

Grand Prairie Early College High School

Student/Parent Handbook



Rooted in Spirit, Defined by Habits, Distinguished by Results!

Education is my path to freedom. The more I learn the more I achieve.
I take advantage of my opportunities. I strive for higher things. - GP ECHS Creed

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The Student/Parent Handbook



Grand Prairie High School

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The Grand Prairie Early College High School Student Handbook will assist you in understanding the policies and procedures for students accepted to our school. We hope that you will refer to this handbook often so you can guide your son or daughter as they continue their rewarding experience here at GP ECHS. If you are unable to find the answer to your question(s), you may contact Mrs. Melinda Sotero, our Secretary at (972) 343-6380, or our Academic Dean Mr. Phillip Burks at (972) 343-6380, or Ms. Apryl Baylor, the Chancellor at (972) 343-6380.

Grand Prairie Early College High School is a partnership between Dallas College and the University of Texas at Arlington. Each student will be part of an exciting and innovative educational movement, where every student has an opportunity to earn both a high school diploma and up to 60 college credit hours from Dallas College.

By being accepted to GP ECHS, students are committed and responsible for following all the rules, regulations, policies, and procedures of GPISD's Student Code of Conduct along with Dallas College and UTA's policies and regulations. It is your responsibility to review the Dallas College and University of Texas at Arlington student information, which contains a description of the rights and responsibilities of all students enrolled at those institutions. Their websites are:

<https://www.dallascollege.edu/pages/default.aspx>

<https://www.uta.edu/academics>





GRAND PRAIRIE HIGH SCHOOL

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LEADERSHIP TEAM

Principal Dean of	Jabulani Satcher
Academics Dean of	Dr. Darla Walker
Instruction	Dr. Caressa Roberts
Dean of Students	Jimmy Dixon

Assistant Principals

Joseph Phipps	Kevin Conner
Christina Jamison	Rogelio Ornelas
Junell Pirtle	
Andres Alvarado	
Nicholas Purgason	

Academic Facilitator

Yesenia Kirk

COUNSELORS

Lead Counselors

Shaunna Kile	Jareli Escobar
Nicole Waldie	Melendra Johnson
	Twila Read

At Risk Counselor

Takayra Chambers	Adrian Stewart
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Licensed Master Social Worker

Jenise Gentry

Campus College Advisor

Maria Rodriguez

EARLY COLLEGE HIGH SCHOOL

Chancellor

April Baylor

Dean

Dr. Phillip Burks

CAMPUS ENROLLMENT & DEMOGRAPHICS

Approximately 3,000 students, grades 9-12

Economically Disadvantaged	81%
English Language Learners	42%

Ethnic Breakdown

Hispanic	80%
African-American	12%
Caucasian	5%
Asian/Native American/Other	3%

MISSION STATEMENT

Grand Prairie High School will shatter barriers for all students, empowering and nurturing them to realize their full potential by providing culturally responsive, student-centered instruction.

BACKGROUND

Grand Prairie High School is accredited by the Texas Education Agency and the Southern Association of Secondary Schools and Colleges. Our curriculum focuses on rigorous college preparatory as an AVID National Demonstration Campus and includes our Early College High School, and a school of choice program. GPHS prides itself in ten additional CTE Pathways that offer future success for all students in College, Career, & Military Readiness.

CAMPUS LOCATION

GrandPrairie is a suburb of the Dallas/Fort Worth Metroplex. GPHS is located in the northern part of Grand Prairie, just south of I-30.

PROGRAMS OF CHOICE

Construction Technology: Carpentry, Masonry, & Electrician Tech

Teaching & Training: Education & Leadership

Law Enforcement

Legal Studies

Medical Therapy: Sports Medicine

Marketing & Sales: Real Estate & Social Media Marketing

Digital Media Technology & Communications

Early College High School

ECBS Nursing Academy



GRAND PRAIRIE HIGH SCHOOL

ADVANCED PLACEMENT COURSES

English Language & Literature
 Spanish Language & Literature
 Calculus AB & BC
 Statistics
 Biology
 Chemistry
 Physics & Physics 2
 Environmental Science
 Human Geography
 World History
 US History
 Government
 Macroeconomics
 Psychology
 Art (Studio: 2D, 3D, Drawing)
 Computer Science & Computer Science Principles
 Dual Credit Courses via Dallas College and East Texas A&M University
 On Ramps Courses via UT Austin



**TEXAS COLLEGE &
CAREER READINESS
SCHOOL MODELS**



**NATIONAL
DEMONSTRATION
SCHOOL**

WEIGHTED POINT SYSTEM & AWARDING OF CREDITS

Grand Prairie High School Advanced Placement (AP), Advanced Courses (formerly Pre-AP), and Dual Credit courses receive weighted grade points. A cumulative GPA usually begins in the 9th grade and is updated after each semester. Students who take approved high school courses while in middle school receive the same grade points as the equivalent course taken in high school. Courses taken in middle school are designated by "J" on the transcript. Students must earn a 70 in a semester course to receive credit. In a year-long course, the average of the two semester grades may equal a minimum of a 70 to earn full credit.

