

East Grand Preparatory

2015-2016

Parent-Student Handbook

East Grand Preparatory

Student Motto:

**At East Grand Preparatory
Learning is my opportunity
Studying is my responsibility
Achievement is my reward
Today, I will be the best student I can be, by being responsible
respectful, and ready to learn.**

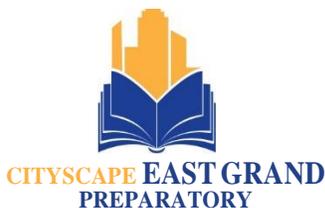
Parent-Student Handbook

Pre-Kindergarten through Sixth Grade

2015-2016

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Dallas, TX 75223
(214) 824-4747

East Grand Preparatory does not discriminate on the basis of race, religion, color, disability, gender, national origin, or ethnic origin in the consideration of applicants, the enrolling of students, and the provision of educational services, activities, and programs.



A WORD FROM THE PRINCIPAL

We welcome you to the 2015-2016 school year of East Grand Preparatory.

Thank you for the privilege of working together with you to ensure success for every student at East Grand Preparatory. We truly believe that parents play an important role in the success of our students. When parents make the commitment to support the learning initiatives of the school at home, it strengthens learning and makes it consistent for our students.

We believe in making reading a priority for our students, we will be targeting the students' reading level at school and asking our parents to ensure reading practice at home for at least 20 minutes daily. By working together on reading, we will ensure success for every student.

When students know their multiplication facts, they are ready to tackle multiplication, division, fractions and proportions successfully. We need parent support to ensure that students practice the multiplication facts for at least 10 minutes every night. Please practice these with your child or have someone to ask them to recite their multiplication facts each night. By working together in math, we will ensure success for every student.

Student attendance is very important for the success of our students. Please make sure students are on time and come to school daily, every single day of instruction counts! Parents are welcome at our school any time, please come by the front office to check in before going to the classroom or helping out anywhere in our school.

Our students are going to have a very successful school year because of the great working partnership between school and home. We will make every day of instruction count and parents will ensure homework and practice is done at home. Thank you for all you do to make sure all of our students are successful!

Marco A. Hinojosa

Assistant Superintendent/Executive Principal
East Grand Preparatory

Table of Contents

SECTION 1: Core Documents.....	1
SECTION 2: DISCIPLINE PLAN AND STUDENT CODE OF CONDUCT.....	6
Boundaries, Correction, and Consequences	8
Administrative Discipline	10
Demerits and the Discipline Record.....	14
Students with Disabilities	15
Quarterly Status Reviews	15
Referral Categories and Consequences	18
Appeal Process	26
SECTION 3: ABSENCES/ATTENDANCE	36
State Law.....	39
Attendance Information.....	40
Absences.....	40
Doctor’s Note After An Absence for Illness	40
Early Dismissals	41
Absences: Excused and Unexcused	41
Truancy.....	42
Tardies	42
SECTION 4: UNIFORM AND DRESS CODE.....	43
Kindergarten through Sixth Grade Requirements	44
SECTION 5: GENERAL ACADEMIC INFORMATION	46
Promotion and Retention.....	46
Report Cards.....	48
Dual Language Education at East Grand Preparatory.....	50
Special Education Services	51

SECTION 6: GENERAL INFORMATION, POLICIES, AND PROCEDURES	53
Age Requirements	53
School Day	53
After-School Care	54
Contact Information	55
Breakfast and Lunch Program.....	55
Personal Possessions	55
Student Records.....	55
Inclement Weather	57
General Grievance, Complaint, and Appeal Process	57
Harrassment/Abuse Reporting Policy	59
Statement of Co-Operation with Agencies and Authorities.....	59
Asbestos	60
Pledges of Allegiance and a Minute of Silence.....	60
Prayer	60
Crises Management Plan.....	60
Visitors, Volunteers, and Parents on Campus	60
Classroom Observations.....	61
Computers and Networks	61
Protection of Pupil Rights	62
“Opting Out” of Surveys and Activities.....	62
SECTION 7: HEALTH INFORMATION	64
Smoking	64
Illness or Injury while at School	64
Communicable Diseases	64
Dispensing Medicines	65
Immunizations.....	65
Required Health Screenings	66

SECTION 1: CORE DOCUMENTS

VISION STATEMENT

Our vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

MISSION STATEMENT

East Grand Preparatory exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. East Grand Preparatory students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to their fellow man.

PHILOSOPHY OF EDUCATION

The Philosophy of Education at East Grand Preparatory is grounded in the belief that every student can learn and that working together with parents, we can ensure success for each student.

East Grand Preparatory believes in having a “partnership with families...”

An educational partnership requires mutual respect and civility, accountability, and communication. Partnership with families implies two issues:

Responsibility and Consistency.

Responsibility

Parents are charged with the primary responsibility of the comprehensive well-being of their children. Parents delegate only a portion of that responsibility to a school. East Grand Preparatory accepts the responsibility to educate any one child when, on the basis of informed consent, that child is enrolled as a student.

What is informed consent?

Informed consent exists is when parents, prior to enrollment, have obtained a clear understanding of everything East Grand Preparatory expects and provides. Simply put, there should be few to no surprises after enrollment. Parents **have the responsibility** to examine all the core informational documents of the school but especially The Parent-Student Handbook.

Conversely, partnership can only be said to exist when East Grand Preparatory is attempting in good faith to carry out its responsibility: creating an environment of opportunity wherein the mission statement can become a reality for every student entrusted to our care.

Consistency

Partnership between East Grand Preparatory and the family implies some degree of consistency between what is valued at school and what is valued at home. If the school values regular attendance, for example, but this is not reinforced at home, the degree to which the child can experience the academy's mission as a reality is lessened in direct proportion.

Consistency between family and school is a significantly empowering factor in the life of a child. The greater the degree of consistency, the greater the likelihood that the child will experience East Grand Preparatory as an environment of opportunity.

Without consistency, there is no partnership. Parents must examine not only East Grand Preparatory, but their own values, expectations, and standards to determine whether or not East Grand Preparatory is the right school for their family. For its part, East Grand Preparatory must do its best to represent the school in a realistic and informative fashion, and to the degree possible, assess the level of consistency that must exist between the school and the enrolling family.

“....a distinctive environment of educational opportunity....”

East Grand Preparatory is a distinctive environment because we recognize the needs of the whole child and we provide educational opportunities for these needs to be met.

Children and young people have **spiritual** needs. Therefore, East Grand Preparatory will partner with families to provide our students with the opportunity to develop strong character, integrity, a commitment to community service, and a positive vision for their lives and for their community.

Children and young people have **intellectual** needs. Therefore, East Grand Preparatory will partner with families to provide our students with developmentally appropriate instruction across the full range of intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Children and young people have **academic** needs. Therefore, East Grand Preparatory will partner with families to assess, appropriately place, and provide appropriate educational services for all students accepted into our academy.

Children and young people have **social** needs. Therefore, East Grand Preparatory will partner with families to provide our students with opportunities to develop healthy relationships within the family, their peers, and classmates, with members of their community, and with society at large.

Children and young people have **emotional** needs. Therefore, East Grand Preparatory will partner with families to foster a secure environment that creates and reinforces an awareness within our students that they are loved and respected in all circumstances and by all faculty and staff.

Children and young people have **physical** needs. Therefore, East Grand Preparatory will partner with families to provide our students with developmentally appropriate fitness activities. East Grand Preparatory will provide health instruction that emphasizes the human body as a temple so that our students will have the opportunity to internalize the implications this awareness brings regarding health, fitness, and lifestyle choices.

Children and young people have **creative** needs. Therefore, East Grand Preparatory will partner with families to provide students with developmentally appropriate fine arts opportunities intended to awaken, cultivate, and develop their talents, creative gifts, and abilities.

“.....educational opportunity for all children ...in our community.....”

East Grand Preparatory is strategically, and intentionally, located so that we can be an “information and opportunity” center for families in our community. We will proactively connect families with the educational resources, within the school and without, that will address the needs, abilities, and talents of their children.

The “culture and community” of East Grand Preparatory will surround our students with a vision for their future that transcends labels, classifications, and prejudices. Our students will have the opportunity to acquire the knowledge and develop the strength of character necessary not only to survive, but to thrive.

“well prepared.....life-long learners.....”

Our guiding assumption is that every student who walks through our door is ultimately college bound. It is our job to provide students with the opportunity to be well prepared for success in college and other post secondary opportunities.

Success in college involves innate ability, but to a greater degree it requires

- basic academic skills
- a strong work ethic
- motivation
- the ability to think
- self-discipline
- ability to acquire knowledge and skills independently and
- a love of learning

East Grand Preparatory will provide all students with developmentally appropriate opportunities to acquire the knowledge and values necessary for personal and academic success throughout their school years and throughout their lives.

Students who apply themselves to all that we ask of them and who avail themselves of all that we provide for them will indeed have the opportunity to be “well prepared” to make the transition from one grade level to the next, from elementary to middle school, from middle school to high school, and ultimately from East Grand Preparatory to college and other post-secondary learning environments.

“...character, knowledge, and wisdom necessary to succeed, lead, and contribute...”

There is an old story that perhaps best captures the heart of our philosophy. It is the ancient literary account of three captive Hebrew young people. These young people are described as being widely read in literature and science, quick to comprehend and able to learn. They are also described as wise. They were, however, not considered a part of the mainstream of society.

Despite demands through the years to years to lay aside the values and wisdom which had been instilled in them, no compromise could be found in their hearts. In the end, they assumed leadership roles in the midst of a society that did not understand them, did not always value them, but needed what they had to offer.

We believe that all of our students are leaders in training. We believe that our graduates will serve their families, their communities, and their fellow man as leaders and role models in the midst of a society that would otherwise have overlooked their potential.

IN THE END....

East Grand Preparatory does not represent a guarantee. We represent an opportunity. We provide a comprehensive, character driven, educational opportunity that will serve as the foundation and springboard for children and young people to lead and succeed in college and in life.

CORE VALUES STATED OR IMPLIED BY OUR VISION, MISSION, AND PHILOSOPHY:

- Families are charged with the primary responsibility of the comprehensive well-being of their children and EGP must therefore work in partnership with the family.
- The greatest need that our children have, relative to EGP, is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of EGP is that all of our students are college bound.
- EGP will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college.

-
- EGP will provide students with developmentally appropriate instruction that addresses the spiritual, academic, intellectual, social, emotional, physical, and creative, needs of “the whole child”.
 - All of our children have the potential to serve their community and their fellow man as leaders and role models.

EXPECTED LEARNER OUTCOMES STATED OR IMPLIED BY OUR VISION, MISSION, AND PHILOSOPHY:

East Grand Preparatory Students will:

- Model their lives after adults exhibiting wisdom, character, and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Develop healthy relationships.
- Know that they are loved and respected in all circumstances and by all faculty and staff.
- Recognize the human body as a temple with the implications this brings regarding health, fitness, and lifestyle choices.
- Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.
- Remain faithful to the values learned at EGP in the face of pressure to compromise.

SECTION 2: EAST GRAND PREPARATORY CODE OF CONDUCT

THE PHILOSOPHY AND APPLICATION OF DISCIPLINE AT EAST GRAND PREPARATORY.

Purpose

The East Grand Preparatory (“EGP”) Student Code of Conduct has been developed in the context of Chapter 37 of the Texas Education Code, The Texas Association of School Boards’ Model Code of Conduct, and the best practices regarding discipline and standards shared by many successful schools.

The Code of Conduct provides information regarding EGP methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

In general, the law requires schools to define misconduct that will result in a range of specific disciplinary consequences including, but not limited to, in-school suspension, out-of-school suspension, Saturday School, and expulsion from school.

The Code has been adopted by the East Grand Preparatory Board of Trustees and, therefore, has the force of School policy. “The Code” provides information to parents regarding standards, expectations, boundaries, consequences, procedures, and due processes for administering discipline.

A copy of the Code will always be available for review at the school office. A copy of the Code is provided as part of the enrollment process.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School Authority and Jurisdiction

School rules and the authority of the school to administer discipline apply whenever the interest of the school is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The school has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on school transportation;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;

-
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
 - When criminal mischief is committed on or off school property or at a school-related event;
 - For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
 - For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another school in Texas;
 - When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
 - When the student is required to register as a sex offender.

