should be limited entirely. Students involved in outdoor extracurricular activities such as athletics, band drill, or cheerleading, should engage in indoor practice on the days designated very unhealthy or hazardous.

ENROLLMENT REQUIREMENTS

Pre-Kindergarten

Pre-Kindergarten students must be four years old on or before September 1st.

Students qualify for Pre- Kindergarten by one of the following two methods:

1. They must be unable to speak and comprehend the English language
or
2. The family income, according to standards set by the State Board of Education, is at or below subsistence level as set by the free and reduced meal price income scale.

The age requirements are:

Pre-Kindergarten students must be four years old on or before September 1.

Kindergarten students must be five years old on or before September 1.

First grade students must be six years old on or before September 1.

General Enrollment Information Requirements:

1. A birth certificate verifying or birth registration card issued by a governmental agency shall be furnished to the elementary principal as a condition of first enrollment to Pre-kindergarten, Kindergarten, or first grade.
2. Hospital certificates are acceptable.
3. Baptismal certificates are not acceptable.
4. A record of current immunization
5. Proof of residency is required of all students.

A registration form must be completed by the parent/guardian or other person having legal control of the student at the time of enrollment. Students must be enrolled by the name on the birth certificate or show a legal document or affidavit showing the student's legal name.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, notebooks, etc.

Waiver of Fees

In accordance with Texas Education Code 11.158(f), a deposit or fee, which a student and his or her parent or guardian are unable to pay, may be waived upon written application to and approval from the appropriate campus administrator. The written application should contain the reasons for the waiver request for fees on school owned property. Personal property is excluded from fee waivers.

FOOD AND NURITION 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.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

FREEDOM FROM DISCRIMINATION

The district believes that all students learn best in an environment free from harassment and that their welfare is best served when they can work free from discrimination. Students are expected to treat other students and district employees with courtesy and respect; to avoid any 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, religion, color, national origin, gender, sex, age, or disability. (See policy FFH) Prohibited 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; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's web site.

Retaliation

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

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

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations.

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.

GIFTED AND TALENTED PROGRAM / ADVANCED ACADEMICS

On the elementary level, students identified as gifted and talented in grades 1-5 take part in a pull-out program. They are served at least four times a week by a gifted specialist who has had extensive training in all aspects of gifted education. Thinking strategies play an active role in gifted and talented classrooms, providing students with appropriate challenges and more in-depth understanding. The curriculum units that have been developed for gifted students are interdisciplinary, based on broad themes, and incorporate higher level thinking strategies into the core content. Many of the units include independent research components that allow students to investigate specific topics of interest. Differentiated through both acceleration and enrichment, the elementary gifted and talented curriculum offers gifted students opportunities to not only advance quickly through the basics to the more abstract concepts, but also to do more in-depth study on various unit topics.

In order to provide appropriately differentiated curriculum for gifted students, the District has adopted specific identification guidelines for participation in the Gifted and Talented Program. The identification and selection of students is determined by a three-step process: (1) nomination, (2) screening, and (3) selection. Nominations for the Gifted and Talented Program may be submitted at any time during the school year to a campus counselor. Students may be nominated by any of the following:

- Parents,
- Teachers,
- Counselors,
- Administrators, or
- Any other interested parties who are familiar with the student's abilities.

In accordance with the *Texas State Plan for the Education of the Gifted and Talented*, students are screened using multiple criteria which include both quantitative and qualitative data. Placement decisions are made by trained Campus Selection Committees, and policies for appeals, furloughs, and exit procedures are available from the District upon request.

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.

GRADING AND REPORTING

Report cards are issued every nine weeks for grades Pre-Kindergarten through five. Parent/teacher conferences are held at the end of the first nine weeks for Pre-Kindergarten and Kindergarten. Report cards are to be signed by the parent/guardian and returned the following instructional day. Teachers have a regularly scheduled conference period to allow them to meet with parents/guardians to discuss student

progress. Arrangements for such a conference should be made in advance. Grading procedures and regulations booklets may be obtained from the campus.

Grading System

Pre-Kindergarten:

- Developing at Expected Level
- Improving
- Experiencing Difficulty

Kindergarten grading scale:

- Developing at Expected Level
- Experiencing Difficulty

Grades one through five will receive numerical grades. (Below 70 is failing)

Report Cards

Written reports of student grades and absences are issued to parents each nine weeks. If a student receives a nine week grade of less than 70 in any class or subject, the parents are requested to schedule a conference with the teacher of that class or subject. The report card will state if teacher assistance is recommended for a student who receives a grade below 70 in a class or subject.

Report Cards:

October 26, 2020

January 11, 2021

March 22, 2021

May 20, 2021

Progress Reports

Parents or guardians of students in grades 1-5 scoring **below 73** in any subject, or deemed in jeopardy, of scoring below 73, shall receive written notice at the **end of the fifth week** of each reporting period advising them of the student's grade(s) and information relating to the special assistance available. Parents and guardians of students scoring an N (needs improvement) in any subject or deemed in jeopardy of scoring an N shall also receive written notice. Progress reports are sent home via students.

Dates for dispersing progress reports are:

September 21, 2020

November 20, 2020

February 8, 2021

April 19, 2021

Late Work Guidelines (Elementary Grades K-2)

The guidelines do not affect work turned in late because of absence. (For absence reason, see Attendance) The district expects students to turn in assignments at the appropriate time. Grades in Grand Prairie ISD are based on the mastery of Texas Essential Knowledge and Skills (TEKS).

If a student fails to turn in his/her assignment, these options are available in grades K-2:

1. The student may stay after school the following day, after parents have been notified, until the assignment is complete with grade penalty.
2. The student will lose 10 points each day the work is late.
3. Teachers may allow exceptions to the above conditions for extenuating circumstances following consultation with the Principal.

(The student's failure to comply with either these options will result in a discipline referral to the office.)

Late Work Guidelines (Elementary Grades 3-5)

If a student fails to turn in his/her assignments these are the options and rules.

1. The student may stay after school the following day, after parents have been notified, until the assignment is complete. Students may only earn a maximum of 85.
2. Work will not be accepted after 3 days (including the original due date). Teacher must document by dating the grade book
 - One day late-maximum grade is 85.
 - Two days late-maximum is 70.
 - Three or more days late-the student will receive a zero.
3. Teachers may allow exceptions to the above conditions for extenuating circumstances following consultation with the Principal. (The student's failure to comply with either of these options will result in a discipline referral to the office.)

HAZING (ALL GRADE LEVELS)

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

- Any type of brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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 hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal.

HEALTH SERVICES

A registered nurse is assigned to every campus. Health clinic assistants are assigned to campuses with large populations. Health clinic assistants help school nurses in the care of students and works under the supervision of the registered nurse. The teachers, the parents, or the administrative staff may refer students with health problems to the nurse. If your child has any medical issues that require nursing services or may impact the educational day, please contact the school nurse. Indicate any health conditions on the enrollment form and the medical history form. First aid will be given when necessary; referral to a doctor or other health agency will be made when treatment is beyond the means of the school. Parents need to provide the school with the following information for emergency use:

1. Telephone numbers where parents may be reached in an emergency. Please give unlisted numbers, cell phone numbers and emergency contact names and numbers. **The office and teachers must have current phone numbers at all times.**
2. The name of your local physician.
3. The names of local relatives or persons who will accept responsibility for the student in case of emergency when the parents cannot be reached.