RANK & GPA CALCULATION 4.0 SCALE

Rank is based on the weighted GPA.

	On-Level	Advanced	AP/Dual
A = 90-100	4	4.5	5
B = 80-90	3	3.5	4
C = 70-79	2	2.5	3
F = Below 70	0	0	0

GRADUATION REQUIREMENTS

In addition to coursework, students must obtain passing scores on all of the following STAAR EOCs:

English I and II, Algebra I, Biology, and U.S. History.

Subject Area	Foundation*	+Endorsement*	DLA**
English	4	4	4
Math	3	4	4
Science	3	4	4
Social Studies	2.5	2.5	2.5
Economics	0.5	0.5	0.5
Health	0.5	0.5	0.5
PE/Athletics	1	1	1
Fine Arts	1	1	1
Other Languages	2	2	2
Electives	4.5	6.5	6.5
Total Credits	22 credits	26 credits	26credits

Foundation*: Foundation High School Program

+Endorsement*: Foundation High School Program + Endorsement

DLA:** Distinguished Level of Achievement includes completion of Endorsement plus Algebra 2.

SECTION 1: RECRUITMENT AND ACCEPTANCE

Each year student recruitment begins in the Fall with visits to middle school campuses and with the GPISD Experience. All interested 8th graders are encouraged to apply via the online application found on the GPISD website. There are no paper applications. Students from other grades are not eligible unless they are entering from a comparable program or are in the position to catch up to their grade level cohort in a period of one year.

SECTION 2: ACADEMICS AND GRADING

GP ECHS/Dallas College Academic Standards

- The Grand Prairie Early College High School (GP ECHS) is recognized by the Texas Education Agency (TEA) as an Early College High School (ECHS). As an ECHS, GP ECHS academic standards and requirements are carefully prescribed and have been identified in our Four-Year Plan, which can be located on the campus website. Students are required to maintain strict adherence to the Four-Year Plan as part of the Memorandum of Understanding and Shared Services Agreement with Dallas College.
- GP ECHS students must satisfy the academic progress standards as outlined by Dallas College. Acceptable scholastic performance is based upon student progress toward successful course and program completion and indicates that the student's grade point average (GPA) is at least 2.0. The components used to compute Academic Standing are GPA and course completion.
- The GP ECHS Dean and Dallas College Advisor will conduct an academic review of GP ECHS students each fall and spring semester to determine if summer courses are needed.
- Students who need to repeat a course (GP ECHS or Dallas College) must repeat the course during the summer after the academic year and earn a satisfactory grade. If Gopher Academy is available students will be recommended for attendance.
- Dallas College and GP ECHS Early Alert Systems will be utilized to identify any GP ECHS student with a GPA below a 2.0 in a class or who may be disrupting the learning environment.
- GP ECHS sophomores must be college-ready (i.e., passed the Texas Success Initiative Assessment TSIA) by February 15th of his/her sophomore year.
- The GP ECHS junior must be college-ready in Mathematics by February 15th of his/her junior year.
- Per Dallas College policy, parents may not have direct communications with Dallas College faculty and staff.

Any concerns or questions should be addressed to the appropriate GP ECHS staff.

Academic Probation (GP ECHS and Dallas College)

Students who begin any semester term in Good Academic Standing but fail to maintain a cumulative GPA of 2.0 or higher are placed on Academic Probation. Notification of probationary status is communicated by Dallas College electronically through students' Dallas College email addresses. Students on Academic Probation may reenroll for one semester after meeting with the GP ECHS and Dallas College officials and completing the Intervention Probation Contract. Student status is evaluated after each semester term. Students must earn a semester term GPA of 2.0 and a cumulative GPA of 2.0 or higher to remain enrolled at Dallas College while on Academic Probation. A student must be dually enrolled at GP ECHS and at Dallas to stay in the program; therefore, if a student is Academically Dismissed from Dallas College that student may be dismissed from GP ECHS and must return to the high school in their assigned attendance zone.