Part I: Philosophical Basis

The Mission Statement of EGP makes reference to our desire to help our students develop “character, knowledge, and wisdom”. The goals of our Discipline Plan are an extension of that Mission Statement:

- Self-Discipline (a life quality that is foundational to the development of positive and productive character); and
- A Well Ordered School (a pre-requisite of an instructional environment that seeks to impart knowledge and wisdom). A well ordered school implies
 - a safe and secure campus and
 - classrooms and learning environments that are free from disruption

Discretionary Authority

Despite our best efforts to be clear regarding rules, requirements, and expectations, the need will occasionally arise for judgment calls to be made and discretionary authority to be exercised by the administration. While we wish to avoid these kinds of decisions the administration, nevertheless, reserves the right to do so.

When making decisions regarding consequences as well as the processes leading to potential removal from school, consideration **will** be given to the following:

- self-defense
- student’s disciplinary history
- disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct

When making decisions regarding consequences as well as the processes leading to potential removal from school, consideration **will not** be given to the following:

- intent or lack of intent at the time the student engaged in the conduct

Discipline vs. Punishment

At EGP we recognize the difference between discipline and punishment. Punishment is what happens when adults are frustrated, and the only goal is that the young person (our child, our student) is as unhappy as we are at that particular moment.

Discipline is the application of consequences with the goal of eliminating behavior that is not in the students', or EGP's, best interest. **Indeed, discipline that leads to self-discipline is a part of the character training that parents expect from the school.**

STANDARDS

Each student is expected to:

- Demonstrate courtesy, even when others do not;
- Behave in a responsible manner, always exercising self-discipline;
- Attend all classes, regularly and on time;
- Prepare for each class; take appropriate materials and assignments to class;
- Meet school and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other school staff and volunteers;
- Respect the property of others, including school property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline;
- Adhere to the requirements of the EGP Code of Conduct;
- Adhere to the requirements of the EGP Parent-Student Handbook.

BOUNDARIES, CORRECTION, AND CONSEQUENCES

A Code of Conduct that works (i.e. helps a student to eliminate behavior that is not in his best interest or in the best interest of EGP) involves boundaries, correction, and consequences.

Boundaries are:

- Standards
- Rules
- Expectations
- Instructions
- Parameters
- Agreements
- Requirements

and as such must be established, and communicated, for individual classrooms, grades, divisions, and the school as a whole.

Correction is:

- Verbally instructing students regarding their actions;
- Interrupting their behavior;
- Redirecting their behavior; and
- Reminding students of expectations and consequences;
- Referring the student to the administration for determination and application of consequences.

Most children, especially in the younger grades, respond to **correction** out of a desire to please their teacher, and most school situations can be addressed in this manner (most of the time). At other times, however, **correction** needs to be accompanied by **consequence** in order to help the child eliminate behavior that is not in his or her best interest or in the best interest of the learning environment for the other students.

Consequences are:

- Restrictions on, or removal of, privileges and opportunities
- Required responses; and
- Impacting events viewed by the child as undesirable.

Consequences must:

- Be appropriate to, and proportionate to, the relative seriousness of the infraction and the frequency of its occurrence;
- Be taught and communicated as clearly as possible, alongside classroom rules and expectations;
- (When required) be swiftly and consistently applied; accrue and increase over time if the child does not initially respond with improved behavior; and
- Be provided by the classroom teacher, and then ultimately by the administration, if the child does not initially respond with improved behavior.

Consequences, over time, must have two ultimate outcomes:

- **The student will develop and practice self-discipline or**
- **The student will make himself or herself ineligible to continue enrollment at EGP.**

It is important to note here that a well-ordered environment is not the same thing as a harsh environment. A school should certainly have high expectations of students. To the same degree, the school should provide a high level of support in helping children learn, respond to, and ultimately meet, those expectations.

At EGP our underlying objective is that, even in the midst of boundaries, correction and consequence, our students will know that we love and respect them.

We will do our best to make sure they have an opportunity to learn that there are times that unconditional love must be expressed in terms of boundaries, correction, and consequences.

Classroom Management

Developmentally appropriate boundaries, correction, and consequences

Children who are four turning five, who are in second grade, who are in fifth or sixth grade, and who are in all the grades in between are all in widely varying stages of development, maturation, cognitive functioning, and reasoning ability. A “one size fits all” approach to classroom management is ineffective.

At EGP, each classroom, each grade level, and where appropriate, combinations of grade levels, have an administratively approved classroom discipline plan. These plans differ from one another and are intended to do so as a reflection of our understanding of the differing needs and abilities of children across the grade level spectrum. The boundaries, the way correction is handled, and the form that consequences take, and the manner in which those consequences are applied are all specific to the needs of children in those classes and grade levels.

As a part of Parent Orientation, teachers provide an overview of their specific class rules, procedures, and management plan (teachers usually have a name for their plan: Behavior Bucks, Pull Cards, Smiley Faces, etc.). As mentioned before, for most children, simply knowing about and understanding the plan results in compliance and self-discipline. For some, compliance and self-discipline will be a process that comes through crossing boundaries, receiving correction, and experiencing consequences.

For others, self-discipline will not be attained by the classroom management process and will require the intervention of the Principal and the application of administrative consequences.

Administrative Discipline

Developmentally appropriate consequences beyond the classroom

- **Referring and Sending Students to the Office**

For each classroom discipline plan there is a point at which students must be referred to the Principal’s office. This will vary to some degree as a function of our desire to recognize developmental and grade level differences. Some behaviors are chronic, and the classroom plan has not resulted in compliance and self-discipline. Some behaviors and the degree to which that behavior found expression, do not fall within the parameters of classroom discipline plans, but are considered immediate grounds for referral to the Principal’s office.

In general, a parent can expect a child's behavior to be **referred (reported)** to the Principal's office when:

minor infractions have been repeated often enough to process the student through available classroom consequences and **no incremental options remain for the teacher** to apply (no cards left, too many behavior bucks gone in one day, all smiley faces turned upside down, recess restrictions already given, etc.) and there is no improvement in behavior.

In general, a parent can expect the child to be **sent or taken** to the Principal's office when the behavior in question has been, from the teacher's perspective:

- Serious;
- Lacking a positive response to classroom consequences;
- Disruptive of the learning environment
- Disrespectful;
- Inappropriate; and
- Potentially, or actually, injurious or abusive to self or others.

Clearly, the preceding list is one of broad categories that are open to interpretation. Exactly so. It is the classroom teacher who has primary responsibility to manage and provide a well-ordered instructional environment.

The classroom teacher must have discretionary authority, however, to involve the Principal's office whenever he or she feels that administrative intervention must be taken into consideration.

- **Administrative Intervention**

Administrative intervention is the Principal's response to situations that have been referred to him by a teacher or staff member. The Principal also has discretionary authority to respond to situations referred to him by adults who are not on staff (parent volunteers, field trip chaperones, etc.). Additionally, the Principal has discretionary authority to initiate administrative intervention processes for situations that have not been referred to him, but of which he has knowledge or reason to have a concern.

PART II: THE DISCIPLINARY PROCESS

INFRACTIONS (BEHAVIORS THAT NEGATIVELY IMPACT THE LEARNING ENVIRONMENT) LEAD TO REFERRALS

In most schools, the writing of, or receiving of, a referral is an emotionally charged issue associated with a major behavior problem, and the referral is seen in and of itself as punishment.

Our Code of Conduct differs significantly from this approach.

At EGP, a referral is essentially a “communication and documentation” tool and is not in and of itself a consequence. Referrals are not reserved for major disruptions and may/will be written for issues both major and minor.

Discipline Referrals will be written regularly at the discretion of the teachers, staff, and administrators in order to maintain a learning environment (classrooms and common areas) that is safe, secure, and free from disruption.

Consequences resulting from a referral will affect a student’s ability to participate in school privileges and programs at various levels and, ultimately, in the school at all. The goal of the process is to provide secure, recognizable boundaries for all students, to ensure consistent discipline by the teachers and staff, and to assist the school administration in tracking student behavior.

Referral Forms Are:

- Filled out by a staff member regarding a student infraction (classroom disruptions, etc.)
- Provided to the Principal * who then
 - Uses the “Referral Categories and Consequences Section” of The Code of Conduct to assign a specific number of **demerits and the consequences that are indicated for that infraction.**

The Principal may or may not call the student in for a conference depending upon the nature or frequency of the infraction.

The Principal may or may not call the parent/guardian in for a conference depending upon the nature or frequency of the infraction or the consequence to be served.

One copy of the referral form (with the date and nature of the infraction noted, and the consequence to be served) is delivered to the student.

One copy is given to the parent/guardian.

One copy becomes part of the student’s current school year discipline file.

* On a day to day basis the referral process will be managed by the Principal. In the event the Principal is off campus or otherwise unavailable, the Principal will appoint and authorize another administrator to fulfill this role. Staff members who may be given this responsibility include, but are not limited to the Superintendent, the Assistant Principal, or the School Secretary. Wherever “Principal” is mentioned in the Code of Conduct, this potential delegation of authority is understood to be in effect.

REFERRALS LEAD TO CONSEQUENCES

Teachers and staff members write referrals. It is the Principal who assigns demerits or other consequences. As mentioned above, should a student receive demerits or a written warning, a referral will be sent home with the infraction and number of demerits given listed.

Most referrals will result in After School Detention in the students' classroom to be served the same day for 20 minutes long. The specific number of demerits will be determined based on the offense and frequency of the same type of offenses.

Example: On a Monday, a student received a referral for an unexcused tardy to school. The consequence assigned was 1 Demerits. The student must attend After School Detention for 20 minutes. The more referrals a student get, the more demerits will accumulate.

Note: After School Detention and Out-of School Suspension are administrative consequences that may be assigned to any student at any grade level.

If After School Detention is assigned for a Pre-K3 or 4 student, a parent/guardian will be required to accompany, remain with the student while the detention is being served, and work cooperatively with the Detention teachers.

<p>After School Detention for Pre-K3 or 4 will may be assigned as a result of infractions that are not the child's fault but are in reality the fault of the parent/guardian (unexcused tardies, dress code violations, no materials for class, etc.).</p>

As the nature of student infractions becomes more serious or as the infraction re-occurs or becomes chronic, some referrals will result in significant numbers of demerits. **The Principal has discretionary authority to send home, suspend, call for a Discipline Review Committee, or recommend for expulsion.**

The more serious the potential consequence, the greater effort EGP will make to contact parents/guardians and involve them in the discipline process.

Conference and Communication Process

When the principal receives a referral from a staff member or is otherwise aware of behavior outside of that permitted by The Code of Conduct, the Principal will meet with the student. For serious situations that could involve suspension or expulsion, the office will attempt to contact one of the parents and invite him\her to be present for the conference. Parents will always be notified either by e-mail, letter, or phone call that an office conference between the student and the Principal has occurred, the nature of the infraction in question, and the administrative consequences, if any.

The Principal will discuss the referral or incident or behavior with the student and the student will be allowed to give his\her side of the story or explanation. Parents and students should not expect that we will take the word of the student against the word of the teacher or any EGP staff member.

Demerits and the Discipline Record

Whenever a student's behavior has resulted in the child being referred, sent, or taken to the Principal's office, five to as many as twenty **demerits (per infraction)** indicated by the Code of Conduct for the infraction will be recorded in the student's discipline record.

Demerits are EGP's attempt to view a student's discipline record as objectively and as fairly as possible. Demerits help determine what consequences are appropriate.

Consequences

The Principal assigns consequences that he determines to be appropriate, fair, and most likely to be effective in light of:

- **The number of demerits assigned to the Infraction Level;**
- The degree to which a boundary was violated; and
- The student's discipline record for the current school year.