School Health Advisory Council

During the preceding school year, the District's School Health Advisory Council held 4 meetings. The minutes are posted on the GPISD webpage. Additional information regarding the District's School Health Advisory Council is available from the Director of Health Services.

Student Wellness Policy/Wellness Plan (All Grade Levels)

Grand Prairie 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 Ms. Mary Linicomn (972-237-4000) with questions about the content or implementation of the District's wellness policy and plan.

GUIDELINES FOR SENDING ILL STUDENTS HOME FROM SCHOOL

Please notify the school nurse or school personnel of any illness or medical condition for which your child is being treated or monitored.

A parent, guardian or designated contact will be notified immediately to pick up a child from school who presents any of the following conditions:

1. Signs or symptoms of a communicable disease that cannot be contained at school;
2. Localized rash causing acute discomfort or systemic rash of undetermined origin as a sign of potential illness;
3. An oral temperature greater than 100 degrees. All students must be fever free for 24hours without the aid of fever reducing medication before returning to school.
4. Signs or symptoms of acute illness, serious accident/injury;
5. Vomiting (not related to a single event such as gagging, positioning, mucus, running after eating, or eating spicy food);
6. Diarrhea of two or more loose watery stools;
7. Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available for treatment of asthma symptoms;
8. Diabetes with a blood sugar greater than 400 and positive ketones or inadequate supplies to treat diabetes at school;
9. Uncontrolled coughing;
10. Pink eye or purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge). The student must receive treatment for 24 hours before returning to school or provide a note from a health care provider stating that the condition is not contagious and the student may return to school;

According to the assessment of the School Nurse, if staying in the classroom is counterproductive to the student's education, or the safety and wellness of others, a decision may be made to send the student home.

The parent will be expected to come for the child within an hour or a reasonable time agreed upon with the nurse or school personnel. In the event the parent, guardian or designated contact cannot be reached, a parent conference may be held at the earliest opportunity to establish correct contact numbers, school district expectations and parental responsibilities.

Any additional guidelines necessary for special needs students or students with disabilities will be addressed in the Individualized Health Care Plan.

In the event of a student medical emergency, school personnel may call 911, and the student may be transported to a medical facility via ambulance. The cost of services provided by ambulance, private

physician, clinic, hospital, or dentist remain the responsibility of the parent/guardian and will not be assumed by Grand Prairie Independent School District or school district personnel.

Unlicensed Diabetes Care Assistants (UDCA)

Each school in which a student with diabetes is enrolled, the school principal shall seek school employees who are not health care professionals to serve as Unlicensed Diabetes Care assistants (UDCA). For schools with a full-time school nurse, one UDCA will be trained. Three UDCA will be trained in those schools that have a part-time school nurse. These UDCA will provide care to the students with diabetes. A written consent from the parent is required to authorize the trained UDCA to care for the student with diabetes. An Individual Health Plan (IHP) will be developed collaboratively between the student, parent, physician, teacher, and school nurse. This IHP will include the routine treatment and care that will be available for the student and emergency interventions that will be provided to the student.

School Health Screening

Students are screened according to the Texas State Board of Education Rules and the school health programs mandated by the Texas Department of State Health Services. Annual reports for vision hearing, possible risk of Type 2 Diabetes and spinal screenings are submitted before June 30th of each year.

Vision and Hearing Screening

All pre-kindergarten, kindergarten, first, third, and fifth graders, all new students entering school from out-of-state, and all students who are referred for special education programs will be screened by the school nurse for vision and hearing abnormalities. The school nurse will contact and send a letter of referral to the parents/guardians if any abnormality is noted.

Spinal Screening

All children should undergo screening for abnormal spinal curvature in accordance with the following schedule: Girls will be screened two times, once at age 10 and again at age 12. Boys will be screened one time at age 13.

Dental Screening

A visual dental screening is conducted for all second graders. The school nurse will contact and send a letter of referral to the parents/guardians if any abnormality is noted.

Family Life Education

Family Life Education is the 5th grade human growth and development curriculum taught by the school nurses and fifth grade teachers. The fifth grade students learn about human growth, development, and changes that occur during puberty. Parents are invited to an informational meeting with the elementary nurses to discuss the contents of the class. A permission form is required for the class.

Growth Assessment

Students in pre-kindergarten, kindergarten and first are measured annually. Students in third and fifth are weighed and measured during the fitness assessment.

Texas Risk Assessment for Type 2 Diabetes

All first, third, and fifth grade students will be screened for a skin marker around the neck (Acanthosis Nigricans) that signals insulin resistance or high insulin levels in the body. High insulin levels are associated with risk for the development of Type 2 Diabetes. Students who have the skin marker will be weighed and have their blood pressure taken. The school nurse will contact and send a letter of referral to the parents/guardians if medical evaluation is recommended. Follow up with a physician is very important in preventing Type 2 Diabetes. Please let the school nurse know the outcome of your visit. School nurses report the screening data to the Texas-Mexico Border Health Office.

Bacterial Meningitis

Please see the district's website.

Note: DSHS requires at least one meningococcal vaccination on or after a 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.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. A student who has certain diseases is not allowed to come to school while the disease is contagious.

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.

Food Allergies (All Grade Levels)

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 www.gpisd.org under the Department Tab / Health Services.

Head Lice (All Grade Levels)

Grand Prairie Independent School District's guidelines follow the American Academy of Pediatrics for control of head lice. Students with head lice shall be excluded from school. Likewise, students with nits $\frac{1}{4}$ inch or closer to the scalp are considered live and ready to hatch new lice. These students shall also be excluded from school. The district, however, will not exclude students from school who have nits $\frac{1}{4}$ " or greater from the scalp. To avoid the unnecessary exclusion of students from school, the administration provides the following guidelines:

Recent research has shown that routine classroom screenings for head lice are unnecessary. However, should multiple cases be reported, (more than 2 cases in the same class room at the same time) the nurse will screen that classroom.

1. If the school nurse or teacher discovers head lice or live nits in a student's hair, the parent/guardian of that student will be notified to pick up their student. The student may not return to school until treated. Treatment recommendations and literature will be provided to the parent.
2. Upon returning to school, the parent must accompany the student into the clinic to be rechecked by the nurse. Once the nurse has rechecked the student and no live lice or live nits are found, the nurse

will give the student a note to be readmitted to class. If live head lice are found at that time, the parent/guardian will again take the student home for retreatment. The nurse shall reinstruct the parent concerning treatment. This process will continue until the student is free of head lice.

3. If head lice continue to be a problem after treatment, parents will need to get over-the-counter lice treatment shampoo or a prescription treatment. You may also want to contact a lice treatment company to remove the lice/nits for you.
4. Failure to follow these guidelines may result in a parent/campus administrator conference.

If you have any questions, please contact your school nurse.