Academic Dismissal (GP ECHS and Dallas College)

Students who do not advance to the next grade level due to failure to earn sufficient credits will be considered for removal from GP ECHS, placed on academic probation, or their school transfer application declined for the next school year. Likewise, if a student on Academic Probation fails to earn a semester term GPA of 2.0 or fails to earn a cumulative GPA of 2.0 in the next semester term following their placement on Academic Probation, the student will be placed on Academic Suspension. Students not approved through the petition process may be removed from GP ECHS and Dallas College. All scholastic performance, including academic probation and dismissal, is recorded on the student's Dallas College transcript. Placement of students who are removed from GP ECHS and Dallas College will be at the high school of their assigned attendance zone.

Academic Integrity Violations (GP ECHS and Dallas College)

Scholastic dishonesty includes, but is not limited to, Academic Misconduct, Cheating, Plagiarism, Fabrication and Collusion. Administrators and teachers may initiate disciplinary actions against a student accused of scholastic dishonesty. Possible disciplinary actions may include suspension, awarding a "0" grade for the assignment, or both. Repeated offenses in this area may result in academic dismissal from GP ECHS and Dallas College. GP ECHS follows the Dallas College Student Code of Conduct which is reviewed during student and parent orientation.

Definition of Terms:

Academic Misconduct - the intentional violation of GP ECHS and/or Dallas College policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument.

Cheating - the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

Fabrication - intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

Plagiarism - the unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Collusion - assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

GP ECHS Grading Policies

1. **Philosophy:** The academic philosophy of Grand Prairie Early College High School is the following:

- Quality over quantity
- Rigor and relevance over hard and busy work
- Critical thinking over simple rote memorization

Assignments that are multi-disciplinary may be assigned by teachers and counted as grades in multiple classes. The student will be challenged via tasks, assignments and projects that focus on Collaboration, Communication, Critical Thinking, and constant Checking for Understanding (The 4 Cs). These tasks will be framed with Rigor and Relevance in a manner that fosters Relationship building within the GP ECHS learning community (The 3 Rs).

2. **Grading and Grade Reporting:** GP ECHS is on a nine-week grading period. Teachers will communicate via Skyward with parents when students are not working to their potential. Logs of these communications will be kept by the teacher. In addition, teachers will respond to parents' concerns/inquiries within two instructional days.

3. GP ECHS Grading Values

A = 90-100 B = 80-89 C = 70-79
F = Below 70

4. Dallas College Grading Values

A+ = 98 A = 95 B = 85
C = 75 D = 65 F = 60

Credits earned through pass/fail grading and not included in grade point calculations include:

- Correspondence courses*
- Spanish credit by examination (CBE)*
- Online credit recovery*

High School Grade Level Classification

- 9th grade requires a minimum of 0 - 5.0 credits
- 10th grade requires a minimum of 5.5 credits
- 11th grade requires a minimum of 12.0 credits
- 12th grade requires a minimum of 19.0 credits

NO EARLY GRADUATION FOR GP ECHS

GP ECHS students are not eligible for early graduation. GP ECHS is a prescribed four-year school with a Curriculum Crosswalk, and a Multidisciplinary Endorsement; therefore, students are not eligible to graduate in three years. Dual credit courses cannot be used for acceleration and early graduation.

HOW PARENTS CAN HELP

Parents play an influential role in helping their student plan, prepare and develop a plan for college and career. Parents should encourage the development of the following skills/habits in their student:

- Good attendance.
- A structured study routine.
- Good time management and organizational skills..
- Encourage students to take Advanced Placement courses and dual credit courses to earn college credit while still in high school.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the Dean and/or Chancellor to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

SECTION 3: TRANSPORTATION TO COLLEGE

Students will be transported by GPISD Transportation to and from Dallas College and the University of Texas at Arlington and back to the GP ECHS campus throughout students' junior and senior years. In case of emergency, parents will need to contact the ECHS Office and administration who will alert the appropriate personnel at Dallas College.

Students are required to badge in and off the bus using their IDs/Smart Tags. This is the only way that we will verify and document attendance and is for the safety of all students. Students who do not badge in and off the bus will be counted absent. If a student misses the bus from GPHS to Dallas College, or from Dallas College to GPHS they will be asked to call a parent to transport them to the college or to the high school.

GP ECHS students are prohibited from driving themselves to the college campus; students violating this may be removed from the bus and any of the Student Code of Conduct consequences could be assigned.