The potential consequences include, but are not limited to, the following:

- After School Detention(s): requirement to stay after school on (30 minutes per detention) until all detentions have been served;
 - After School Detention will be the primary and first choice for administrative intervention for students in kindergarten through sixth grade.
 - If a student has more than 5 detentions in a three week period, the student will be suspended.
 - Teachers may require a student to stay after school with one day's notice to the family.
 - Failure to attend After School Detention without prior arrangements made with the principal will result in additional consequences and possible suspension.
 - Referrals received for inappropriate behavior during After School Detention will result in additional consequences and possible suspension.
 - Failure of the parent/guardian (if required to accompany their child to After School Detention) to work cooperatively with the Saturday School teachers will result in additional consequences and potential suspension for the student.
- Out of school suspension;
- Recommendation For Expulsion;
- Other

STUDENT with DISABILITIES

Referrals and Consequences for Students receiving IDEA and 504 Services

In the absence of a precluding or limiting provision contained within a Behavior Intervention Plan or behavior accommodation in the IEP, the Principal has discretionary authority to provide consequences outlined in The Code of Conduct. All IDEA due processes, restrictions, and protections will be afforded to all eligible students.

REFERRALS CAN BE APPEALED

Occasionally, a parent questions whether or not the disciplinary action taken by the school is warranted. Occasionally (i.e. rarely, but it happens), there are mitigating circumstances that can be grounds for reducing the number of demerits or altering the consequence, but parents (or students) should not expect that regularly appealing referrals will result in dismissal of the referral or reduction in demerits.

The following procedures are provided:

(Remember: teachers write referrals. The Principal assigns consequences. A referral in and of itself is not a consequence).

If there is a question as to **what happened** or why the referral was written, the parent/guardian must **contact the teacher** or staff member for clarification.

If there is a question regarding **consequences** the parent/guardian must **contact the Principal** for clarification.

Remember: a referral is not a consequence. Teachers do not assign administrative consequences for a referral. Only the Principal or his designee can assign consequences for a referral.

MULTIPLE DEMERITS LEAD TO STATUS REVIEWS

QUARTERLY STATUS REVIEWS

At the end of each quarter grading period, students in the following categories will, along with a parent/guardian, be required to meet with the Principal:

- students who have earned five or more demerit points for that quarter;
- students who have been absent (unexcused) for ten percent or more of the school days (full day or portion thereof) for that quarter;
- students who have unserved consequences at the end of that quarter;

-
- students who have one or more failing grades for the quarter.

The review process is as follows:

Initial Review- This review is carried out by the Principal and is automatic for any student who falls into one or more of the categories outlined above. The Principal will examine the academic /behavioral/attendance record of all students on the review list for that grading period and determine if any action needs to be taken. The Principal has discretionary authority to decide that no administrative action is warranted and may, therefore, terminate the review process. No student file will reflect an initial review wherein the process is terminated in this manner.

The Principal may decide that the student and family is best served by taking administrative action and will, therefore, initiate the second level of the status review by requiring a student/family consultation.

Student/Family Consultation – In this stage of the process, the student, one or more of the parents/guardians, and the Principal (and other staff members at administrative discretion) meet together to discuss the reasons for the status review (academic/behavioral/attendance) and how the situation can be remedied for the future. The Principal has the discretionary authority to decide that no further action is warranted and may terminate the review process and, indeed, this is the goal of the consultation. Alternatively, the Principal has discretionary authority to exercise other options:

- The assignment of additional consequences
- Counseling family regarding resources, intervention, and assistance
- **Calling for a Discipline Review Committee**

The Principal may decide that the needs of EGP, or the needs of the student, are best served by taking more serious administrative action and will, therefore, inform the parent/guardian regarding the initiation of the third level of the status review.

DISCIPLINE REVIEW COMMITTEE

The ultimate purpose of the Discipline Review Committee is to determine whether or not to recommend a student for expulsion.

The Principal has discretionary authority to call for a Discipline Review Committee, regardless of the number of demerits accumulated, if an infraction has occurred, that in and of itself, is grounds for removal from school (see Levels 5 and 6).

When an infraction has occurred for which expulsion is mandatory according to state law or district policy, no discipline committee review will be conducted.

A committee consisting of three or more EGP administrators and teachers will review the student's academic/behavioral/attendance record for the current and previous, if any, grading period(s).

The student and the parent/guardians will be invited to address the committee and state what they believe to be a compelling reason for allowing their student to continue at EGP. Note: this is an expulsion hearing and all due process rights regarding same will be accorded. After which, the family will be excused. The committee will begin deliberations leading to a recommendation to the Superintendent. In the event that the committee does not find a compelling reason to allow the student to continue at EGP, the committee will recommend that the Superintendent expel the student for a specific length of time.

If the student for which expulsion is being recommended **receives** SPED services, the principal will call for a Manifestation Determination ARD. The Superintendent will be immediately notified of the ARD committee decision.

Upon review, the Discipline Review committee may alternatively recommend that:

- no further action is required, and the Principal should terminate the status review process;
- the Principal should exercise additional options from the second stage of the process (assign additional consequences other than expulsion).

FORFEITURE OF ELIGIBILITY TO RETURN DUE TO EXPULSION

At the end of each school year students who find themselves in the following categories will be expelled from EGP:

- students who have earned ten or more demerits for that school year;
- students who have been absent (unexcused) for 18 days or more of the calendar school days (all of the day or portion thereof for that year;

Often, a student will have issues that are questionable but do not rise, in and of themselves, to the level of automatic ineligibility. EGP reserves the right to declare a student ineligible to return to school the following year by expulsion, if, in the judgment of the Principal, the student's behavioral and/or attendance record warrants such action.

Due Process will be accorded to all such students (including students receiving SPED services) and their families.

Please note: EGP reserves the right to refuse re-enrollment to the school to any student who does not meet eligibility requirements. EGP reserves the right to refuse re-enrollment for any student when, in the judgment of the administration, that re-enrollment would not be in the best interest of EGP, its students, or faculty regardless of disciplinary points accumulated. Previous enrollment does not guarantee re-enrollment.

REFERRAL CATEGORIES AND CONSEQUENCES

Infractions are listed by their category and number of demerits to be assigned.

For Levels 1 and 2, the usual consequence will be After School Detentions equal to the number of demerits for these levels.

For Levels 3 and 4 After School Detentions may still be assigned. The more likely consequence will be one or more days of Out of School Suspension.

For Level 5 a student may be recommended for Expulsion.

For Level 6 a student will be recommended for Expulsion.

The administration has discretionary authority to administer referrals for infractions not listed.

Level 1: A referral from this level results in 1 demerits.

1. Excessive tardies to school (at least 3 times)
2. No hall pass or being in a location/engaging in activities not accounted for by the hall pass (including excessive time out of class)
3. Failure to bring needed classroom materials
4. Talking in class without permission or excessive talking
5. Distractive behavior in the classroom, assembly or other student gathering
6. Rude or discourteous behavior (physically, verbally, biting, spitting or any other format to another student)
7. Littering in or on school property i.e. class, restrooms, gymnasium, cafeteria, halls, etc.
8. Dress Code Violation*
9. Exercising a privilege for which the student is not eligible
10. Unauthorized use or exhibition of personal electronic devices (iPods, mp3 players, games, etc.)
11. Unauthorized use or exhibition of cell phone (making or receiving calls; creating, sending or receiving text messages, photographs, or videos) in the classroom, assemblies or designated events

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12. Disorderly Conduct (horseplay, rough-housing, excessive noise, running in the buildings, lunchroom issues, throwing objects tantrums, etc.)
 13. Failure to report to authorized “before school care” and “after school care” locations
 14. Addressing or referencing staff informally
 15. Failure to follow rules established by individual teachers for their classroom (in compliant with direct orders given by teachers)
 16. Minor public display of affection (holding hands, etc.)
 17. Failure to turn in completed homework
 18. Off task (engaging in other activities, or not attending diligently to assigned task)
 19. Sleeping in class
 20. Principal Discretionary Issue

* Infractions related to non-uniform issues (modesty, ineligibility, etc.) may require that the student be sent home. Should this occur, the time away from school will be considered an “unexcused” absence.

Level 2: A referral from this level results in 2 demerits.

1. Failure to attend After School Detention
2. Unexcused, unapproved, or undocumented absence from any class or classes
3. Disrupting the classroom (three or more requests during one 45 minute period to stop talking or to cease taking other actions that delay, interrupt, distract, or detract from instruction or assigned class activity).
4. Misrepresentation of factual information to any employee, substitute or approved adult volunteer in the employ or service of EGP, while at EGP, or at an EGP function (on or off campus)
5. Carrying out practical jokes and pranks on other students (first offense)
6. Profanity/Vulgarity (first offense)
7. Non-compliance: refusal, or delaying, to follow correction and/or direction from any employee, substitute, or approved adult volunteer in the employ or service of EGP, while at EGP, or at an EGP function (on or off campus).
8. Verbal Harassment (repeated or intense verbal abuse of another student)
9. Physically mistreating another student (first offense)
10. Minor vandalism, damage, or alteration to school property or the property of another (first offense; replacement/repair costs may be required by the school)

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11. Unauthorized possession of, access to, or use of, unauthorized information or resources/assistance with regular class work/minor tests/quizzes
 12. Contributing to an unsafe environment by reckless/careless actions (first offense)
 13. Public display of affection (first offense)
 14. Principal Discretionary Issue

Level 3: A referral from this level results in 3 demerits.

1. Disrespect or discourteous behavior to, or regarding, an adult authority
2. Use or possession of prescription drugs or over-the counter medications at school other than in the manner provided for by school policy regarding medication
3. Recording the voice or image of another without prior consent or in a way that disrupts the educational environment
4. Violating school/classroom rules regarding computers.
5. Endangerment of, or harm or injury to, another person as the direct or indirect result / of a reckless act
6. Leaving the campus (with parent/guardian) without the knowledge of an appropriate EGP staff member (teacher, aide, substitute, office personnel, supervision staff, etc.)

Level 4: A referral from this level results in 5 demerits.

1. Sharing prescription and non-prescription (over-the-counter) medications or providing or using, any tobacco product, possessing others on campus or at school related activities, during school or non-school hours /days
2. Unauthorized relocation or possession of another individual's property, school property, or the property of another organization-on or off campus- (first offense; pending administrative evaluation of the severity of the infraction)
3. Unauthorized possession of, access to, or use of unauthorized information or resources/assistance with major assignment/test – the major assignment/test status to be determined by a teacher.
4. Endangerment of, or harm/ injury to, another person as a direct or indirect result of a purposeful act
6. Bullying in any format: verbal, physical, written, electronic; solicitation of the

participation of others for the purpose of same

7. Threat of Physical Harm (other than loss of life) in any format made to, or in reference to, other EGP students, employees, substitutes, approved adult volunteers or family members of any of the preceding (first offense; pending administrator evaluation of severity of threat and/or potential for disruption of the educational environment)

8. Discharge of a fire extinguisher without valid cause

9. Code of Conduct violation during disciplinary conference with administrator, Saturday School Detention, in-school suspension, out-of- school suspension, or other disciplinary assignment.

10. Fighting

LEVEL 5: Any of the offenses below will result in 10 demerits and immediate placement of the student on Temporary Suspension (not withstanding due process requirements). A Discipline Review Committee must be convened to determine the student's eligibility to return to classes at EGP. Actions that violate local, state, or Federal laws will be reported to local law enforcement authorities.