DIRECTIONS FOR USE OF THE CETAPHIL LICE TREATMENT –

- Cetaphil Gentle Skin Cleanser
- Applicator bottle, such as the plastic bottles hair dye comes in
- A regular hair comb (must be fairly sturdy, as the lotion is very thin)
- A wide toothed comb (for thick or longer hair, to keep it untangled)
- Towel
- Hair clips for sectioning hair

Method

Start with dry hair and cover your shoulders with a towel. (Cetaphil is very thick so you won't have much dripping.) Use a good metal lice comb to comb out as many nits as possible before you start. Section your hair in very small sections; it's extremely important that you coat every strand of hair, and apply the Cetaphil directly to your scalp at each part you make in your hair so that you lessen the chance of missing even ONE louse on your head! Use Cetaphil liberally and massage, massage, massage it in. Even ONE louse left uncoated may survive to reproduce.

Once you are sure you have covered every strand of hair and every inch of scalp, use a regular (but sturdy) comb to begin combing out the excess lotion. You may need to use a wide-toothed comb first, if your hair is thick or very long. Comb until you have removed as much of the excess Cetaphil as possible. Once that is done, use a hair dryer to dry your hair. (Use the most powerful hair dryer you have, as the drying process can take up to three times longer than drying after a shower – this is the only really time-consuming part of the process, as the Cetaphil takes much, much longer to dry than water.)

What will happen is that the Cetaphil will dry on your head, hair and most importantly on the lice, cutting off their source of oxygen, and therefore smothering them. (In a sense, they will be 'shrink wrapped'.) Lice can literally survive for hours without breathing, so this must be left on the hair for a minimum of 8 hours. This can be done before bed, so that the 'smothering' process can take place during sleep. You must make SURE that your hair is completely dry in order for the lice to be totally encased in the dried Cetaphil, and therefore be unable to breathe.

After 8 hours, wash and dry your hair normally. Use the metal lice comb once again, to comb out any surviving live nits. For best results, you must repeat this treatment three times at one-week intervals to make sure that newly hatching lice do not survive to begin the hatching/reproducing cycle again.

Immunization Requirements

Desirable health habits are basic goals of all education. Good health is needed to ensure regular school attendance, an important part of school success. If your child has a health problem, please notify the school nurse.

Immunization records validated by a physician or public health clinic are required for entering school. Bring ALL immunization records when enrolling.

Immunizations

Every child in the state shall be vaccinated against –preventable diseases caused by infectious agents in accordance with the immunization schedule above. The immunizations required are: diphtheria, pertussis,

tetanus, polio, measles (rubella), mumps, rubella, Hemophilus influenza, hepatitis A, hepatitis B, chickenpox (varicella), and Pneumococcal, (Meningococcal for middle school students), The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. A written parent-validated history of the chickenpox disease is acceptable in lieu of the varicella vaccine. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician that states that, in the doctor's opinion the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician states it is a life-long certificate.

If an immunization exemption is requested for reasons of conscience, including religious beliefs, the student must present to the school an official Texas Department of Health affidavit. Only official forms developed and issued by the Texas Department of Health Immunization Division will be accepted by the school. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshe.state.tx.us/immco/affidavit.shtm> The form must be notarized and submitted to the principal or school upon enrollment or at the time the immunization is due. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

2020-2021 Texas Minimum State Vaccine Requirements for Students Grades K - 12

This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, §§97.61-97.72. This document is not intended as a substitute for the TAC, which has other provisions and details. The Department of State Health Services (DSHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38. A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

School Health Screening

Students are screened according to the Texas State Board of Education Rules and the school health programs mandated by the Texas Department of State Health Services.

TEXAS STATE LAW REQUIRES THE FOLLOWING IMMUNIZATIONS

<i>Diphtheria/Tetanus/ Pertussis</i> (DTaP/DTP/DT/Td/Tdap)	For K-6th grade; 5 doses with one on or after fourth birthday*, unless the fourth dose was received after the 4th birthday*, in which case only four doses are required. Students aged 7 years and older, 3 doses meet the requirement if one dose was received on or after the 4th birthday. For 7th grade: 3 dose primary series; 1 dose tetanus/diphtheria/pertussis-containing vaccine, only if it has been 5 years after the last dose of tetanus-containing vaccine. For 8th – 12th grade: 3 dose primary series; 1 dose of Tdap is required 10 years after last dose of tetanus-diphtheria- pertussis containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to Pertussis exists.
Polio	For K-12; 4 doses of polio; one dose required after the fourth birthday*, unless the 3rd dose was received after the fourth birthday*, in which case only three doses are required.
<i>Measles, Mumps, Rubella(MMR)</i>	For K – 12th grade; 2 doses required. The first MMR must be received on or after the first birthday* The second dose by age 4 to 6 years (second dose mandatory before starting Kindergarten). Students vaccinated prior to 2009 with 2 doses of measles and 1 dose each of rubella and mumps satisfy this requirement.
<i>Meningococcal</i>	For 7th – 12th grade; One dose of quadrivalent meningococcal conjugate vaccine is required on or after the 11th birthday. Note: if student received the vaccine at 10yrs. of age, this will satisfy the requirement.
<i>HIB(Haemophilus Influenza)</i>	1 dose of vaccine since 15 months of age,* or a series of three doses if one dose received after 12 months of age; required through age 4 years.
Hepatitis B	Three doses of vaccine required. For students 11-15 years, 2 doses meet the requirement if adult Hepatitis B vaccine (Recombivax two 10 mcg/1.0 ml) was received. Dosage must be documented.
Varicella (Chickenpox) or	Varicella must be received on or after the first birthday* The second dose by age 4-6yrs. (Mandatory for all students enrolling in Kindergarten through 12th grade). Parents or physician-validated history of disease is acceptable in lieu of immunization date.
Hepatitis A	Two doses required after 12 months of age through 10th grade.
Pneumococcal (PCV)	For students under age 5; 24 months through 59 months meets the requirement if they have 3 doses with 1 dose after 12 months or 2 doses with both doses given at or after 12 months of age, or 1 dose given at or after 24 months of age. Otherwise 1 additional dose is required.

Exemptions

Texas law allows (a) physicians to write medical exemption statements that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child or household member, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools should maintain an up-to-date list of students with exemptions, so they may be excluded in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at www.ImmunizeTexas.com under “School & Child-Care.” The original Exemption Affidavit must be completed and submitted to the school.

For children claiming medical exemptions, a written statement by the physician must be submitted to the school. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

Provisional Enrollment

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide

acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Additional guidelines for provisional enrollment of students transferring from one Texas public or private school to another, students who are dependents of active duty military, students in foster care, and students who are homeless can be found in the TAC, Title 25 Health Services, Sections 97.66 and 97.69.

Documentation

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

Texas Department of State Health Services • Immunization Unit • MC-1946 • P. O. Box 149347 • Austin, TX 78714-9347 • (800) 252-9152

Medical Conditions

In managing medical conditions and chronic diseases in schools, the nurse acts as the liaison between the medical community and school. Some conditions require individualized health care plans and emergency action plans to optimize care and school attendance. To insure the safety of your child, if your child has a medical condition, please indicate the condition on the enrollment form, medical history form and notify the school nurse. **This must be done every school year. The nurse will notify other campus personnel on a “need to know basis”. All medical information is treated as confidential by all personnel.**

Medical Conditions and Food Allergies Requiring Diet Modifications

Students who require diet modifications at school must have the GPISD Special Diet Form accurately completed and signed by the parent and licensed physician. Information regarding these regulations and forms can be accessed online under Health Services and or Food Services. If your student is on a special diet or has food allergies, please contact the campus nurse.