Removal from the School Bus:

- A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator may employ additional discipline management techniques, as appropriate, which can

include restricting or revoking a student's bus riding privileges.

- Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with Student Code of Conduct.

SECTION 4: WHAT DOES IT MEAN TO BE COLLEGE READY?

We use the term "college ready" all the time, but what does it really mean? How do you know that you are ready to take college classes? Here are some ideas:

Meeting TSIA2 Benchmarks
A high school student is eligible to enroll in dual credit classes with the following TSIA2 assessment scores
ELAR: A score in the range of 945-990 on the ELAR CRC Test and a score of at least 5 on the Essay Test.
MATH: If you score in the range of 950-990 on the CRC Test

Taking college classes while still in high school is a privilege and will give students a strong advantage in whatever they choose to do after Grand Prairie Early College High School.

Navigating A College Campus

- Know your college ID number
- IDs must be always worn
- Know where your classes meet
- Know the title of your courses
- Know how to navigate E-Campus (Brightspace)
- Know how to meet with your college instructors
- Communicate when you are struggling
- Make sure to look for your textbook and materials on your Materials Shelf – IncludEd.
- Use the Math Lab as needed
- Use the Writing Center as needed
- Do not disturb college classes or offices while on the college campus.

College Work Expectations

It is important to understand that in college, if your course meets for 3 hours each week, you can expect to be spending 3 hours per week outside of class working on assignments, reading, and studying. This is very different from high school, and you will receive fewer reminders from professors about what is due and

when. For many classes, you will receive fewer progress updates from professors, and it is your responsibility to track your grades, participation, and attendance. You will not earn any credit for any course grades below a “D”, and you may be required to additionally retake classes in your major with a grade below a “C”.

Study Habits

- Stay organized
- Seek support
- Utilize all resources
- Read assigned chapters
- Take assessments seriously
- Do all assigned assignments
- Set aside study time
- Find a quiet study place where you can focus
- Prioritize your time
- Utilize study groups

College Attendance

A student in an on-campus course missing a cumulative of 15 percent (3 days) of the class meetings and not keeping up with the course assignments may be dropped at the discretion of the instructor.

College Behaviors

- You are always prepared with the right materials and books for class.
- You participate in discussions and ask questions when you do not understand. You are willing to stay after class or go to office hours to get help when needed.
- You read your syllabus often.
- You are polite, mature, and responsible. Use appropriate language and represent GP ECHS well when on the college campus.
- You make sure that you clearly understand your professors’ expectations, assigned work, due dates, and etc.
- In class you are focused, and you do not have your cell phone out or engage in sidebar conversations.
- You make sure that you get your professor’s name and email address on the first day of class.

What To Expect in College

Professors expect students to behave like college students and to participate in class. In each course, you will be given a syllabus, and the professor will advise what textbooks you will need. You should not expect the professor to give as many reminders about work and due dates as in high school— you must follow the syllabus, listen carefully for tasks, take a lot of notes, and ask questions. At times you will not understand during class and a professor cannot stop the class to help you.

In these instances, you are expected to email the professor, stay after class to talk, or attend your professor’s office hours (posted times that they are available in their office for extra help.)

At first, the workload in your college class will be lighter, and you should not use this as an indication for how difficult the class will be. In general, you should expect to spend one to two hours outside of class studying, reading, and completing work for every hour that you have class. For example, if your class meets for four hours per week, you should expect to spend at least four hours per week completing reading assignments, making notes about readings, working on problem sets, revising essays, and attending tutoring/office hours. Your professors will not micromanage your time—they expect that you will keep up with the syllabus, complete assignments even without prompting and reminders, seek out support when you need it, and put in a collegiate level of effort.

- All assignments should be typed with a heading that includes your full name, the date, the course code, and the section that you are in; this information appears in eCampus.
- All assignments should be your own work—any incidences of plagiarism may result in immediate failure and/or removal from our early college program.
- It is imperative that you complete all homework assignments on time— homework assignments carry a different weight at the college level, and professors expect that every assignment is turned in on time as classes meet less frequently. Failure to complete assignments in college almost certainly will result in a failing or a below “C” grade— meaning that you would likely need to repeat the course.
- Again, grades below a “C” in college are often considered “failing” grades by other colleges and employers. Many colleges expect As and Bs to be in good standing, and lower grades may not transfer to other institutions. You may need to repeat courses with grades below a “C” to graduate from your degree program. You may also be placed on academic probation, which will limit your opportunities for internships, jobs, or additional college classes.