1. Administrative discovery of misrepresented student discipline record from previous school
2. Physical abuse including, but not limited to, biting, hitting, or kicking of an EGP staff member, substitute, approved volunteer, or campus visitors
3. Possession, use, expressing intent to use, or exhibition of any knife (including a pocketknife)
4. Carrying or possessing any object identified as a weapon in the state penal code.
5. Possession, use, or exhibition of a laser light or pointer
6. Using, possessing, providing for others, or being under the influence of alcohol, inhalants, marijuana, controlled or illegal substances, on or off campus, school or non-school related activities, school or non-school hours/days.
7. Major (as determined by the school) vandalism, damage, or alteration to school property or the property of another; (replacement or repair costs may be charged to the student/family by the school)
8. Creating, or participation in creating, a false alarm of any kind
9. Threat of Physical Harm –**second offense**-(other than loss of life), in any format made to, or in reference to, other EGP students, employees, substitutes, approved adult

volunteers or family members of any of the preceding (pending administrator evaluation of severity of threat and/or potential for disruption of the educational environment)

10. “Loss of Life” threats, in any format, made against other EGP students, employees, substitutes, approved adult volunteers, or family members of any of the preceding
11. Threat, in any format, to destroy or damage school property or the property of employees, substitutes, approved adult volunteers or family members of any of the preceding
12. Possession of, accessing of, or providing for others a “hit list” regardless of author
13. Possession of, accessing of, and providing for others, pornographic material in any format
14. Unauthorized possession of, access to, or use of, unauthorized information or resources/assistance with STAAR test
15. Sending or posting electronic messages or images, in reference to an EGP staff member, EGP student, or the family members of either, that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This includes electronic messages or images sent while off on or off campus, during school hours and non-school hours
16. Repeated commission of any Level 4 infraction.
17. Use, exhibition, or possession of fireworks of any kind, smoke bombs, stink bombs, or any other pyrotechnic device or substance
18. Violation of schools “Acceptable Use” policies regarding computers
19. Leaving, or attempting to leave, the classroom, school building, or school grounds without the knowledge or permission of, or against the directive of, campus personnel without being under the supervision of the parent/guardian.

Level 6: No demerits are assigned at this level. Any of the offenses below will result in immediate placement of the student on Temporary Suspension until an expulsion hearing can be convened.

Notwithstanding all relevant due process requirements, issues involving Level VI will result in an immediate recommendation to the Superintendent for expulsion regardless of:

- The date on which the student’s conduct (or the relevant issue) occurred,
- The location at which the conduct (or relevant issue) occurred,
- Whether the conduct (or relevant issue) occurred while the student was enrolled in the school, or

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- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Actions that violate local, state, or Federal laws will be reported to local law enforcement authorities. Actions directly involving EGP that violate local, state, or Federal laws will be reported to local law enforcement authorities. The school will seek to have such actions prosecuted to the full extent of the law. Actions listed by state law as requiring mandatory expulsion will be treated as such.

Level 6 Infractions include but are not limited to:

1. Accumulating year-to-date demerits.
2. Failure to meet the terms of probationary enrollment agreement
3. Superintendent finding of cause regarding grievance file against the parent/guardian by EGP faculty member for abusive or threatening behavior
4. Administrative discovery of unreported, misrepresented, assigned, pending, or incomplete disciplinary placement (DAEP, JJEP, suspension, or expulsion) from previous school(s)
5. Additional misconduct during temporary suspension while awaiting expulsion hearing or Discipline Committee Review meeting
6. Required to register, or discovered to be registered, as a sex offender
7. Arrested for, charged with, convicted of, referred to a juvenile court for
 - having received deferred prosecution/ deferred adjudication for, or given
 - probation for conduct defined as a Title 5 felony offense
8. Assault or aggravated assault
9. Criminal mischief
10. Robbery or aggravated robbery
11. Terroristic threat (including a bomb threat) involving a public school
12. Engaging in deadly conduct
13. Coercion, blackmail, or extortion
14. Sexual assault, or aggravated sexual assault
15. Murder, capital murder, or criminal attempt to commit murder or capital murder
16. Indecency with a child
17. Inappropriate or indecent exposure of private body parts
18. Inappropriate verbal, physical, or sexual conduct

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19. Sexual harassment
 20. Sexual abuse of a young child or children
 21. Convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault
 22. Aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery
 23. Use, exhibition, or possession of a firearm (as defined by state law or federal law)
 24. Use, exhibition, or possession of any instrument (including a starter gun or zip gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive
 25. Use, exhibition, or possession of the frame or receiver of any such weapon
 26. Use, exhibition, or possession of any firearm muffler or firearm silencer
 27. Use, exhibition, or possession of any destructive device, such as live ammunition, any explosive, incendiary or poison gas bomb, or grenade
 28. Use, exhibition, or possession of any knife (including a pocketknife)
 29. Use, exhibition, or possession of a club or an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including, but not limited to, a blackjack or nightstick
 30. Use, exhibition, or possession of a chemical dispensing device (pepper spray, mace, etc.)
 31. Attempt to access or circumvent passwords or other security-related information of the school, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment
 32. Attempt to alter, destroy, or disable school computer equipment, school data, the data of others, or other networks connected to the school's system, including off school property if the conduct causes a substantial disruption to the educational environment
 33. Encouraging, in any format, any behavior that threatens school safety
 34. Possess published or electronic material that is designed to promote or encourage illegal behavior or behavior that could threaten school safety
 35. Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program, interfere with school activities, or incite violence
 36. "Breaking and Entering" school property Abuse of, and/or providing for others, prescription and non-prescription (over-the-counter) medications and substances.

37. Possessing, using, exhibition of, or providing for others “look alike” drugs or drug paraphernalia

<p style="text-align: center;">Mandatory Expulsions Texas Education Code Section 37.007 (a) (d) and (e)</p>
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37.007. EXPULSION FOR SERIOUS OFFENSES

(a) A student shall be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

(1) uses, exhibits, or possesses:

- (A) a firearm as defined by Section 46.01(3), Penal Code;
- (B) an illegal knife as defined by section 46.01(6), Penal Code or by local policy;
- (C) a club as defined by Section 46.01(1), Penal Code or
- (D) a weapon listed as a prohibited weapon under section 46.05, Penal Code

(2) engages in conduct that contains the elements of the offense of:

- (A) aggravated assault under Section 22.02, Penal Code, sexual assault under section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;
- (B) arson under Section 28.02, Penal Code;
- (C) murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code to commit murder or capital murder;
- (D) indecency with a child under Section 21.11, Penal Code;
- (E) aggravated kidnapping under Section 20.04, Penal Code;
- (F) aggravated robbery under Section 29.03, Penal Code;
- (G) manslaughter under section 19.04, Penal Code; or
- (H) criminally negligent homicide under Section 19.05, Penal Code, or

(3) engages in conduct specified by Section 37.006(a) (2) (C) or (D), if the conduct is punishable as a felony.

(10) (D) A student shall be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (a) against any employee or volunteer in retaliation for or as a result of the person’s employment or association with a school district without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event on or off school property.

APPEAL PROCESS

Occasionally a parent or student questions whether or not the disciplinary action taken by the school is warranted. The following procedures should be followed:

- If there is a question regarding a consequence applied by the classroom teacher or faculty member, the parent must contact the teacher\faculty member for clarification.
- If there is a question as to what happened or why the referral was written, or why the student was taken to the office, the parents must contact the teacher or staff member for clarification (the exception to this would be when discipline was initiated by the Principal without referral from teachers or staff members).
- If there is a question regarding consequences (what was assigned and why), the parents must contact the Principal for clarification.

Parents may set up a conference with the teacher by letter, e-mail, voice mail or with the help of the school office.

Please do not call the teacher at home. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

Notice: School policy allows for the teacher\faculty member to file a grievance against any parent, family member, or guardian who treats the teacher in an abusive (lacking civility and respect) or threatening (loud, angry, aggressive proximity) manner. A decision by the Superintendent that the teacher had good cause for filing the grievance could result in the removal of the student from East Grand Preparatory.

After meeting with the teacher, if the parent does not feel the question has been resolved, then, and only then, will a meeting be set up with the parent and the Principal. After that meeting, if the parent does not feel that the question has been resolved, then a meeting will be set up with the parent, teacher, and the Principal. The previous meetings must have been held to reach this level.

For disciplinary consequences other than recommendation for expulsion, disciplinary decisions cannot be appealed beyond the Principal unless it can be reasonably asserted that the consequence:

- Was assigned in a manner inconsistent with the East Grand Preparatory Code of Conduct policies and due processes or
- Is inconsistent with the legal requirements of Charter Schools or
- Violates established civil or legal rights of the student or his/her parent/guardian.

To appeal a decision to, to register a complaint with, or to file a request for a grievance to be heard by the school board in open meeting, please refer to the Grievance Section of the Parent-Student Handbook

SUPPLEMENTAL CODE OF CONDUCT ISSUES POLICIES AND PROCEDURES

Weapons

In accordance with a federal law, the school shall expel any student who brings a firearm (as defined by 18 U.S.C. 921) to school or who is found in possession of a firearm at school. The expulsion shall be for a period of at least one year, except that the school administrator may modify the length of expulsion in the case of an individual student. Employees, visitors, and students are prohibited from bringing knives of any sort or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place, to ensure the safety of all. Students who observe or suspect a violation of the school's weapons policy should report it to a staff member and/or contact the administrator immediately. The school shall report all student expulsions that occur under this policy to the Texas Education Agency, together with information identifying the weapon involved.

- The term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm which is incapable of being fired.

The term "destructive device" means: any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, fireworks or device similar to any of the devices describe in this handbook, Texas Education Code or State and Federal guidelines.

Possession of Prohibited items:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- any hazardous material such as mercury, acid;
- a razor, box cutter, chain, or any object used in a way that threatens or inflicts bodily injury to another person;
- a "look-alike weapon or hoax explosive;
- an air, BB, blow, paint, pellet, or stun gun or any device designed to propel a projectile;
- ammunition;
- any pocketknife;
- pornographic material;
- tobacco products and/or related paraphernalia;
- matches or a lighter;
- a laser device for other than approved use; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Tobacco

The school prohibits all students from possessing, smoking, or using tobacco products at school and school-related or school-sanctioned activities on or off school property.

The East Grand Preparatory campus (buildings, parking lots, grounds, etc.) is a smoke free environment. Adults who wish to smoke must please leave school property before doing so.

Bullying

Bullying occurs when a student or group of students directs handwritten, verbal, or electronic generated expressions or physical conduct against another student. Bullying occurs when the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe that it creates an intimidating, threatening, or abusive educational environment.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating 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

The school encourages parental and student support in the efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, administrator, or designee. Students must not engage in unwelcome verbal or physical conduct of a sexual nature directed toward another student or school employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and school employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

A substantiated complaint against a student will result in appropriate disciplinary action,

according to the nature of the offense and the Student Code of Conduct.

The school will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student, or sexual harassment/sexual abuse by a staff member may be presented by a student and/or parent in a conference with the administrator or designee. The parent or other advisor may accompany the student throughout the complaint process. A person who is the same gender as the student will ordinarily hold the first conference with the student. The conference will be scheduled and held as soon as possible, but no later than seven calendar days of receipt of the complaint. The administrator or designee will conduct an appropriate investigation, which ordinarily will be completed within seven calendar days of the conference.

The student and/or parent will be informed of extenuating circumstances that might delay completion of the investigation.

The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint by the administrator or designee is not satisfactory to the student or parent, the student or parent may within seven calendar days, request a conference with the director or designee.

Prior to or at this conference, the student and/or parent must submit the complaint in writing and must include (1) a complete statement of the complaint, (2) any evidence supporting the complaint, (3) a statement about how the matter should be resolved, (4) the student's and/or parent's signature, and the date of the conference with the administrator or the administrator's designee.

Retaliation

Retaliation against a person, who makes a good faith report of discrimination or harassment is prohibited. Retaliation against a student occurs when a student receives 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.

A person who makes a false claim or offers false statements or refuses to cooperate with a school 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**

Any student (or parent/guardian on behalf of the student) who believes that he or she has experienced bullying, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other school employee. Again, the report may be made by the student's parent.

- **Investigation of report**

To the extent possible, the school will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The school will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the school.

In the event prohibited conduct involves another student, the school 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 school policy.

If the school's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The school may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful. A student or parent who is dissatisfied with the outcome of the investigation may appeal.

Disruptions

As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. **Class disruption includes** making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or **any misconduct**
- Interference with the transportation of students in vehicles owned, operated, or temporarily is use by the district.

Electronic Devices

- **Radios, CD Players, Other Electronic Devices and Games, and Cell Phones**

Students are not permitted to operate or exhibit such items as pagers, radios, CD players, tape recorders, camcorders, DVD players, PDA's, MP3's, IPOD's of any type, cameras, electronic devices or games at school, unless prior permission has been obtained from a teacher for a specific activity. Without such permission, teachers will collect the items and turn them in to the main office. The items will not be returned to the student but parent guardians are welcome to pick them up anytime.