Physical Fitness Assessment (Grades 3-12)

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

Medication Policy

Due to the increase of medicines sent to school to be given to the students, we feel that parents should be advised of the school and state regulations in the administering of medication.

All medicine should be given by the parent outside of school hours if at all possible. Only emergency medication may be given at school. If it is necessary for the student to have medication in order to remain in school, the student’s parents and physician are required to complete a “Medication Permit Form” furnished by the school, and return it to the school nurse.

The students should bring only the amount of medication (in the original container) needed for the one day, with the child’s name, doctor’s name and prescription label. If more than one daily dose must be left at school, parents must sign a waiver indicating that the district is not responsible for lost, stolen, or damaged medication. **This “Medication Permit Form” must be completed every school year.** All medication must be picked up by the parent/guardian at the end of the school year. Medications will not be sent home with the students. Any medication remaining in the clinic after the last day of school will be discarded.

No nonprescription medication will be given at school unless the school has a written request from parent or guardian and physician. These medications must be properly labeled and in the original container. No medicine is given by the teacher or kept in the classroom. All medication and written requests are kept in the office or the clinic.

All medications must be properly labeled and in the original container. All written requests will be kept in the school office or clinic. All medication will be kept in the school clinic. An exception shall be granted when school authorities receive a written request from the prescribing physician and parent/guardian stating that it is medically necessary for the student to self-administer a medication (e.g., metered dose inhaler, epinephrine injection). A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The physician's request is valid for one school year and must be renewed at the beginning of each school year. The student must demonstrate to his or her physician or health care provider and to the school nurse the ability to properly self-administer the medication and express understanding of safety factors and responsibility related to carrying medication. If the student does not comply with the physician's instruction and school district policy, the school will review the permission to carry the medication. The student must carry the inhaler or emergency medication in the properly labeled original container on his or her person at all times. The school reserves the right to require any medication be kept in the clinic if, in the nurse's judgment, the student cannot or will not carry the medication in a safe manner and properly self-administer the medication.

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 to arrange for this accommodation.

Prescribed short-term medication (7-10 days) may be administered at school but must be in compliance with the school policy and meet the following requirements:

1. Signed permission form (available in the office/nurse) from their parent stating the student has permission to take a specific medication at school, and
2. Medication must be in an officially labeled bottle and must have the prescription number, student's name on medication, dosage, and the current date.
3. The initial (first dose) of the prescription should be given at home.

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

General Education Homebound Instruction- is provided for eligible students who are to be confined in the hospital or home for four (4) or more weeks, as documented by the attending physician. The physician's statement must indicate that the period of confinement will extend four (4) weeks from the date Education Support received the information. The homebound instructor will serve as the school liaison, bringing assignments from school to home and assisting the student in completing the assigned schoolwork.

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, food, insect bites, etc. Therefore, all 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.

Seizures (All Grade Levels)

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

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.

HEALTH-RELATED RESOURCES, POLICIES, AND PROCEDURES

Physical and Mental Health Resources (All Grade Levels)

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

- The campus nurse
- The campus counselor
- The local public health authority

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

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

- 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.

HOMELESS AND TITLE I PARTICIPANTS – SERVICES

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.
- Awarding partial credit 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 the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

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

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

You are encouraged to inform the District if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

1. Liaison for Homeless Children and Youths – Sonia Ortega – 972-522-7097
Coordinates services for homeless students.
2. Parent Involvement Facilitator – Esmeralda Rodriguez – 972-522-7097
Works with parents of students participating in Title I programs.

HOMEWORK

Home study, a continuation of class work, is necessary and can vary depending upon the level of the class. Students are encouraged to allow time in their schedules for this outside work. It is very important that this work be returned by the assigned due date. Student accountability is a must. *See Grading and Reporting.*

HOURS FOR SCHOOL DAY

8:10 am - 11:10 am AM Half-Day Pre-Kindergarten
12:20 pm - 3:20 pm PM Half-Day Pre-Kindergarten
8:10 am - 3:35 pm Kindergarten through Fifth Grade

The school’s main entrance front door will be open at 7:30 am or when the first bus arrives. Students arriving at 7:30 am should report to the designated area. Students should not arrive before 7:30 a.m. for safety reasons and security.

INSTRUCTION / CURRICULUM

The district provides a well-balanced elementary curriculum that includes English Language Arts, mathematics, science, health, social studies, physical education, and fine arts (art, music, and theater arts). Kindergarten through grade 5 English Language Arts includes listening, speaking, reading, and writing. Grades 4 and 5 English Language Arts also includes viewing and representing.

All students in the Grand Prairie Independent School District are instructed in the Texas Essential Knowledge and Skills (TEKS) for all courses. The pacing, method of instruction, and materials are designed to suit individual students' needs.

The District provides special programs for advanced academic students, bilingual students, dyslexic students, and students with disabilities. A student or parent with questions about these programs should contact the Chief Teaching and Learning Officer. The coordinators, facilitators, or directors of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations.

Bilingual/ESL Education - Bilingual/ESL Education is available for students in pre-kindergarten through fifth grade. Teachers instruct students in their primary language until the transition can be made to the English language. English as a Second Language (ESL) classes are provided for students who speak a language other than Spanish or English. ESL is an intensive program of instruction with the purpose of developing competence in English. Dual Language classes for English and Spanish may be available at specific campuses.

Advanced Academics/Gifted and Talented Program

In order to provide appropriately differentiated curriculum for gifted students, the district has adopted specific identification guidelines for participation in the Gifted and Talented Program. The identification and selection of students is determined by a three-step process: (1) nomination, (2) screening, and (3) selection. Nominations for the Gifted and Talented Program may be submitted at any time during the school year to the campus Gifted Specialist. Students may be nominated by any of the following:

1. Parents.
2. Teachers.
3. Counselors.
4. Administrators, or
5. Any other interested parties who are familiar with the students' abilities.

In accordance with the *Texas State Plan for the Education of the Gifted and Talented*, students are screened using multiple criteria, which include both quantitative and qualitative data. Placement decisions are made by trained Campus Selection Committees. Policies for appeals, furloughs, and exit procedures are available from the district upon request.

Elementary gifted students in grades 1-5 take part in a pullout program that provides both enrichment and acceleration. Campus Gifted Specialists provide instruction for these regularly scheduled classes using curriculum units that are interdisciplinary and based on broad themes. These units incorporate logical, critical, and creative thinking skills into the core academic areas of math, reading, science, and social studies. Independent research opportunities allow students to investigate specific topics of interest and to develop sophisticated products.

Summer School Program - A summer school program is provided for limited English proficient students who will be eligible for admission to kindergarten or first grade in September. The program is designed to include intensive bilingual or special language program instruction that meets standards prescribed by the State Board of Education. If summer school programs for gifted or remedial students are offered, parents will be notified by the school. A tuition may be charged.

During the summer there will be a retention reduction program for retained students in grades 1-8. As state funds are allocated, there may be additional summer offerings for accelerating instruction for identified students.