Communicating with College Professors

In college classes, you are expected to address your professors professionally, using “Professor” or “Doctor” as their title. Should you need to miss class for an important reason (e.g., serious illness, a death in your family, or other extenuating circumstance), you are expected to reach out to your professor as soon as possible in a professional email. You will learn how to email your professors in your College and Career classes.

College Midterms and Finals

Midterm and final dates are often provided in the syllabus. If they are not, ask about these well in advance so that you can prepare for and work your schedule around them accordingly.

In general, your midterms and finals will make up a large percentage of your final grade, and it is important that you are clear on the expectations, that you study hard outside of class, and that you ask for opportunities for extra support outside of class time. Many professors offer optional study sessions before these exams, which you should make every effort to attend. You must arrive on time and in the correct location (which is often not the same classroom where you had class), or you may be turned away and not allowed to take or make up the exam. This almost certainly will result in a failing grade.

Reading A Syllabus

In every GP ECHS and college course that you take, your instructor will provide you with a syllabus during the first few days of class. A syllabus is a written overview of the course, and generally includes information about how you will be graded, expectations for your work and behavior, contact information for the instructor, guidelines for attendance and participation, and an outline of assignments. In college classes, professors expect you to follow the syllabus on your own and keep track of assignments—even when they do not provide you with reminders and instructions to do so. In general, you should review your syllabus for each course at least once per week. You should also read them thoroughly and stay after class to ask questions about anything that is unclear.



SECTION 5: ATTENDANCE

GP ECHS teaches the skills that are needed for students to be successful in college. Attendance is very important in any learning environment, but most importantly in a college class. If students miss one day of a college class, they are missing more than one day of instruction. All classes are significant; however, it is imperative that students are in attendance.

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

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

Exemptions to compulsory attendance:

- For observing religious holy days, including traveling for that purpose (excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days.); or
- For treatment by health care professionals if the student begins classes or returns to school on the same day of the appointment or treatment
- For recognized services for students diagnosed with autism spectrum disorders
- Activities related to obtaining United States citizenship.
- Required court appearances
- Court ordered family visitations, provided it is not practicable to schedule outside school or school hours.
- For students in the conservatorship (custody) of the state
- For children of military families

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

- Board-approved extracurricular activity or public performance subject to limitations in FDD (Legal) proceeding.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
- Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent.
- Juvenile court proceeding documented by a probation officer.
- Absence required by state or local welfare authorities.
- Family emergency or unforeseen or unavoidable instance requiring immediate attention such as death in the family or serious illness of a parent. (Such absences are limited to three consecutive days unless an extension is approved by the Superintendent or designee.)
- A transfer or migrant student begins to accumulate absences only after he/she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the attendance committee will attempt to ensure that is in the best interest of the student.

- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- Resulting from any cause acceptable to the teacher, principal, or Superintendent.
- A student serving as an election clerk if the student makes up any work missed.
- An absence of a student in grades 6-12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will be excused by the District.

Examples of unexcused absences are:

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

SECTION 6: STUDENT CONDUCT AND SAFETY

Codes of Conduct

The Grand Prairie ISD student discipline policies and procedures apply to GP ECHS students while they are at the high school, college and all GPISD events. GP ECHS students will abide by the Dallas College Code of Student Conduct while attending college classes and involved in college activities. Any student who violates the GP ECHS and/or Dallas College Codes of Conduct are subject to disciplinary action, up to and including dismissal from GP ECHS.

Expected Behaviors:

- 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 District and campus standards of grooming and dress
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, and of teachers, and other District staff and volunteers.

- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Keep parents informed regarding school assemblies, needed supplies, and written information sent home from the school.
- Exhibit principles of Character Counts: Trustworthiness, Responsibility, Respect, Caring, Fairness, and Citizenship.
- Adhere to the requirements of the Student Code of Conduct.

DAEP PLACEMENT

Students may lose college credit for their registered courses if placed in DAEP. Students must contact the Academic Dean to see if they need to drop their college classes. The district does not provide transportation to any student placed in DAEP to Dallas College. Multiple placements in ISS or DAEP can jeopardize students' academic record and will result in removal from the Grand Prairie Early College High School.