Video Cameras

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students/staff will not be told when the equipment is being used or the location of such equipment. The Principal or his designee may routinely review and document student misconduct. Discipline will be in accordance with the Code of Conduct. A parent, student, or guardian who wishes to view video recording or listen to audio recording may request such access under the procedures set out by law.

- **Granting Permission to Video or Audio Record a Student**

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

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

Law Enforcement Agencies

- **Reporting crimes**

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

- **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, administration will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The Principal (or administrator/director) will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The Principal ordinarily will make reasonable efforts to notify the parents, unless the interviewer raises what the Principal considers to be a valid objection.

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- The Principal ordinarily will be present unless the interviewer raises what the Principal considers to be a valid objection.

- **Students Taken Into Custody**

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

to comply with an order of the juvenile court; to comply with the laws of arrest by a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision; by a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court; by an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety and to comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the Principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The Principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Principal considers to be a valid objection to notifying the parents. Because the Principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The school is required by state law to notify:

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

Physical Restraint

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body (TAC 89.1053).

Any school employee may, within the scope of their duties, use and apply physical restraint to a student when the employee can reasonably assume it is necessary in order to:

- Protect a person from physical harm, including the person using physical restraint.
- Obtain possession of a weapon or other dangerous object.
- Protect property from serious damage.

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- Remove a student from a specific location who is refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures.
 - Restrain an irrational student.

By Commissioner Rule (TAC 89.1053), a school employee, volunteer, or independent contractor may use restraint on students with disabilities only in an emergency and under the following guidelines:

- Limited to such reasonable force as is necessary to address the emergency.
- Use discontinued at the point at which the emergency no longer exists.
- Implemented in such a way as to protect the health and safety of the student and others.
- Does not deprive the student of basic human necessities.

An emergency as defined by TAC 89.1053 means:

- Imminent, serious physical harm to the student or others; or
- Imminent, serious property destruction.

When an employee, volunteer, or independent contractor uses restraint on a student with disabilities an incident report must be completed.

Prescription and illegal drugs

Defined as:

- Possessing or selling seeds or pieces of marijuana in less than a usable amount;
- Abusing the student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or a school-related event;
- Having or taking prescription drugs or over-the-counter drugs at school or a school-related event other than as provided by school policy.

Safety Infractions

Defined as:

- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety;
- Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, volunteers, or school property;
- Making false accusations or perpetrating hoaxes regarding school safety;
- Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence;
- Throwing objects that can cause bodily injury or property damage;
- Discharging a fire extinguisher without valid cause;

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- Trespassing on school property;
 - Being in a restricted area of the campus;
 - **Behavior, while being escorted near or across streets, that is disorderly and/or non-compliant.**

Skateboards/roller blades

Students are not allowed to use skateboards or roller blades anywhere on school property. Students are not allowed to bring skateboards or roller blades to school. Students who violate this policy, in addition to the demerits assigned as per the Code of Conduct, will have skateboards or roller blades confiscated, and such items will only be released to the students' parent or guardian.

Bicycles

Students who ride bicycles to school are to park them in the designated areas. Bicycles are not to be ridden during school hours. All bicycles should be locked while parked. Bicycles must be walked on and off the school grounds. The school is not responsible for any lost or damaged bicycles.

Property offenses

Defined as:

- Damaging or vandalizing property owned by others where damage does not constitute a felony criminal mischief;
- Damaging, destroying, or defacing school property – including textbooks, lockers, furniture, and other equipment – with graffiti or by other means (less than criminal mischief);
- Stealing from students, staff, or the school;
- Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code

Vandalism

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

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

A pat-down search of a person may be conducted on the basis of a reasonable, individualized suspicion that such person is in possession of contraband. Any such search shall be conducted in private by an authorized school official of the same sex as the person to be searched and in the presence of a witness of the same sex.

Students may be asked to empty pockets and turn inside out, open coats and empty pockets. Personal purses may be opened by owner and contents removed (if some item(s) are personal in nature, then student or staff member may be moved to a more private area at their request), backpacks, briefcases or similar personal effects may be searched in general. A student or staff member may be removed to a private area at their request prior to any search involving a purse, backpack, coat, or similar items.

General searches will be conducted only when authorized by the Principal or his designee. These searches are necessary to maintain order and discipline, promote security, health, and welfare of students and to control violence, drug, or contraband from entering school. If during the course of a general search, an individual is identified to have committed a violation of the school Code of Conduct, state or federal penal code, this constitutes individualized reasonable suspicion and further search of student's personal affects is authorized.

- **Students' desks, lockers, and cubbies**

Students' desks, lockers, and cubbies are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Searches of desks or lockers or cubbies may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by school policy, whether or not a student is present.

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

- **Trained dogs**

The school will use trained dogs to alert officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials. The purpose of the canine surveillance program is to keep East Grand Preparatory a drug free environment.

SECTION 3: ABSENCES/ATTENDANCE

Please Note the following:

When and if the school files truancy charges against parent/guardians for excessive absences, the filing will report the failure to attend class as “Absent” (not excused or unexcused; just “Absent”).

We do not wish to file charges against any of our families but should excessive absences for any reason make this necessary, it will be the responsibility of the parent/guardians (not East Grand Preparatory) to provide the court with evidence that the student had a valid reason for each absence.

The following document is an excerpt from state law regarding the filing of truancy charges against parent/guardians who fail to require their child to attend school in accordance with state law:

TEXAS EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE E. STUDENTS AND PARENTS

CHAPTER 25. ATTENDANCE

Sec. 25.093. PARENT CONTRIBUTING TO NONATTENDANCE. (a) If a warning is issued as required by Section 25.095(a), the parent with criminal negligence fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under Section 25.094, **the parent commits an offense.**

(b) The attendance officer or other appropriate school official shall file a complaint against the parent in:

(1) the constitutional county court of the county in which the parent resides or in which the school is located, if the county has a population of two million or more;

(2) a justice court of any precinct in the county in which the parent resides or in which the school is located; or

(3) a municipal court of the municipality in which the parent resides or in which the school is located.

(c) An offense under Subsection (a) is **a Class C misdemeanor**. Each day the child remains out of school may constitute a separate offense. Two or more offenses under Subsection (a) may be consolidated and prosecuted in a single action. If the court orders deferred disposition under Article 45.051, Code of Criminal Procedure, the court may require the defendant to provide personal services to a charitable or educational institution as a condition of the deferral.

(d) **A fine collected** under this section shall be deposited as follows:

(1) one-half shall be deposited to the credit of the operating fund of, as applicable:

(A) the school district in which the child attends school;

(B) the open-enrollment charter school the child attends; or

(C) the juvenile justice alternative education program that the child has been ordered to attend; and

(2) one-half shall be deposited to the credit of:

(A) the general fund of the county, if the complaint is filed in the justice court or the constitutional county court; or

(B) the general fund of the municipality, if the complaint is filed in municipal court.

(e) **At the trial of any person charged with violating this section, the attendance records of the child may be presented in court by any authorized employee of the school district or open-enrollment charter school, as applicable.**

(f) **The court** in which a conviction, deferred adjudication, or deferred disposition for an offense under Subsection (a) occurs **may order the defendant to attend a program for parents of students with unexcused absences that provides instruction designed to assist those parents in identifying problems that contribute to the students' unexcused absences and in developing strategies for resolving those problems if a program is available.**

(g) **If a parent refuses to obey a court order entered under this section, the court may punish the parent for contempt of court under Section 21.002, Government Code.**

(h) It is an affirmative defense to prosecution for an offense under Subsection (a) that one or more of the absences required to be proven under Subsection (a) was excused by a school official or should be excused by the court. The burden is on the defendant to show by a preponderance of the evidence that the absence has been or should be excused. A decision by the

court to excuse an absence for purposes of this section does not affect the ability of the school district to determine whether to excuse the absence for another purpose.

(i) **In this section, "parent" includes a person standing in parental relation.**

Sec. 25.0951. SCHOOL DISTRICT COMPLAINT OR REFERRAL FOR FAILURE TO ATTEND SCHOOL. (a) **If a student fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year, a school district shall within 10 school days of the student's 10th absence:**

(1) **file a complaint against** the student or **the student's parent** or both in a county, justice, or municipal court for an offense under Section 25.093 or 25.094, as appropriate, or refer the student to a juvenile court in a county with a population of less than 100,000 for conduct that violates Section 25.094; or

(2) refer the student to a juvenile court for conduct indicating a need for supervision under Section 51.03(b) (2), Family Code.

(b) **If a student fails to attend school without excuse on three or more days or parts of days within a four-week period** but does not fail to attend school for the time described by Subsection (a), **the school district may:**

(1) **file a complaint against** the student or **the student's parent** or both in a county, justice, or municipal court for an offense under Section 25.093 or 25.094, as appropriate, or refer the student to a juvenile court in a county with a population of less than 100,000 for conduct that violates Section 25.094; or

(2) refer the student to a juvenile court for conduct indicating a need for supervision under Section 51.03(b) (2), Family Code.

(c) **In this section, "parent" includes a person standing in parental relation.**

(d) A court shall dismiss a complaint or referral made by a school district under this section that is not made in compliance with this section.

SO HOW DO THE COMPULSARY ATTENDANCE LAWS AFFECT THE POLICIES OF EAST GRAND PREPARATORY?

- We will proactively, diligently, and regularly, monitor the attendance of all students.
- We will proactively, diligently, and regularly, warn parent-guardians regarding their child's attendance record.
- We will proactively, diligently, and regularly, file truancy charges regarding non-compliance with compulsory attendance laws **AGAINST THE PARENT/GUARDIANS.**

STATE LAW

School employees must investigate **and report violations** of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed “accelerated instruction” by the state) 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 court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent will be filed in court if the student:

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

Attendance for Promotion: To receive credit for promotion, a student must attend at least 90 percent of the days school is in session.

A student who, due to a documented, extended illness, attends at least 75 percent but fewer than 90 percent of the scheduled school days may receive credit for the class if he or she completes a plan, approved by the principal and offered only at the principal’s discretion, which allows the student to fulfill the instructional requirements for the class.

If a student attends less than 90 percent of the days a class is offered for any six week grading period, that student will be subject to a six week status review.

If a student attends less than 90 percent of the days school is in session for the school year, that student is subject to an annual status review (see Parent-Partnership Reviews in The EGP Discipline Plan and Student Code of Conduct). At this point, pending the outcome of the review, the student is not eligible for promotion or re-enrollment.

Attendance Information

Attending class is a critical component in any student’s education. Missing class means a student misses the important instructions and the interaction which occurs between students and teachers. Therefore, a minimum ninety percent (90%) attendance policy has been established which determines whether credit is earned in a grade or re-enrollment will be offered.

All absences, excused, unexcused, or requested by a parent will be counted under this policy. School sponsored events are not counted as absences.

School hours are from 8:00 A.M. to 3:00 P.M. Monday through Friday. Students arriving before 7:15 A.M. must go to the school cafeteria, parents must remain with them until 7:15 A.M. Students will be supervised in the cafeteria when breakfast starts at 7:15 A.M.

Students remaining after 3:15 P.M. must be enrolled in the After School Program or other program chosen by the parent. EGP does not have an after-school program.

Please remember that a student arriving after 10:00 A.M. will be considered absent for the full day.

Absences

According to the Texas Education Code, students with 10 unexcused absences within a six month period will be subject to a truancy case in court.

According to EGP Board Policy:

- ALL students missing the first day of school will be withdrawn and replaced with another student on the waiting list.
- Students may not be released from the classroom until 3:00 pm. Early release without permission from the principal will result in an unexcused absence for a portion of the day and therefore potentially be included in truancy charges filed against the parent/guardians.

When students are absent, it is not necessary that a parent/guardian call the elementary office. When the student returns to school, he/she should report to class with a written explanation of the absence.

The written explanation (In English or Spanish) should include the following: 10

1. Student's Name and Grade;
2. Date(s) of Day(s) Missed;
 1. Reason for Absence
 2. Parent/Guardian Signature and phone number where you can be reached that day.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than three (3) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

If the parent/guardian wishes to pick up any assignments for a student who is absent, all requests should be made to the elementary office (214.824.4747) prior to 12:00 noon. All work may be picked up in the office at the end of the school day.