Title I Program - The District Title I Federal Program provides supplemental instruction on Title I campuses to improve the educational opportunities for children meeting district criteria. Title I projects are concentrated on identified campuses to promote supplemental instruction to students demonstrating the greatest educational needs in reading and math.

INSURANCE

At the beginning of the school year, the district will make available a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims to the insurance company. **The district will not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.**

LAW ENFORCEMENT AND CHILD PROTECTIVE SERVICES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

1. The principal or designee 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.
2. The principal or designee ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection. (Except as provided by child abuse investigation procedures Education Code 26.008(a), 38.004).
3. The principal or designee ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection. (Except as provided by child abuse investigation procedures Education Code 26.008(a), 38.004).
4. If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

Students taken into custody

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

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. 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.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. To comply with a properly issued directive to take a student into custody.
6. By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
7. By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
8. 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.

Before the student is delivered 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 custody action, notification will most likely be after the fact.

LIBRARY

The mission of the Grand Prairie ISD school library program is to ensure that students and staff are effective users of ideas and information, enabling them to be literate life-long learners. Our libraries are committed to providing reliable print and online resources.

Online resources may be accessed at:

Gale Databases: http://www.gpsid.org/departments/media_web/GaleSchools.htm

Password: lonestar

World Book: <http://www.worldbookonline.com/wb/products?ed=all&gr=WELCOME!>

Username: gpsid

Password: prairie

To search your campus library catalog go to:

http://www.gpsid.org/departments/media_web/patroncatalog.htm

To read our online newsletter *Library Notes* go to:

http://www.gpsid.org/departments/media_web/librarynotes.html

LOITERING ON SCHOOL PROPERTY

Any person loitering on school property after being warned to leave by authorized personnel shall be in violation of Section 37.105 of the Texas Education Code.

LOST AND FOUND(ALL GRADE LEVELS)

A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

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).

MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)

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

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

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.

PARENT INVOLVEMENT AND RESPONSIBILITIES (PARENTAL RIGHTS)

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, counselors and the Board and are encouraged to:

1. Review the Student Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the Student Code of Conduct.
2. Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.
3. Become familiar with the academic program offered in the District and feel free to ask the principal any questions, including concerns about placement, assignment, or early graduation.
4. Become familiar with counseling services offered at your child's school. Seek out the counselor's assistance when your child is facing issues that impede learning.
5. Attend Board meetings to learn more about ongoing operations of the District. Regularly scheduled Board meetings are held on the Thursday after the second Monday of each month at 7:00 p.m. If a second Board meeting is called for the month, it usually is the fourth Thursday of the month.
6. Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
7. Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
8. Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
9. Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester. Further, such removal does not exempt the student from satisfying grade level or graduation requirements as determined by the school and by the Texas Education Agency.
10. Review your child's school records when needed. Monitor your child's progress; contact teachers as needed. Take advantage of all opportunities to stay informed regarding your child's activities, as well as school activities and issues generally. Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy.
11. Become a school volunteer. For further information, contact your building principal.
12. Participate in campus parent organizations. The activities are varied, ranging from band boosters to campus and District committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the District. We have an active Parent Teacher Association (PTA) that meets regularly each month. You may contact the school office for details.
13. As a parent you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.
14. 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 under HEALTH SERVICES.
15. Being aware of the school's ongoing bullying and harassment prevention efforts.
16. Contacting school officials if you are concerned with your child's emotional or mental well-being.

17. Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will permit no more the five (5) excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 50th day before deployment or no later than the 30th day after the parent's return from deployment.

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education that concerns:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sexual behavior or attitudes.
4. Illegal, antisocial, self-incriminating, or demeaning behavior.
5. Critical appraisals of individuals with whom the student has a close family relationship
6. Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
7. Religious practices, affiliations. Or beliefs of the students or parents.
8. Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

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.

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

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

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

- Any Survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

Note: This does not apply to the collection, disclosure, or use of personal information collected from the 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.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Granting Permission to receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the District’s parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the District’s health education classes.

Parental Rights

Consent to Conduct a Psychological Evaluation

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

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, Elizabeth Hummert, can be reached at elizabeth.hummert@gpisd.org or 972-522-7074 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.

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 State Board of Education is incorporated in the District's health education classes.

Consent to Video or Audio Record a Student a Student when Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- 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.

Taking your Daughter/Son to Work

The National Take Your Daughters and Sons to Work Day is typically scheduled in April. However, GPISD and other area districts have selected an alternate date in June. The students who should participate in Take Your Child to Work during the school year or summer school will be unexcused.

Student with Physical or Mental Impairments Protected Under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

Title I Parent Rights

As a parent of a student in a Title I School you have the right to know the professional qualifications of the classroom teachers who instruct your child, and the Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of you child's classroom teachers:

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subject he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
4. Whether paraprofessionals provide services to you child and, if so, their qualifications.

If you would like to receive any of this information, please contact the Communications Department at 972- 237-4000.

Parent Involvement Coordinator – Esmeralda Rodriguez - (972) 522-7097 - works with parents of students participating in Title I programs.

What is a Title I?

Title I Part A – Improving Basic Programs

Intent and Purpose: Title I provides funding to school districts to help schools with high percentages of students that receive free/reduced lunch to provide high-quality education to enable all children to meet the state student performance standards. The goal is to help all students perform well in school and on the STAAR test (State of Texas Assessments of Academic Readiness). Title I, Part A supports campuses in implementing either a Schoolwide Program or a Targeted Assistance Program.

A **Schoolwide School** can use Title I funds and programs to support the identified needs of the students in the entire school based on a comprehensive needs assessment.

A **Targeted Assistance School** can use the funds and programs to meet the needs of those students who have been targeted as failing, most at risk of failing, and most at risk of not meeting the states student performance standards.

What are the Title I Schools in Grand Prairie?

The Grand Prairie Independent School District has 30 Title I School-wide Schools and no Targeted Assistance Schools. Of these 30 schools, there are 22 School-wide Elementary Schools and 8 School-wide Secondary Schools.

Elementary Schools:

Austin	Crockett	Eisenhower	Marshall	Rayburn	Williams
Bonham	Daniels	Flo Hill	Morton	Seguin	Whitt
Bowie	De Zavala	Garcia	Moore	Travis	Williams
Bush	Dickinson	Garner	Moseley	Whitt	Uplift Lee

Secondary Schools:

Adams	Fannin	Jackson	Grand Prairie Fine Arts Academy
YMLA	YWLA	GPCI	Grand Prairie High School

For more information about the Grand Prairie Independent School District Title I Program, call: Pat Lewis, Deputy Superintendent, School Improvement (972) 237-4000.

Information about parental involvement may be found in Board Policy EHDB (Local).

PARENT-TEACHER ASSOCIATION (PTA)

We have an active Parent-Teacher Association. The PTA regularly schedules meetings on the second Tuesday of each month. The PTAs provide many opportunities for parents to become involved at the campus through volunteer programs. Some PTA organizations provide specific items and opportunities for students (ex: playground equipment, academic materials, and field trips).