DRESS CODE

Students should check their attire in the morning before reporting to school. GP ECHS students are an elite group of students and need to represent GP ECHS appropriately. Although GP ECHS students will be attending college classes with college students who may not be dressed per our standards, GP ECHS students are expected to always adhere to the Grand Prairie Independent School District dress code. Students shall come to school looking clean and neat, wearing clothing, and exhibiting grooming that will not be a health and/or safety hazard to the student or others. The District prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, obscene or that depict or advertise tobacco products, alcoholic beverages of any kind, drugs, or any other substance prohibited under policy FNCA(L); further it prohibits any dress or grooming that, in the principal's judgment, may reasonably be expected to interfere with normal school operations. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Acceptable Dress Code:

- Slacks (including jeans)
- Dresses (fingertip length, conservative neckline)
- Shorts (fingertip length)
- Skirts (fingertip length)
- Split skirts (fingertip length)
- Earrings for boys and girls (not of a disruptive nature)
- Tops/Shirts must have conservative neckline
- ID Badges must be worn at all times
- Jeggings/tight stretch jeans/leggings/tights – acceptable with a fingertip length shirt/dress/skirt
- See-through clothing with appropriate clothing underneath for coverage
- Small facial piercings that are non-disruptive in nature

Unacceptable Dress Code:

- Short shorts
- Bare midriffs/strapless tops/low cut, revealing tops/narrow strap tops or dresses
- Bare or stocking feet, house shoes, shoes with cleats of any kind
- Mesh shirts, tank tops, cut-off shirts
- Ornamental chains hooked to clothing
- Cut, frayed or raveled clothing (where skin is revealed)
- Spandex shorts
- Any hairstyle or form of attire which might infer gang affiliation
- Shirts advertising alcoholic beverages or tobacco products or containing distasteful printing or design—other examples: depictions of violence, morbidity, death, blood, daggers, etc. Any distasteful writings or pictures on shirts or sweater.
- Hats, caps, head coverings, or bandannas may not be brought into the building
- Sunglasses may not be worn in the building
- Sagging pants, visible undergarments – pants must fit properly – oversized not allowed
- Inappropriate or disruptive tattoos
- Pajamas/boxer shorts/loungewear
- Long coats, trench coats, dusters, blankets, etc. (must be left in locker)
- Hoods may not be worn on the head in the school building
- Full Camouflage military fatigues

- See-through clothing, visible undergarments
- Unnatural colored contact lenses
- Skate shoes (internal skates that drop down)
- Hair rakes or hair rollers in hair
- Hoodies that cover any part of the face may not be worn on school property
- Ear Gauges, Spike Earrings
- Hoodies are not allowed to be worn in the classroom during State testing day

The above dress code is meant to serve the best interests of all students in this School District. Any question or issue regarding the above statements will be referred to the campus administrator for resolution. The School District reserves the right to establish rules during the year regarding new fashions in dress including the banning of certain articles of clothing adopted by gang-related youth as icons of identification.



ECHS: Distinguished by Results 2025-26

**Education is my path to freedom.
The more I learn the more I achieve.
I take advantage of my opportunities.
I strive for higher things. - GP ECHS Creed**

Bullying

In 2014, the Centers for Disease Control and Department of Education released the first federal definition of bullying. The definition includes three core elements:

- Unwanted aggressive behavior
- Observed or perceived power imbalance
- Repetition or high likelihood of repetition of bullying behaviors

Repeated offenses involving any form of bullying may result in disciplinary consequences, dismissal from GP ECHS and possible legal action involving Dallas College and/or local law enforcement. To report incidences of bullying report using the **STOPit** link below.

Reporting Forms

Please submit the Bullying/Harassment Reporting Form if you have real information about a bullying/harassment situation and want to report it without giving your name. Once the form is completed, a copy will automatically be sent to the principal.

[STOPit - Anonymous Reporting Link](#)

SECTION 7: CHARACTER AND INTEGRITY

Because GP ECHS is a family and we have an ethical responsibility to care for our school and each other, we urge all students to report the following behaviors:

- Leaving the campus without permission for any reason.
- Driving to Dallas College.
- Being aware of a student or students who have left campus and not reporting it to administration.
- Failing multiple classes.
- Excessive absenteeism.
- Persistent skipping of class.
- Cheating, including plagiarism and collusion.
- Bullying.
- Persistent misbehavior
- Conversations concerning self-harm or harm to others.
- Public display of affection.



At Dallas College, you have someone in your corner — your success coach. Every single student at Dallas College is assigned a personal success coach.