Early Dismissals

Early dismissals are granted for emergencies and medical appointments when those appointments cannot be scheduled outside of school hours. **All other activities should be scheduled for after school hours.** Due to end-of-the-day procedures, students will not be allowed to checked-out of school after 2:45 P.M., parents must wait until dismissal time at 3:00 P.M.

Please note:

Requests for early dismissals should be made to the office as soon as possible. To pick up a student, the parent/guardian **must report to the school office.** The parent/guardian must sign out the student and receive a release slip from the school office before going to the classroom to pick up his/her student. Please present the release slip to the classroom teacher before departure.

Please remember that students leaving school before 10:30 A.M. will be considered absent for the full day.

Absences: Excused and Unexcused For Academic Purposes

The day a student returns to school, he/she is expected to turn in all the previously assigned work that was due on the day of the absence or the returning day. Previously assigned tests can be taken on the returning day or on the following school day at the teacher's discretion. A student has the same number of days to make up assignments as the number of days he/she was absent (i.e. absent three days, three school days to make up). These requirements also apply when a student has missed class due to a special school event.

It is the family's responsibility to determine what work the student has missed. It is the student's responsibility to make up any missed work.

Excused and Unexcused Absences

When a student is absent, he/she has three days to bring documentation for it to be marked as an "excused absence." Absences in our system are considered unexcused unless proper documentation is provided to the teacher. Proper documentation includes, but is not limited to: doctor's note, dentist note, hospital documentation or a parents' written excuse in English or Spanish that states the reason for the absence. These parent notes are not always counted as excused depending on the reason. The registrar has the final decision on whether an absence is excused.

East Grand Preparatory considers a absence for "part of the day" if the student is not in class by 8:00 A.M. if the student comes in at 8:01 A.M. or later, he/she will be counted late and will be counted as one of the ten unexcused absences as "part of the day" and will be used to file a truancy case in court.

Truancy Changes in the Law Effective September 1, 2015

The new law requires that students do not have 10 unexcused absences within a six-month period. These unexcused absences can be full or “part of the day” – a student being tardy will be considered “part of the day” at East Grand Preparatory, taking students out before 3:00 P.M. without proper documentation will also be considered “part of the day” absence. You must have documentation with you when you take a student out before 3:00 P.M. in order for us not to count this as an unexcused absence for “part of the day.”

All other absences are considered unexcused including family trips that occur during school days or the need for the student to assist the parent with childcare for siblings, etc.

Planned Absences for Religious Observances

A parent/guardian may obtain a Planned Absence for Religious Observance Form from the school office. The form is to be signed by the parent and submitted for approval by the administration. Application for Planned Absences must be submitted at least five days in advance of the planned absence. If the request is not submitted at least five days in advance, the administration may choose to deny permission for the absence. At the discretion of the teacher, work may be due before the student leaves or as stated in the policy for “Excused Absences”. There is no policy requiring teachers to provide assignments in advance of a family planned absence. Advance assignments are at the teacher’s discretion.

Tardies

Students not in their classrooms and seated at 8:00 A.M. are considered tardy to school. Excessive tardies will receive Code of Conduct consequences. Students who are late MUST first get a tardy pass before reporting to class.

Note: Students with excessive tardies will not be eligible for Perfect Attendance Awards for the Quarter, Semester, or School Year.

SECTION 4: UNIFORM AND DRESS CODE

Philosophical Basis

It is our expectation that we will have many reasons to be proud of the students at EGP. It is also our expectation that the vast majority of our students will proactively dress in a manner that will represent their family, their school, and, indeed, themselves in admirable fashion. Our desire is to provide reasonable, affordable, and enforceable standards that are consistent with our Vision, Mission, and Philosophy. Such standards will quite often differ from those encouraged by media influences and popular culture.

The Mission Statement notes our desire to create a school that is a “character driven” environment of “educational opportunity”. The goals of the EGP Dress Code are an extension of that same mission:

1. Modesty (a characteristic quality that is in the best interests of the student); and
2. Minimal Distraction (an element of an instructional environment that seeks to focus on comprehensive educational opportunities).

Discretionary Authority

Despite our best efforts to be clear regarding details, requirements, and options, the need will occasionally arise for judgment calls to be made and discretionary authority to be exercised by teachers and the administration. While we wish to avoid these kinds of decisions, the school, never-the-less, reserves the right to do so.

A Requirement of Our Students

Student compliance with the dress code is required. Appropriate and consistently applied consequences for non-compliance are clearly outlined in the Discipline section of the Handbook and the Handbook itself is considered a warning. In general, however, students who do not consistently and proactively comply with that which we ask them to do, will experience correction and consequence.

A Partnership with Parents

Parental support of the dress code is essential. The more effort parents expend in this area before their young person leaves the house, the more time we can invest in instruction and be about the business of teaching and learning. This is best accomplished by the attitude you model for your student and by carrying out the responsibility you have for sending your student(s) to school in compliance with the code.

Occasionally parents question whether or not the dress code is being enforced and consequently require less compliance from their own child (nobody wants to be the only bad guy). Rest assured, parents, that appropriate consequences are consistently being assigned, particularly for

the few chronic offenders we may have. You, or your student, may not see them corrected in public, but this should not be interpreted as an absence of consequence.

The policies expressed in the Dress Code are intended to be comprehensive so that families may have confidence that the choices they are making are in compliance. In the end, there will always be variations of personal expression that were not covered.

When in doubt, don't let your child wear it. You are always welcome to bring a clothing item to school before and get approval or counsel regarding the item. Bring the item(s) to the school and you will be directed to the appropriate personnel for approval or lack of same.

UNIFORM AND DRESS CODE

Pre-Kindergarten through 6th Grade Requirements

All students must wear the Required Uniform **Monday – Friday**

REQUIRED UNIFORM ITEMS

(MUST BE PURCHASED FROM “AFFORDABLE UNIFORMS”)

BOYS PANTS (ALL GRADES)

Navy Blue

GIRLS PLAID JUMPER (PREKINDERGARTEN AND KINDERGARTEN)

Embroidered w/School Logo

GIRLS PLAID SKIRT (1ST THROUGH 6TH GRADES)

French toast Pleated Skirt - Blue/Gold Plaid

BOYS & GIRLS (ALL GRADES)

OXFORD SHIRTS

Embroidered w/School Crest – White - Long Sleeve or Short Sleeve

TIES (REQUIRED 1ST THROUGH 6TH GRADES; OPTIONAL FOR PREK AND KINDER)

Blue/Gold Plaid

Adjustable Tie, Professional Tie, Bow Tie (BOYS)

Cross-Tie (GIRLS)

JACKET - Must be Navy Blue

ITEMS THAT DO NOT HAVE TO BE PURCHASED AT “AFFORDABLE UNIFORMS”

SHOES: Black dress shoes or solid color black tennis shoes – this are MANDATORY!

SOCKS: Boys: black Girls: white or navy blue knee high

BELTS: Black or Brown

OPTIONAL ITEMS

GIRLS PANTS

Navy Blue

V-NECK Pull Over Sweater*

Embroidered w/School Crest - Navy Blue

Sweater*

Embroidered w/School Crest & Student's Name - Navy Blue

VEST*

Embroidered w/School Crest - Navy Blue

Dress Code Standards for All Grades

- Clothing Items must have no insignias, logos, wording, or images of any kind other than tags/labels of East Grand Preparatory from Affordable Uniforms.
- Pants must be the proper size and not allowed to bag or sag.
- No cut/tears allowed in pant legs. Pants must be hemmed.
- Make-up is not allowed.
- Girls may have basic ear rings that are safe to wear on an active playground.
- No necklaces and no chains as these may not be safely worn on an active playground
- No other body piercings of any kind are allowed.
- No hats, caps, bandanas, or headwear may be worn in the building.
- Visible tattoos (permanent or temporary) are not allowed on campus or at school events. This does not exclude school sponsored face painting and school spirit imprints that may be conducted by the school through the course of the year.
- Hair must be clean, neat and well groomed, principal will determine appropriateness of hair as it pertains to hair being distracting to learning (no unnatural hair colors will be allowed).

SECTION 5: GENERAL ACADEMIC INFORMATION

Promotion and Retention

Grade level advancement (promotion), except where otherwise indicated, (see pre-kindergarten and kindergarten promotion-retention standards), is based on mastery of the curriculum provided to the student. Mastery of the curriculum is demonstrated by a grade of seventy (70) or better on indicated core subjects and, where required, satisfactory performance on the State of Texas Assessments of Academic Readiness.

Documentation of mastery shall include multiple measures such as observations, checklists, portfolio, anecdotal records, work journals, performance-based tests, homework, and teacher evaluation.

Requiring that a student repeat a grade level (retention) will be faithfully implemented in the context of due process whenever the preceding standards are not met.

A strong foundation in reading, writing, and math skills is crucial to later academic success. While most students acquire these skills during the course of the school year, a few students have more than normal difficulty mastering some or all of these basics. This lack of academic success can be attributed to a variety of factors, including grade-level placement, lack of maturity, or learning differences.

Through the use of curriculum assessment tools, teacher recommendation, and parent conferences, the school may determine that retention is in the best interest of the student. Parent input prior to the decision to retain a student will be sought, but the school reserves the right to determine if a student should be promoted or not.

Please note:

- A report card grade of less than seventy (70) in any subject area will result in a Six Weeks Status Review. If this review results in a required parent conference, the family is strongly encouraged to cooperate as the purpose will be to assess possible reasons for the failing grade and to set strategies that will increase the student's opportunity for success in the next grading period.
- A final report card grade of less than seventy (70) for the year in any subject area will result in an Annual Status Review. The purpose will be to assess whether or not East Grand Preparatory represents the best educational placement for the student and to make recommendations/communicate requirements for summer school. For Status Reviews that are required due to multiple or discretionary criteria please see the section on Discipline.

General Instruction

In pre-kindergarten and kindergarten, promotion is based on the teacher's recommendation and the administration's evaluation of the student's developmental readiness for the next grade level.

In grades first through fifth (1st-5th) a student must receive a final grade for the school year of at least seventy (70) based on course-level or grade-level standards for the core subjects of English Language Arts components (including Reading) and Math.

Special Education

Promotion requirements for each student classified as special education shall be determined by the student's ARD committee.

Bilingual\ESL

Promotion requirements for students classified as LEP (Limited English Proficiency) shall take into consideration the ability of the student to demonstrate mastery of grade level content independent of their English language skills.

Appeal Process

The family may appeal the retention result by submitting a request to the grade placement committee. The placement committee may set aside the retention status only if it may reasonably conclude that the student will perform at grade level during the next school year if the student is provided with accelerated instruction. **Families should not expect that the decision to appeal the retention will normally result in promotion. The response to the appeal is final and cannot be appealed further.**

Academic Grading for Pre-Kindergarten and Kindergarten

The student profile/report card for students in pre-kindergarten and kindergarten will follow the essential knowledge and skills. The report card for students with disabilities shall reflect programs as modified by the IEP, which is designed to compensate for particular students' disabilities.

In recording marks for pre-kindergarten and kindergarten students on the student profile/report card, the symbols:

“E” indicating excellent progress,

“S” for satisfactory progress, and

“N” for needs improvement shall be used.

Documentation of mastery shall include multiple measures such as observations, checklists, portfolio, anecdotal records, work journals, performance-based tests, homework, and teacher evaluation (please refer to the section on Promotion and Retention policies).

REPORT CARDS

Numerical and/or letter grades in all subjects or courses are reported to parents and students at the end of each six-week grading period. Report Cards will be sent home with the student at the end of each six week grading period.

Grading for Grades First through Sixth

Beginning in first grade the following numerical scale will be used for all student academic grade reporting and records:

100- 90	A
89 – 80	B
79 – 70	C
69 & below	F

70 - 100 = Passing

Below 70 = Failing

*I = Incomplete

*An Incomplete (I) may be recorded on a report card if requirements have not been met due to an excused extended absence. An extension into the new grading period will be given to allow for the assignments to be completed. If the assignments have not been completed under the guidelines for “Excused Absences,” the student will receive a fifty for assignments not completed. The fifties will then be averaged with his/her other grades for a final grade for the nine weeks grading period.