PARTIES AND SOCIAL EVENTS

The campuses are allowed to have no more than 3 parties each year and must designate the parties that will occur on their campus. The campus must choose 3 parties from the following four selections: Winter, Valentine's, Spring, and End of Year Party. **Any social event, room party, etc., sponsored by the school, a parent(s), student organization, or a class must have the approval of the principal one week prior to the party.** Rules of good conduct and grooming will be observed at social activities and parties. Each campus will determine specific nutrition guidelines for food at parties.

It is our goal to ensure that every student in our school is safe. Our district has adopted a policy for managing students with food allergies. **In an effort to prevent students from coming in contact with possible food allergens only store bought food items will be accepted at parties (no home baked goods will be accepted). This will allow adults to be aware of the ingredients in each of the food items donated.**

Please take time to review with your child the following:

- *Do not offer, share or exchange any foods with other students at school
- *Hand washing with soap and water, after eating, is necessary to decrease the chance of cross contamination on surfaces at school
- *If your child rides the bus, remind them that there is a "no eating on the bus" policy.

PESTICIDES

As part of our commitment to provide your child with a safe, pest-free learning environment, the Grand Prairie Independent School District may periodically apply pesticides to help manage insects, weeds or pathogens. Pesticide applications are part of our integrated pest management (IPM) program, which relies largely on non-chemical forms of pest control. Pesticide applications on Grand Prairie Independent School District property are made only by trained and licensed technicians. 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. Should you have questions about this district's pest management program or wish to be notified in advance of pesticide applications, you may contact Maintenance and Operations (972)343-4429

PHYSICAL FITNESS ASSESSMENT

Annually, the district will conduct a physical fitness assessment of students in grades 3-12. At the end of the school year, the student will bring home the results of his or her child's physical fitness assessment conducted during the school year.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students 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.

A minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity 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.

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

State Law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes 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.

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades ~~3-12~~ 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless:

1. you provide a written statement requesting that your child be excused,
2. the District determines that your child has a conscientious objection to the recitation,
3. you are a representative of a foreign government to whom the U.S. Government extends diplomatic immunity.
4. you provide a written statement requesting that your child be excused,
5. the District determines that your child has a conscientious objection to the recitation,
6. you are a representative of a foreign government to whom the U.S. Government extends diplomatic immunity.

PROMOTION/RETENTION

Each student enrolled in the school system shall be classified and placed at the point and level on the school program continuum which the student's academic, social, and emotional development indicates the student would be most successful.

Kinder to Grade 1

Kindergarten is not mandatory in Texas. Therefore, promotion from Kindergarten to first grade is automatic. A parent may request a child be retained in kindergarten.

Grades 1 through 5

In grades 1-5, promotion to the next grade level shall be contingent on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following areas: reading, language arts, mathematics, science, and social studies. [GPISD Board Policy EIE(LOCAL)]

The students enrolled in fifth grade must pass the reading and math sections of the State of Texas Assessments of Academic Readiness-(STAAR) during their fifth grade school year in order to be promoted to the sixth grade.

Parents will receive written notification of their student's performance on the STAAR test. If a student does not meet the standard on the STAAR test, parents will also receive information on recommendations for accelerating instruction. If a student does not meet the required standards of the fifth grade STAAR reading and math assessments, accelerated instruction to strengthen the skills needed to be successful will be provided.

A student will have two more opportunities to take and meet the standards of the STAAR test(s) before the next school year begins. A grade placement committee consisting of the principal, the teacher and a parent will be formed to ensure the instructional needs of a child and may consider the best placement of a child.

Parent notification letters are sent to students in 5th grade that explain the Texas Student Success Initiative (SSI). The purpose of this initiative is to ensure that every student makes the academic progress necessary to show a sufficient understanding of the knowledge and skills taught and tested at each grade level.

PROTECTION OF PUPIL RIGHTS

The school will notify parents of the right to inspect all instructional materials to be used in connection with a survey, analysis, or evaluation as part of a federally funded program. Notice will be sent home before such a survey, analysis, or evaluation is administered, and parent consent (or student consent if 18 or older) will be requested if information regarding any of the following is part of the survey, analysis, or evaluation:

1. Political affiliations.
2. Mental and psychological problems potentially embarrassing to the student or family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom the student or the student's family has close family relationship.
6. Legally recognized privileged or similar relationships, such as lawyers, physicians, and ministers.
7. Income, other than as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

Multiple Birth Siblings – Classroom Assignments

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

Religious or Moral Beliefs

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

SAFETY

Student safety on campus or school-related events, or District vehicles is a high priority of the District. With safety in mind, the District has implemented safety procedures. However, the District can address only part of the challenge; the essential remaining part is the cooperation of students, including:

1. Avoiding conduct that is likely to put the student or other students at risk.
2. Following the Student Code of Conduct and any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
3. Remaining alert to and promptly reporting safety hazards to teachers, or principal, such as intruders on campus, or threats made by any person toward a student or staff member.
4. Knowing emergency evacuation routes and signals.
5. Following immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.
6. For safety purposes video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used.

Safety Transfers/Assignments

As a parent you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus.
- 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.

- 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 violent criminal offense while at a school or on school grounds.
- Request the transfer of your child to another District campus 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.

Clear Backpacks

Campus Administrators will be allowed to determine whether the use of clear backpacks will be the standard for their campus.

Accident Insurance

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

SCHOOL FACILITIES

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

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

Conduct Before and After School

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

SCHOOL-SPONSORED FIELD TRIPS (ALL GRADE LEVELS)

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

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

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

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

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. District officials may conduct searches of students, their belongings, and their vehicles in accordance with the 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. Students are fully responsible for the security and contents of their assigned desks and lockers.

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 vehicle parked on district property.

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

District Policy FNF (LOCAL) states "students shall be notified at the beginning of each year that they are subject to metal detector searches on a random basis. If any prohibited items are found in a search, the student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct."

Metal Detectors are used in secondary schools, off campus, and school sponsored activities for school safety and searches may occur at any time.

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.

SEXUAL HARASSMENT/SEXUAL ABUSE

*STUDENT RIGHTS AND RESPONSIBILITIES:
SEXUAL HARASSMENT/SEXUAL ABUSE*

*FNCJ
(EXHIBIT)*

Notice of Parent and Student Rights: Sexual Harassment/Sexual Abuse

What is the District policy concerning sexual misconduct?

The District forbids employee conduct constituting sexual harassment or sexual abuse of students. The District forbids students from engaging in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee.

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools.

What is sexual harassment?

Sexual harassment of a student **by an employee** includes any welcome or unwelcome sexual advances, requests for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit.

Sexual harassment of a student **by another student** includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.

What is sexual abuse?

Sexual abuse is defined as "illegal sex acts performed against a minor..." It may include, but is not limited to fondling, sexual assault, or sexual intercourse. Sexual abuse is a form of child abuse that must be reported to appropriate law enforcement authorities.

What laws address sexual harassment of students?

Sexual harassment or abuse of students by District employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds).

Will I be informed if my child has been sexually harassed or sexually abused at school?

The District will notify parents of all students involved in sexual harassment by students. The District shall notify parents of all incidents of sexual harassment or sexual abuse by an employee. Notification may be by telephone, letter, or personal conference.

What will the District do when it learns of sexual harassment or sexual abuse of a student?

When a principal or other school administrator receives a report that a student is being sexually harassed or abused, he or she will initiate an investigation and take prompt action to intervene.