Need help navigating the world of college? Your success coach will inspire and motivate you to succeed in your academic journey. From your first day to graduation or transfer, a success coach will be there for you every step of the way. **Success coaches help you plan your education by:**

- Developing a comprehensive education plan customized to fit your needs
- Assisting with registration-related questions and roadblocks
- Selecting a program of study and degree that fit your career goals
- Explaining assessment, study guides and scores
- Understanding your GPA and how it affects your financial aid, transfer requirements and scholarship opportunities
- Identifying strengths and challenges and creating a personal action plan to successfully accomplish your goals
- Building your confidence and helping you stay focused on completing your goals
- Managing your educational, work and other responsibilities
- Holding you accountable to your goals by analyzing course progression data related to your success

Success coaches (advisors) will be available for walk-in and virtual drop-in meetings.

- Visit a [Success Coaching Center](#)
- email Dualcreditechssupport@dallascollege.edu



EARLY COLLEGE

AT GRAND PRAIRIE HIGH SCHOOL

APPENDIXES

(3 Documents)

Education Record Information Release

In compliance with the Family Educational Rights and Privacy Act (FERPA), Dallas College cannot -except in certain limited situations- release grades or other personally identifiable information to any person other than the student without a written release from the student.

Student's name (print) _____

Student's email _____

I give permission for DALLAS COLLEGE and GPISD to release my education record information to the person(s) listed below. (Your education record includes financial aid, campus life, grades and related academic information.)

Name: Chancellor of GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL and/or the Academic Dean

Address: 101 Gopher Blvd. City: Grand Prairie, TX ZIP: 75050

Relationship to Student: GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL Administrator
Telephone: GP ECHS: 972-343-6380

Name: Blake Chambers, M.S., DALLAS COLLEGE Senior Manager, Educational Partnerships

Address: 4849 West Illinois Avenue, W124C City: Dallas ZIP: 75211

Relationship to Student: DALLAS COLLEGE Senior Program Manager – South Region
Telephone: 214-860-8616

This release is given for the purpose of disclosing my education record to the person(s) named above so that they can be informed about my activities and progress at MOUNTAIN VIEW COLLEGE and GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL.

- I also release my academic progress for the purposes of tutorials and student support to be used as deemed necessary by the administrative staff listed above.
- I understand that by signing this authorization, I am voluntarily waiving my rights of nondisclosure of my education records under federal law only as to the person(s) specifically listed. This release does not permit the disclosure of these records to any other person(s) or entities without my written consent.
- I understand that I am not required to release my education record to anyone and that this release remains in effect until I revoke it, graduate, or otherwise leave MOUNTAIN VIEW COLLEGE or GRAND PRAIRIE ISD EARLY COLLEGE HIGH SCHOOL.

Student Signature _____ Date _____

Parent Signature _____ Date _____

GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL

Student/Parent Contract

Name of Student: _____

Enrollment Date: August 2025

The mission of GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL is to provide a unique learning community to a diverse group of students who believe that desire beats adversity, who respect and treat others with dignity, and who hold each other to a standard of excellence.

The GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL Will:

- Provide access to rigorous curriculum
- Provide academic support
- Provide excellent faculty who are educated in research based instructional strategies
- Provide access to the college going environment
- Provide open and useful communication to all stakeholders (students, parents, communities, school board, and benefactors)

The GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL Staff Will:

- Engage students in meaningful learning experiences utilizing various sources and methods of delivery
- Participate in staff development and engage in educational opportunities on an ongoing basis
- Be accessible to students outside the traditional school day
- Utilize collegiality in the daily operations of the school

FAMILIES OF STUDENTS ENROLLED IN THE GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL Will:

- Provide support to the students and staff
- Actively participate in the activities planned for GRAND PRAIRIE ISD EARLY COLLEGE HIGH SCHOOL students and their families
- Monitor student progress on an ongoing basis
- Be available to teachers and staff for communication (meetings and conferences)

STUDENTS ENROLLED IN THE GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL Will:

- Take responsibility for their learning
- Utilize all opportunities for academic success provided
- Represent the program by demonstrating moral, ethical, and exemplary behavior and work ethic
- Communicate with all stakeholders (parents, teachers, college staff, administration, peers, etc.)
- Support peers in the program by providing encouragement, leadership, and friendship

Student Signature

Parent Signature



GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL ACCEPTANCE SUCCESS CONTRACT



Early College High School

Nursing Academy

As part of the admissions process, each parent and student at the Grand Prairie Early College High School must sign an agreement committing their adherence to the following student success contract:

___ I understand and agree that Early College High School (ECHS) students are not eligible for early graduation. Grand Prairie Early College High School is a four-year school and students are not eligible to graduate in three years as it is not an acceleration school.

___ I understand that as an Early College High School (ECHS) student, the course work taken on the college level will have the same rigor and pace for all students regardless of age or grade.