Progress Reports

Academic progress reports are sent home to the parents at the end of the third week of the six week grading period

Parent Conferences

Parent conferences are encouraged and may be requested by the principal, teacher, or parent/guardian. Under certain circumstances a parent conference with the principal may be required (see Discipline). Classroom teachers will proactively schedule two parent conferences a year: one in the fall and one in the spring. Please feel free to request additional meetings whenever necessary.

Please do not attempt to conference with a teacher while he or she is conducting class, supervising student activities, or on dismissal duty. Please do not call them at home. Teachers check and respond to their school e-mail, voice mail, and office notes regularly during the course of the day. Parents will find all of these to be dependable methods for scheduling a conference

Notice: School policy allows for the teacher/faculty member to file a grievance against any parent, family member, or guardian who treats the teacher in an abusive (lacking civility and respect) or threatening (loud, angry, aggressive proximity) manner. A decision by the Superintendent that the teacher had good cause for filing the grievance could result in the removal of the student from East Grand Preparatory by expulsion.

Parent Observations

Parents who wish to observe a classroom or teacher are welcome to do so, but this must be scheduled in advance with the teacher or principal. We do not wish to place undue limitations on parents, but our responsibility to maintain an instructional environment for all the children makes scheduling a necessity.

Textbooks

The school issues all basic classroom textbooks to the students for use during the school year. These textbooks remain the property of the State of Texas and should be treated as such. Students are required to keep textbooks covered at all times. The condition of the textbook will be recorded at the time it is issued and examined again at the end of the school year. Please do not use adhesive book covers because they damage the books.

Lost and Damaged Books: Whenever a book is lost, it must be paid for, and a replacement book will be issued. Payment should be made to the office. Fines for lost or damaged books may be assessed by the principal. Failure to pay the fines will result in the student being unable to take textbooks home.

Testing and Assessments

Students in Pre-K, kindergarten, first and second grades do not take the STAAR (State of Texas Assessments of Academic Readiness). Students at these grade levels will be given a standardized achievement test in the fall and in the spring. When possible, dual language students in kindergarten and first grade will be given, in addition to an English version, a Spanish language achievement test to assess ability separate from English language acquisition.

The testing program for elementary students also includes other standardized national norm-referenced English and Spanish achievement tests at the elementary grade level. The Texas English Language Proficiency Assessment (TELPAS) includes the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP) for limited English proficient students. The language proficiency measure should be administered within four weeks of enrollment to students who indicate a language other than English on the home language survey.

The DRA2/EDL and ISIP assessments of reading skills and comprehension development and is administered in all elementary grade levels. All results are reported to parents. In some cases, such as evaluation for special education services, written parental consent must be obtained.

DUAL LANGUAGE AT EAST GRAND PREPARATORY

When the school reaches an enrollment of 22 or more “limited English proficiency” (LEP) students in any language classification in the same grade level, the school shall offer a dual language program of instruction. Pre-K students in the dual language program spend about half the day working in English and about half the day working in Spanish. Dual language students in kindergarten and first grade study Spanish language arts, English language arts and all other subjects in English.

The program shall address the affective, linguistic, and cognitive needs of the LEP students, shall incorporate the cultural aspects of the students backgrounds, and shall otherwise comply with all the applicable requirements of law, including but not limited to:

- Program area and content
- Program coverage
- Identification Procedures
- Classification Procedures
- Staffing
- Learning Materials
- Testing Materials
- Re-classification of students for either entry into regular classes conducted exclusively in English, or re-entry into a bilingual education or special education program;
- Activities of the Language Proficiency Assessment Committee (LPAC)

Home Language Survey

A home language survey shall be administered to all students (unless transferred records indicate one has already been taken). The original of the survey shall be retained in the student’s permanent record. If the home language survey indicates a language other than English is used, either by the student or spoken at home, the student shall be tested for eligibility to participate in the program.

Language Proficiency Assessment Committee

The Language Proficiency Assessment Committee (LPAC) is responsible for the following:

1. Review all relevant information on LEP students;
2. Make recommendations concerning the most appropriate placement for the educational advancement of LEP students after the elementary grades;
3. Review each LEP student’s progress at the end of the school year to determine appropriate placement for the following school year;
4. Monitor the progress of students formerly classified as LEP who have transferred out of the bilingual or ESL program within the last two years;

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5. Determine the appropriateness of a program that extends beyond the regular year based on the needs of each LEP student;
 6. Make the required determinations regarding placement in and exit from bilingual and ESL programs;
 7. Perform additional duties as required by law or prescribed by the Texas Education Agency.

Within the first four weeks following the first day of school, the Language Proficiency Assessment Committee (LPAC) shall determine the number of LEP students at the school and shall classify each student according to the language in which the student most proficient.

The school shall provide orientation and training for all members of the LPAC regarding responsibilities, laws, rules, and confidentiality of student information.

Certification of Teachers

A teacher assigned to a bilingual education program or English as a second language program must be appropriately certified. If the school is unable to hire a sufficient number of certified teachers to staff its program, the school may request an exemption from TEA.

Special Education Services

Special Education services at East Grand Preparatory provide for the needs of students who may need individualized instruction and/or setting to succeed in school. Teachers or parents may refer students for appraisal. If a student meets the criteria, the Admissions, Review, and Dismissal (ARD) committee will create an Individual Education Plan (IEP) outlining services, instructional methodology, educational, and, where appropriate, behavioral, goals for the student. The ARD committee includes staff members, the parents, and the student.

At any time, a parent/guardian is entitled to request an evaluation for special education services. Prior to this request, students having difficulty in the regular classroom should be considered for tutorial, compensatory (remedial), and other support services that are available to all students.

It is the school that makes the decision as to whether or not the evaluation is needed.

It is the parent/guardian who makes the decision to give or withhold consent regarding the evaluation.

If the school determines that an evaluation is needed, the parent will be notified and asked to provide consent. The school must complete the evaluation and the report within 60 days of the date of written consent. The school must provide a copy of the report to the parent/guardian.

If the school determines that the evaluation is not needed, the school will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights should they disagree with the decision.

The written notice will also provide information on obtaining a copy of the Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities.

If your child is experiencing learning difficulties, contact the school office regarding options or a referral for evaluation for special education.

SECTION 6: GENERAL INFORMATION, POLICIES, AND PROCEDURES

Age Requirements

The required age for students entering PK4 is four (4) and kindergarten is five (5) on or before the first day of September for the current school year. The required age for students entering first grade (1st) is six (6) on or before the first day of September for the current school year.

The School Day: 8:00 A.M. to 3:00 P.M. (Students start going to class at 7:45 A.M.)

- **Before-School Care** – **The earliest a student may be brought to school is 7:15 A.M.**
- **Arrival** - Students are expected to be in the classroom by 7:45 A.M. and are considered tardy if they arrive after 8:00 A.M. Students participating in the breakfast program should be in the designated area by 7:15 A.M. Students arriving before 7:15 A.M. must remain under the supervision of their parents.
- **Late Arrival** - Students who are not in the classroom by 8:00 A.M. must be taken to the classroom by their parent/guardian after getting a tardy pass. Parents are responsible for the supervision and safe arrival of their child until they enter the classroom. A tardy slip from the office is required. The tardy will be marked unexcused unless a note is sent with the student indicating the reason for the tardy (and assuming the reason is listed in the Handbook as one that the school excuses). Please note: students with excessive tardies, excused or otherwise, will not be eligible for perfect attendance awards and will accumulate “demerits.”
- **Early Pick Up and/or Return** - A student who becomes ill during the school day will be taken to the school’s nurse office. The office personnel will decide whether or not the student should be sent home and will notify the principal and the student’s parent/guardian.
 - Parents/guardians are expected to pick up their children promptly if notified by the school that their child is sick.
- **Dismissal** - Dismissal begins at 3:00 P.M. Parent/guardians must pick up their child at the classroom door for students in pre-k through 2nd grades, students in 3rd through 6th grades will be picked up at the back of the sanctuary.
 - **Parent/guardians or other authorized individuals must provide the staff member supervising their child with the “Authorized Pick-Up Card”. This is an important element of keeping EGP a safe and secure environment for our children.**
 - **Not having “the card” will require the individual picking up the child to report to the school office for the alternative authorization process.**
 - Parents who wish for someone other than the parent/guardian to pick up their child should note the following:

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- Parents must register the names of all individuals who have permission to pick up their children with the school office. These individuals should be prepared to provide identification and the “**Authorized Pick-Up Card**” to school personnel.
 - If an individual who has not been registered must pick up the student, the parent\guardian must notify the school office and the individual must have identification and the “**Authorized Pick-Up Card**”...
 - If we cannot verify that an individual has parent/guardian permission to pick up a student we will **not** release that student to leave our campus or supervision.
 - It should be noted here that **if** the school must continually verify that a child is leaving our campus safely, and with the full knowledge of the parent/guardian, the school will take appropriate action including contacting the Child Protective Services or removal from school.
- **After-School Care and Student Supervision**
 - **East Grand Preparatory does not operate an after-school program.** Most of our students who need after school care are served by the SERVICES OF HOPE program on site or RECONCILIATION OUTREACH MINISTRY (RO) After School Program off-site. Application to be in the Services of Hope or “RO” after school program should be made as early as possible as the program has limited space. Contact Weldon Monday at the Reconciliation Outreach Ministry offices for more information.
 - Students enrolled in the SERVICES OF HOPE or RO after School Care program will be picked up by their personnel and escorted to the appropriate location at 3:00 P.M. dismissal.
 - Students not enrolled in an after-care program who are not picked by 3:15 P.M. will be escorted to the school office for supervision and parent/guardian contact. Repeated late pick-ups will result in demerits and possible non-continuation at EGP the following school year due to expulsion.
 - Students whose families are continually late, or very late, in picking up their children may find their child’s continued in enrollment in question. We also may contact Child Protective Services (CPS), if we believe it’s needed.
- **After School Tutoring**
 - **Tutoring is from 3:15 to 3:45 unless otherwise scheduled by the teacher and parent (mornings from 7:15-7:45).**
 - **Students in after-school tutoring must be picked up promptly at 3:45.**

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- **Students enrolled in Service of Hope after school care will be escorted to the appropriate location at the conclusion of tutoring.**
 - **Disruptive or distractive behavior during tutoring will incur disciplinary action or removal from tutoring.**

Contact Information

Change of address, e-mail address, or telephone number should be reported to the school office as soon as the change is made. It is important that the office records contain the correct information at all times. A dependable e-mail address for one or both parents will be very helpful for the purpose of school communications. Mail outs and backpack notes will be provided as needed.

Breakfast and Lunch Program

The students may bring their own lunch or purchase lunch from the school lunch program. East Grand Preparatory participates in the National School Lunch Program and offers free and reduced priced meals based on a student's financial need. Parents are responsible for providing meals for students whose allergies do not permit them to eat the meal of the day indicated on the published menu.

Parents should not send food items to school requiring the use of a microwave as microwaves will not be available.

Personal Possessions

Please label all of your child's belongings, clothing items, etc. This will assist us should a personal possession be lost or misappropriated. Do not let them bring expensive items, toys, electronics (such as smart phones, iPads, Kindles, etc.), or video games to school. EGP will not be responsible for personal items that are lost, damaged, stolen at school or school related activities. Toys, expensive or not, should not be brought to school without teacher permission. Smart Phone or iPads can only be used with teacher permission and only if it's part of the lesson.

Student Records

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters EGP until the time the student withdraws or graduates. This record moves with the student if the student withdraws.

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

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3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the federal office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605**

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. 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. If one parent has sole custody of a child, that parent must present the court order to the school principal so that it gets fully followed by school staff.

Records may be reviewed during regular school hours upon written request to the principal. The principal or designee will be present to explain the record and answer questions. Parents and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or EGP Board Members, or cooperatives of which EGP is a member, or facilities with which EGP contract for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. working with the student;
2. considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. compiling statistical data;
4. investigating or evaluating programs;
5. pursuing other school related educational goals;
6. fulfilling a school related responsibility.