What do I do if I am concerned that my child has been sexually harassed or sexually abused at school?

A student or parent who has a complaint alleging sexual harassment by other student(s) or sexual harassment or sexual abuses by an employee may request a conference with the principal, the principal's designee, or the District's Title IX coordinator. The conference will be scheduled and held as soon as possible but within seven calendar days. The principal or Title IX coordinator will coordinate an investigation. Oral complaints should be reduced to writing to assist in the District's investigation.

A complaint may also be filed separately with the Office of Civil Rights:
Regional Director Office of Civil Rights, Region VI
1999 Bryan Street, Suite 2600, Dallas, TX 75201
Telephone: (214) 880-2459 Fax: (214) 880-3082 TDD: (214) 880-2456

Who is the Title IX coordinator and how do I contact that person?

The Title IX coordinator for the District is:

Name: Dana Jackson
Position: Director of Counseling Services
Address: 2602 S. Belt Line Road, Grand Prairie, 75052-5344
Telephone: 972-264-6141

The Title IX coordinator is a District employee who has the responsibility to assure District compliance with the requirements of Title IX. The coordinator will investigate or oversee an investigation of a complaint alleging violations of Title IX.

The District has adopted complaint procedures for handling Title IX complaints, which may be obtained from the principal or Title IX coordinator. The student may be accompanied by the parent or other advisor throughout the complaint process.

Will my complaint be confidential?

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.

What if I am not satisfied by the District's resolution of my complaint?

If the parent is not satisfied with the District's initial response to the complaint, he or she has seven calendar days to request a conference with the Superintendent or designee, who will schedule and hold a conference. Prior to or at the conference, the parent must submit a written complaint that contains: a statement of the complaint; any evidence to support the complaint; the resolution sought; the student's and/or parent's

signature and the date of the conference with the principal.

If the parent considers the resolution unsatisfactory, he or she may request that the complaint be heard by the Board of Trustees at its next regular meeting, in accordance with policy BE(LOCAL). The Board will hear the complaint in closed meeting, unless otherwise required by the Texas Open Meetings Act. At the conclusion of the hearing, the Board will decide what action it deems appropriate.

The Student Success Team (SST) and Response to Intervention (RTI)

The Student Success Team is the structure in the school that links individuals from several disciplines to work collaboratively as partners for the benefit of students both collectively and individually. Utilizing current data and their knowledge of student developmental and academic needs, the team serves as a problem solving group to consider interventions and recommendations for individually referred students. The team structure is designed to be more than a referral process for students needing interventions to achieve academic success. It also:

1. focuses on student centered services that are more proactive in nature;
2. attempts to address systemic or school wide barriers to the effective and efficient use of student support resources, staff, expertise, and time;
3. expands options and supports for students experiencing difficulty;
4. increases the number of personnel who can serve as instructional leaders, mentors, and master teachers to assist in developing and monitoring academic and behavioral strategies that promote student success;
5. institutes procedures for documenting and analyzing success.

Response to Intervention (RTI) is a *process* to help children who are struggling. This is an intervention model to increase student achievement. RTI enhances the opportunity for children to be successful and maintain their class placements in the general education setting by receiving appropriate individualized instruction and intervention.

The RTI model consists of three well-defined and separate processes. Each tier constitutes a level of instructional/behavioral interventions targeting individual student needs. The tiered structure of RTI encompasses increased time and intensity of instruction at all levels (Tiers I, II, and III). Data is collected routinely to assess student response to the interventions. The three tiered intervention process is embedded in several legislative mandates. The model was first required as a part of the Reading First Initiative, it is aligned with best practices as outlined in No Child Left Behind, and is a part of IDEA 2004 requirements for the diagnosis of learning disability.

SPECIAL EDUCATION

The mission of Special Education is to ensure student success by providing a free and appropriate public education through a continuum of services to maximize each student's academic and functional abilities.

If a parent makes a written request for an initial evaluation for special education services to the Executive 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. Contact Person for Special Education Referrals-Dr. Dorothea Gordon 972-237-4019.

The Special Education Department provides individual evaluation and educational planning for students with disabilities who would benefit from special education assessment, special designed instruction, and/or related services to support their education. In general, students with disabilities must qualify under one of the thirteen IDEA eligible disabilities: auditory impairment, autism, deaf/blindness, emotional disturbance, intellectual disability, multi-disabilities, non-categorical early childhood, orthopedic impairment, other

health impairment, speech impairment, visual impairment, specific learning disability, traumatic brain injury.

GPISD Special Education offers a continuum of services in the least restricted environment. The continuum of services ranges from Co-Teach instructional support to a self-contained instructional setting. The Admission, Review, and Dismissal (ARD) committee determines the instructional arrangement based on the student's Individual Educational Plan (IEP).

Please visit the Special Education website for additional information at www.gpisd.org/specialeducation

Child Find

The purpose of **Child Find** is to locate, identify, and evaluate infants, children and young adults through age 21 who may have a disability, such as learning, speech and language, vision, hearing, physical or health impairments. GPISD ensures all students are afforded a free appropriate public education (FAPE).

GPISD provides Child Find information to District employees, physician, day cares, private schools, and other entities in the city of Grand Prairie and surrounding areas. GPISD ensures special education services are available to eligible students ages 3 through 21 years and to children from birth through age 21 years who have a hearing or visual impairment. Children from birth to age three with other disabilities will be referred to appropriate agencies for services.

For information on referring children enrolled in GPISD suspected of having a disability, contact the Special Education Department or your child's campus Student Success Team.

For infants or children not enrolled in GPISD, contact the Special Education office at 972-237-5332.

SPECIAL PROGRAMS

The District provides special programs for advanced academic students, homeless students, students in foster care, bilingual students, dyslexic students, and students with disabilities. A student or parent with questions about these programs should contact the Deputy Superintendent of Teaching and Learning; the coordinators, facilitators, or directors of each program can answer questions about eligibility requirements and programs and services offered in the District or by other organizations.

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.

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.

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 504 referrals-Michelle Brinkman 972-237-4039.

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

Please note that 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 or charter school 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 to evaluate the student. 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 a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

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

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

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:

Contact Person: Rodney Traylor II

Phone Number: 972-237-5492

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.

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools 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 service is:

Contact Person: Michelle Brinkman

Phone Number: 972-237-4039

STUDENT IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the District after the beginning of the school year will be allowed credit-by-examination opportunities outside the District's established testing windows, and the District will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

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

Please contact Elizabeth Hummert, who has been designated as the district's foster care liaison, at (972) 522-7074 with any questions.

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 the 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 the application for admission or 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 examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and the liaison officer for students formerly in the conservatorship of the state.

STUDENT RECORDS

NOTICE OF PARENT AND STUDENT RIGHTS: STUDENT RECORDS

FL
(EXHIBIT)

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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

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 non-custodial 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.

Release of Student Information- Federal and state laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights:

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.

Accessing Student Records

You may review your child's student records. These records include: attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and school counselor evaluations of your child, reports of behavioral patterns, State assessment instruments that have been administered to your child, and teaching materials and tests used in your child's classroom. 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.

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.

What is an "eligible" student?