___ I understand that Early College students registered for Dallas College and University of Texas at Arlington courses are subject to the same standards, policies, and responsibilities as other college students unless otherwise restricted by federal, state, or local requirements.

___ I understand that curriculum content, evaluation, and selection of appropriate instructional materials are the prerogative of the college instructor and will not differ for ECHS students from that of the traditional college students.

___ I understand that the Dean of Early College and/or the Chancellor of the Early College High School are the first point of contact for parents who wish to discuss academic progress in a college course or request information about school or classroom activities. I understand that my parents do not have direct access to my college instructors or to my academic records because of FERPA.

___ I understand that high academic standards are expected of all students. If my college GPA falls below a 2.0 and/or my high school graduation requirements is jeopardized, and/or the Associate Degree cannot be completed, I may be on academic probation, or dismissed from college and the Early College High School.

___ I understand that if a student withdraws from a course prior to the 60% point, they would, earn a "W", and need to enroll in a high school course to maintain a full schedule. Students not actively participating in class after the 60% point in the term will automatically receive a grade of "F" on both transcripts.

___ I agree to abide by the Dallas College policies and procedures and adhere to the rules in their Student Code of Conduct.

___ I understand that if I violate the GPISD Student Code of Conduct by committing a major infraction that would result in an out of school suspension that, I will be required to leave the Early College High School and return to the comprehensive high school setting.

___ Early College High School students may participate in athletics and other extra-curricular activities of the comprehensive high school; however, I understand that dual credit classes are the number one priority, and I may have to participate in those activities before and/or after school.

___ I understand that missing or skipping high school classes or my dual credit classes is not acceptable and that hall walkers will be dismissed from ECHS immediately.

___ I understand that completion of the high school graduation requirements does not guarantee completion of an Associate Degree. To receive an Associate Degree, I understand that I must meet all program requirements identified by Dallas College as well as pass the Texas Success Initiative Assessment (TSIA), pass all college classes with a "C" or better, as well as attend school and college regularly.

___ I understand and agree that I must attend and fully participate in SUMMER BRIDGE, TSI Bootcamps, and Class Tutorials to receive ongoing academic support to ensure my success in the Early College High School.

_____ I understand that once I choose to enter the Early College High School and courses have begun, I am obligated to attend all four years; If I choose to leave, I understand that I must remain in the school for a minimum of one semester.

_____ I understand that if I am disruptive to the ECHS learning environment, disruptive on Dallas College campus, or on the GPHS campus, I may be placed on probation and/or removed from the Early College High School and must return to the comprehensive high school prior to the end of the semester.

_____ I understand that if I am sent to DAEP, I will be dropped from my dual credit classes and I am not guaranteed acceptance back in the Early College High School.

_____ I understand that my behavior on a GPISD school bus is extremely important and that I must abide by the Student Code of Conduct while riding GPISD transportation. I may be removed and suspended from riding the bus if I violate the standards set by GPISD.

_____ I understand that as an ECHS student, transportation to and from Dallas College is provided and I am prohibited from driving myself to the college campus in my personal vehicle.

AS AN EARLY COLLEGE HIGH SCHOOL STUDENT, I ALSO AGREE TO:

- ☐ Treat myself, peers, high school instructors, college professors, and all staff with respect always.
- ☐ Highly prioritize my Early College High School education by attending class, completing course work, high school assignments, studying for exams, and meeting required due dates as well as pass all required EOCs.
- ☐ Communicate to instructors and my parents about any problems I may be having that will threaten my academic performance and attendance in school.
- ☐ Maintain excellent attendance and discipline records.

I pledge to fully commit my time and energy toward successfully meeting the expectations of this highly selective and rigorous educational opportunity.

Student Signature: _____ Date: _____

AS THE PARENT/GUARDIAN OF AN EARLY COLLEGE HIGH SCHOOL STUDENT, I AGREE TO:

- ☐ Take an active role in my student's progress in the Early College High School by monitoring school assignments, homework, state standardized assessments, and daily attendance.
- ☐ Stay updated on the Early College High School Crosswalks and Summer Reading Requirements.
- ☐ Respectfully communicate any issues I or my student are having in the Early College High School.
- ☐ Respectfully attend all the Early College High School events and parent meetings as scheduled.

Parent Signature: _____ Date: _____

EARLY COLLEGE

Apryl Baylor, Chancellor

Date

Phillip Burks, Academic Dean

Date

AT GRAND PRAIRIE HIGH SCHOOL

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