If circumstances prevent a parent or eligible student from inspecting the records, a copy may be requested from the school office for a copying charge. If the student qualifies for free or reduced-price meals 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. East Grand Preparatory forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Prior written parental consent is required to release the records to anyone else, unless a specific exception under FERPA is applicable.

Certain information about students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of the information at the beginning of the school year.

Fund Raising

All proposed fund raising activities by student organizations or parent support organizations must be submitted in writing to the principal director for approval before implementation.

Inclement Weather

East Grand Preparatory will work in cooperation with the Dallas Independent School District regarding the closing or delayed opening of school due to weather related conditions. No announcement means that school is open and operating as usual. A DISD announcement of delayed opening or closure will apply to East Grand Preparatory. EPG will also post late opening or closing of school on our website.

When the outside temperature ranges from 40 degrees (F) to 98 degrees (F), elementary students will have regularly scheduled recesses. Please dress accordingly.

General Grievance, Complaint, and Appeal Process

Grievance Process Steps for Helping Students/Parents/Guardians Handle Their Concerns Not Related to Disciplinary Actions

Parents/Guardians who take concerns directly to individual board members will always be referred back to the school administration unless there is reason to believe that doing so is not in the best interest of the child. The following is procedure established by the EGP Board Members for handling student or parent concerns not related to disciplinary actions:

- If the concern does not involve a staff member, the parent/guardian should feel free to contact the principal for an appointment.
- **If the concern involves a member of the school staff, the parent/guardian should first approach the staff member regarding the concern.**
- If the principal is contacted first, the principal must offer to arrange contact or an appointment so that the concern can be addressed between the parent and the staff member first.

Parents may set up a conference with the teacher by letter, e-mail, voice mail or with the help of the school office.

Please do not call the teacher after school hours. Please do not just show up or try to meet with the teacher without an appointment. School policy prohibits the teacher from meeting with a parent at times when the teacher is directly supervising students or carrying out assigned duties.

Notice: School policy allows for the teacher/faculty member to file a grievance against any parent, family member, or guardian who treats the teacher in an abusive (lacking civility and respect) or threatening (loud, angry, aggressive proximity) manner. A decision by the Superintendent that the teacher had good cause for filing the grievance could result in the removal of the student from East Grand Preparatory.

- If a parent/guardian has met with the staff member or is unwilling to meet with the staff member and still feels that the issue has not been resolved, then he/she may make an appointment with the staff member's immediate supervisor (usually the principal).
- The principal will meet with the parent/guardian to discuss the concern.
- The principal will meet with the staff member for a response to the concern.
- The principal may elect to have a meeting with the staff member and one or more parents present to discuss the concern together.
- The principal will then:
 - direct the staff member to make specific changes or take specific actions or
 - direct the staff member to continue the process or procedure that has raised a concern.
- The principal will then:
 - report back to the parent regarding specific changes, or specific actions, and/or the administrative decision to allow or continue that which raised a concern;
 - inform the parent/guardian of the appeal options available to them at this point in the process if they feel the issue is unresolved.

Parents/guardians should avoid appealing campus decisions beyond the principal to the superintendent unless it can be reasonably asserted that the decision:

- is not consistent, or was made in a manner that is not consistent, with the policies and procedures contained in the East Grand Preparatory Parent-Student Handbook or the East Grand Preparatory Board Policy Manual;
- is not consistent, or was made in a manner that is not consistent, with TEA requirements of Charter schools;
- is not consistent, or was made in a manner that is not consistent, with state and federal requirements of Charter Schools.
- is not consistent, or was made in a manner that is not consistent, with the rights accorded to parents/guardians by state and federal laws.

To appeal a decision to, to register a complaint with, or to file a request for a grievance to be addressed by the superintendent the parent may contact the superintendent by calling the school office.

Should a parent/guardian wish to appeal a decision beyond the superintendent or to address an issue in an open meeting with the school board, the parent/guardian must indicate their desire to do so by sending a letter to:

East Grand Preparatory Board
6211 East Grand Avenue
Dallas, TX 75223

You will then be contacted by a representative of the school board who will make arrangements to meet with you regarding your concern or for you to address the board in open meeting.

Harassment/Abuse Reporting Policy

East Grand Preparatory is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, free from all forms of intimidation, exploitation, and harassment, including sexual harassment. The school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

Sexual harassment from employee to employee, employee to parent, employee to student, from student to employee, or from student to student is **PROHIBITED**. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

As required by law, EGP administration will report suspected child abuse cases to the proper authorities. If asked by a parent or any other individual not associated with the proper authorities, EGP will never confirm or deny that a report of potential child abuse originated from the school.

Statement of Co-Operation with Agencies and Authorities

East Grand Preparatory seeks to work in partnership with parents. This partnership does not exempt us from the local, state, and federal law and does not exclude the school from the necessity of complying with directives from agencies and authorities established to protect and serve the community.

East Grand Preparatory will proactively co-operate with any lawfully established authority that has determined a need to send a representative of that agency onto our campus or who has come to our campus at our request. In situations involving Child Protective Services, East Grand Preparatory will never confirm or deny that the school or any of its employees has filed a report with that agency.

Proactive co-operation with authorities will include, but not be limited to, agencies concerned with health and safety issues, law enforcement, building and fire inspections, and child welfare. Communication with specific families regarding the presence or actions of such a representative (police officer, case worker, etc.) while they are on our campus will be determined by parameters set by the representative on site.

Asbestos

All schools are required to develop and submit an asbestos management plan to the Texas Department of Health for Approval. The East Grand Preparatory management plan is kept on campus and a copy is posted in the school office.

Pledges of Allegiance and a Minute of Silence

Texas Law requires students to recite the Pledge of Allegiance to the United States flag and Pledge of Allegiance to the Texas flag each day including a Moment of Silence. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One moment of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

Prayer

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

Crises Management Plan

The school will conduct drills and procedure practice to familiarize students and teachers with what they should do in various emergency situations. These drills and practices include but are not limited to:

- Fire Drills
- Tornado and Disaster Drills
- Lockdowns
- Intruder Drills
- Campus Evacuations

A copy of the East Grand Preparatory Crises Management Plan will be available in the school office and provided upon request.

Visitors, Volunteers, and Parents on Campus

Any and all individuals (including parents) who come to the campus of East Grand Preparatory should come directly to the school office to identify themselves, sign in, and obtain the appropriate pass before proceeding to any building or classroom. Individuals on campus without such a pass will be redirected to the school office. An unwillingness to comply with this re-direction may result in an emergency 911 call regarding an intruder on campus.

While our school is small and remains an environment where “everybody knows everybody” these procedures will often seem unnecessary and inconvenient. All of us, however, know that the safety of the children is our highest priority and will therefore be willing to be inconvenienced.

School age children and students who do not attend our school may not be on campus without adult supervision and will not be given permission to spend the day or a portion of the day in the classroom or to have lunch with an enrolled student.

Individuals wishing to volunteer at East Grand Preparatory must pass a criminal history background check as required by state and federal law.

Classroom Observations

A parent/guardian who wishes to observe their child’s classroom during instruction may do so with the permission of the principal and at a scheduled time. The duration and or frequency of such visits will not be allowed to interfere with instruction or to disrupt the normal school environment.

Computers and Networks

The following provisions regarding the acceptable use of computers and networks, including the Internet, apply to all students. All technology equipment shall be used under the supervision of the teacher.

- Students shall not erase, rename, or make unusable anyone else’s computer files, programs, or disks.
- Students shall not let other persons (other than authorized staff members) use their name, log-on, password, or files for any reason.
- Students shall not use or try to discover another user’s password.
- Students shall not use EGP computers or networks for any non-instructional purpose (e.g., games or activities for personal profit).
- Students shall not use a computer for unlawful purposes, such as the illegal copying or installation of software.
- Students shall not copy, change or transfer any software or documentation provided by the school, teachers, or other students without permission from the campus teacher technologist.
- Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
- Students shall not deliberately use the computer to annoy or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.

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- Students shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.
 - Students shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or teacher technologist.
 - Students shall not take home technology equipment (hardware or software) without written permission of the teacher.

Protection of Pupil Rights

The Protection of Pupil Rights Amendment affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Notice will be sent home before a survey, analysis, or evaluation is administered if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) and involves one of the following protected areas:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

"Opting Out" of Surveys and Activities

As a parent, you have a right to receive notice and opt your child out of participating in:

- Any survey concerning the private information listed above, regardless of the funding of the survey.
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.
- Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Parents also have a right to inspect, upon request and before administration or use:

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- Protected information surveys of students;
 - 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

SECTION 7: HEALTH INFORMATION

Smoking

East Grand Preparatory is a smoke-free environment. This includes students, teachers, parents, and any visitor to our camps. Students are prohibited from smoking, using, or possessing tobacco products at a school-related or school sponsored activity on or off school property.

Illness or Injury while at School

The school staff will administer minor first aid. In the event of a serious injury or illness, 911 will be called. Parents are required to submit emergency information authorization and information. This authorization must be kept current. If any changes such as address or phone numbers occur during the school year, notification must be given to the school office immediately. If a student becomes ill or is injured during school, the parents will be notified.

Communicable Diseases

A student with any of the following symptoms must be excluded from school until such time as the student is free of symptoms, has been satisfactorily treated or submits a signed physician's statement that he/she is not contagious.

- Temperature of 100 degrees or more. Student must be fever free for 24 hours, without medication, before re-entry.
 - Pain and/or swelling at angle of jaw.
 - Undetermined rash over any part of the body accompanied by fever.
 - Undiagnosed scaly patches on the body or scalp.
 - Nausea, vomiting, or diarrhea. Student must be symptom free for 24 hours, without medication, before re-entry.
 - Red, draining eyes.
 - Intense itching with signs and symptoms of secondary infection.
 - Open, draining lesions.
 - Jaundice.
 - Lice in or on hair.
1. It shall be the responsibility of the principal to exclude a student because of health problems.
 2. The principal or his/her designee will notify the student's parent or guardian that the student is to be excluded for health reasons.
 3. It is the responsibility of the parent or guardian to transport the student from school.
 4. For readmission, some diseases may require a statement from the student's physician affirming that the student is not contagious.

Dispensing Medicines

EGP clinic staff members will only dispense prescription medication with a doctor's orders AND a parent's written request to administer the medication following the doctor's orders. EGP clinic staff members do NOT dispense non-prescription (over-the-counter medication). Parent/guardians may either come to the school to administer non-prescription (over-the-counter) medication or should take care that medications are administered before school hours.

Immunizations

Texas law requires proof of immunization against:

- Diphtheria
- Tetanus
- Pertussis
- Poliomyelitis
- Hepatitis A
- Hepatitis B
- HIB
- Pneumonia
- Measles

Texas Law requires proof of immunization, **or a history of illness from:**

- Rubella
- Rubeola
- Mumps
- Varicella

Students must provide the school with a record of immunizations as required by the current Texas Department of Health, Education, and Welfare laws. These medical records must be on file and up to date by the beginning of school each year and at the beginning of January. Students with incomplete records will not be allowed to attend classes beginning in September. Texas State law requires that a school receive proof of a student's immunization within 30 days of its due date for the student to be allowed to attend school. New students will be provisionally enrolled with thirty days allowed for records to be received from their previous school. Students failing to acquire the needed immunizations will be removed from the classroom until the office obtains verification.

East Grand Preparatory will recognize legally documented medical and religious exemptions to required immunizations. Such exceptions will not be recognized during a time of epidemic or emergency as declared by the Commissioner of Public Health. Exempt students may be excluded from attendance during a time of outbreak or epidemic.

Required Health Screenings

Each year all new students and all students in grades pre-k, kinder, 1st, 3rd and 5th will be screened for vision and hearing abnormalities.

Students in kinder through 3rd grade will be screened for acanthosis nigricans (a sign of insulin resistance)

A medical professional or trained staff contracted by the school will provide required tests unless the parent chooses to submit test results signed by a physician.