A student who is 18 or older OR who is attending an institution of post-secondary education.

What information will the District routinely release?

General information about Grand Prairie ISD students is considered "directory information" and will be released to anyone who follows procedures for requesting it. That information includes:

1. A student's name, address, telephone number, and date and place of birth.
2. The student's photograph, participation in officially recognized activities and
3. sports, and weight and height of members of athletic teams.
4. The student's dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school attended previously.
5. The student's e-mail address.

What about military recruiters and colleges?

In addition to release of student information required under FERPA (Family Educational Rights and Privacy Act of 1974), to be in compliance with the No Child Left Behind Act of 2001, the District will release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary students enrolled in the District.

Can I restrict this information?

Yes. A parent or eligible student may prevent the release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten school days after you have been provided this notice.

What about information about grades, test results, disciplinary records, etc.?

Virtually all information pertaining to student performance is considered a confidential educational record and may be released to:

- The parents-whether married, separated, or divorced-who will generally have access to the records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the record goes to the student. However, the parents may access 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.
- District staff members who have what federal law defines as a "legitimate educational interest" in a student's records. Such persons would include school officials (such as Board members, the Superintendent, principals), school staff members (such as teachers, counselors, diagnosticians), or an agent of the District (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order, 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

- A school to which a student transfers or in which he or she subsequently enrolls.

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

Where do I go to review the records?

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

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

Inspect and review student records within 45 days after the day the school receives a request for access

Records may be reviewed during regular school hours. If circumstances effectively prevent a parent or eligible student from inspecting the records, the District shall either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The addresses of the principals' offices are located in the front of this handbook.

The parent's or eligible student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records-such as teachers' personal notes on a student that are shared only with a substitute teacher and records on former students after they are no longer students in the District-do not have to be made available to the parents or students.

What can I do if I think a record is inaccurate?

A parent (or the student if he or she is 18 or older or is attending an institution of post-secondary education) may review and inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process defined by policy FNG.

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.

What is the cost of copying records?

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records. The District's complete policy regarding student records is available from the principal's or Superintendent's office.

Special Education Records

The law requires that records of students, who have been provided special education services, be maintained for 7 years. After that time, a notice will be placed in the Public Notification section of the local newspaper indicating the date records will be destroyed.

STUDENT RIGHT TO PRAY

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

TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES (ALL GRADE LEVELS)

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with the 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 crime has been committed.

TESTING INFORMATION

State Mandated Assessment Tests:

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8: in addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, STAAR with accommodations, or STAAR A (for eligible students with disabilities or dyslexia, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level.

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

STAAR-Spanish, Spanish version of STAAR is also available to students through grade 5 and determined by the Language Proficiency Assessment Committee (LPAC).

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment for students who entered 9th grade *prior* to the 2011-2012 school year.

Student Appraisal and Instructional Evaluation

Standardized tests are invaluable aids in facilitating better understanding of the individual student. Objective test data is a vital aid in the continuous appraisal evaluation of curriculum and teaching effectiveness.

A comprehensive system of pupil appraisal service for the school district includes various kinds and types of testing. Our professional staff utilizes all test results in an appropriate and meaningful manner to develop suitable learning opportunities for each student. Each student has a confidential test profile that is a part of his/her cumulative record.

The school maintains a cumulative record folder for each student which contains such information as grades, attendance records, and standardized test scores.

Parents, legal guardians, and authorized school officials have the right to review these files.

Upon request, standardized test results are interpreted to parents and students by the classroom teacher, counselor, Assistant Principal or the Principal.

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 freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or 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 in this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

TEXTBOOKS/FINES

Textbooks are provided free to students in all approved subject areas. **The student is responsible for the care of books including replacement if a book is lost or fines to cover damage to a book.** All state-owned books must be turned in at the end of the school term, or upon withdrawal or transfer. Student records cannot be cleared until books have been submitted. If a textbook has been lost, "Lost and Found" areas should be checked. If the book is located at a later date, the student's money will be returned. Students are required to print their names in textbooks. Loss of books due to theft or other circumstances will not be accepted as reasons for nonpayment or for not doing class assignments. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent or guardian. However, a student will be provided textbooks for use at school during the school day.

TO AND FROM SCHOOL

Students should be cautious about safety hazards as they travel to and from school. Elementary students, especially, should go DIRECTLY to school in the morning and DIRECTLY home in the afternoon. Crossing guards are provided for your safety at major traffic intersections.

TOBACCO POLICY

All students are prohibited from possessing or using tobacco products, including electronic cigarettes or any other electronic vaporizing device, while on school property or at school-sponsored activities.

The District and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. Students in violation will be referred for discipline measures. All GPISD campuses are tobacco free.

TRANSFER

Students in Grand Prairie ISD may apply to transfer to a school outside of his/her attendance zone. The transfer of a student from one attendance area to another within the District will be based on specific factors which affect the education and welfare of the student. Transfer dates to be determined. Please check the GPISD website for updated information.

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 levels 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.

TUTORING OR TEST PREPARATION

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

VIDEO CAMERAS

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal.

VISITORS

Parents are welcome to visit district schools. **For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the office to sign in, provide identification and obtain a pass. Visitors must also sign out when leaving the building.**

Such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Since visitors may serve as role models to students, all visitors must adhere to the highest standards of courtesy and conduct. Disruptive behavior will not be permitted. In addition, all visitors must comply to the minimum standards of the student dress code.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator; school resource officer (SRO), or a 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).

Classroom Visits

Visits to individual classrooms during instructional time are permitted only with the principal's prior approval, and accompanied by a campus administrator. (This Visit is not a time to conference with the teacher. Board Policy Reference GKC.)

Lunch room Visit

If you plan to eat more than 5 times, a Criminal Background Check (CBC) must be completed. (See CBC pg.) Each campus will set the lunch room rules according to the size of cafeteria and the number of students, including limited visitations.

VOLUNTEERS

All volunteers in GPISD must agree to a Criminal Background Check. To be a volunteer in GPISD, please send an email to HRApplications@gpisd.org and include the following information in the email:

1. Full Name
2. Email Address
3. Phone Number
4. What campus would like to be a volunteer?
5. What would you like to do at the campus as a volunteer?

Once your information has been evaluated, you will be notified with directions to complete the process.

WELLNESS

School Health Advisory Council

The Board of Trustees has established a local School Health Advisory Council (SHAC) which meets a minimum of four times a year to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction. SHAC members are parents, District employees and community members appointed by the Board with parents comprising the majority of the committee.

Wellness Policies

Policy EHAB (LOCAL) ensures that students in grades 1-6 engage in at least 30 minutes per school day or 135 minutes per school week of physical activity.

Policy CO (LEGAL) ensures compliance with applicable vending machine and food service guidelines for restricting student access to vending machines.

Policy DH (LEGAL), FNCD (LEGAL), GKA (LEGAL) and the Student Code of Conduct prohibit the use of and prescribe the penalties for the use of tobacco products by students and others on school campuses or at school-sponsored or school-related activities.

WITHDRAWING FROM SCHOOL

A student under age 18 may be withdrawn from school only by a parent. When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. A student who is age 18 or older, who is married, or who have been declared by a court to be an emancipated minor may withdraw without parental signature. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.