



FORT WORTH
ACADEMY
OF FINE ARTS

Student Handbook
2023-2024

Fort Worth Academy of Fine Arts
STUDENT HANDBOOK
2022-2023

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Mission

Our mission is to inspire in artistically talented students a lifelong passion for learning, empowering them to achieve academic and artistic excellence.

Admissions

Fort Worth Academy of Fine Arts (FWAFA) is an open-enrollment charter school specializing in fine arts as provided by Texas Education Code §12.1171 and as such will admit students with a desire to fulfill their artistic ability. Students in 3rd-6th grades will be exposed to all the arts in addition to the academic curriculum. For admission, these students will audition in two of the following: Vocal Music, Dance, Theatre, or Visual Arts. Students in 7th and 8th grades will select two of the arts in which they want to study along with the required academic curriculum and must audition in two areas. High school students (9th-12th grades) will select one arts discipline in which to specialize their graduation plan in addition to the full academic curriculum and audition in one fine arts area.

FWAFA is a nonsectarian school and shall not discriminate in admission on the basis of sex, national origin, ethnicity, religion, disability, academic ability, athletic ability, or the district the child would otherwise attend. Students who have documented histories of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 will be excluded from admission in accordance with Texas Education Code §12.111(a)(6)(A). This admissions policy will be revised as necessary to conform to the new Commissioner rules concerning the admission of students to open-enrollment charter schools.

Enrollment of Returning Students

Currently-enrolled students desiring to return for the following school year must file an "Intent to Return" form during the spring semester. If the form is not returned by the due date, the student will forfeit their spot at FWAFA. In order to re-enroll, the student will be required to re-apply and be selected through the audition process. It is the parent's responsibility to ensure their child's form is returned by the due date.

Admission of New Students

FWAFA will hold auditions to admit students for enrollment. Applications will be collected during the open enrollment period, which occurs during specific dates in January and February. All applicants will be assigned audition times and deadlines for consideration. All audition requirements and materials will be published on the campus website. Auditions and notifications will be completed by mid-March.

The President/CEO or designee will determine the number of available spaces for each grade level. Audition scores will be used to assign rank order for each grade level. Spaces will be filled in the order of grade-level ranking and those students will be invited to enroll, until all available spaces are filled. If the number of applicants exceeds the number of available openings, the remaining students will be placed on a wait list in ranked order. Individuals will be offered admission as space is available.

FWAFA will only accept admissions applications and schedule auditions outside of the open enrollment period if there are available openings at the prospective student's grade level and there is no existing wait list for that grade.

Districts Served

Fort Worth Academy of Fine Arts accepts students from the following ISDs:

- Aledo ISD
- Alvarado ISD
- Arlington ISD
- Azle ISD
- Birdville ISD
- Burleson ISD
- Carroll ISD
- Castleberry ISD
- Cedar Hill ISD
- Cleburne ISD
- Crowley ISD
- DeSoto ISD
- Eagle Mountain-Saginaw ISD
- Everman ISD
- Fort Worth ISD
- Godley ISD
- Granbury ISD
- Grand Prairie ISD
- Grapevine-Colleyville ISD
- Hurst-Euless-Bedford ISD
- Joshua ISD
- Keene ISD
- Keller ISD
- Kennedale ISD
- Lake Worth ISD
- Mansfield ISD
- Northwest ISD
- Peaster ISD
- Springtown ISD
- Weatherford ISD
- White Settlement ISD

Communication Policy

Non-Urgent Communication

It is the responsibility of the guardian to provide at least one active email account, along with a current mailing address and phone number to be used for school communication. The guardian should immediately inform the front office staff of any changes during the school year. Fort Worth Academy of Fine Arts will primarily contact parents/guardians through email for non-urgent issues. Families are encouraged to check their email frequently for updates from their child's teachers and/or the FWAFA administrative staff.

Emergency Communication

The decision to close or delay the opening of school due to bad weather or other cause will be made as early as reasonably possible. In addition to alerting families through email, communication will also be posted on the website and social media accounts. Weather related closures will also be reported on NBC 5 and ABC 8.

Fees

Fort Worth Academy of Fine Arts is a public charter school and, as such, does not charge tuition. Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his/her own classroom supplies such as pencils, paper, erasers, notebooks, and other consumable items, and may be required to pay certain other fees or deposits such as the costs for materials for a class project the student will keep, membership dues in voluntary clubs or student organizations, and fees to attend and/or participate in co-curricular or voluntary extracurricular activities.

Families are also financially responsible for purchasing the basic school uniform and Dance, and P.E. attire, including shoes. All uniform pieces are available through Flynn O'Hara or the FWAFA PTSO. See the Dress Code section for more information.

Students participating in extra-curricular or co-curricular activities may be charged additional fees. The following list of fees is intended to be informative and useful for student and parent/guardian planning, but it may not be exhaustive. All listed prices are estimates. Unplanned or unanticipated activities may arise throughout the year. Associated fees for these activities will be calculated and added to this list as they arise. Advance communication of such fees will be provided to students and their families as early as possible.

Dance Company Concert	\$35-\$100
Spring Ballet	\$150-\$300
High School Musical	\$250-\$350
High School Play	\$100-\$200
Middle School Production	\$200-\$300
Open Art Show	\$25-\$50
Juried Art Show	\$25-\$50
Senior Art Show	\$25-\$50
National Art Society Exhibition	\$25-\$50
Musical Theatre Cabarets	\$25-\$100
Advanced Theatre Showcases	\$25-\$100
TBC & SGT Uniform Rental	\$50-\$100
TBC & SGT Camp	\$200-\$300

TBC, SGT & CCT Regional & National Tours	TBD
TBC & SGT Supply Fee	\$25-\$100
TMEA Competitions	\$25-\$200
UIL FA & Academic Competitions	\$25-\$200
Field Trip Admission &/or Transportation	\$10-\$50
Tri M Dues	\$15-\$25
National Honor Society Dues	\$25-\$35
National Art Honor Society Dues	\$25-\$35
International Thespian Society Dues	\$25-\$35
Technology Fee	\$25-\$50
Senior Activity Fee	\$100-\$150

Payment of Fees

Fees are assessed based upon the specific activities and participation for each student. The student and parents/guardians will be notified of the exact amount of the fee by the performance director or activity sponsor. Payment in full is required for each activity prior to participating. In some cases, a payment plan may be arranged through auto-debit by contacting the Finance Director.

Payments are accepted by check, money order, or credit card (fees will apply). Checks and money orders should be turned in to the performance director or activity sponsor and made payable to Texas Center for Arts + Academics.

It is the responsibility of each student to maintain her/his eligibility to participate in co-curricular and extra-curricular activities. Fees are non-refundable due to academic or disciplinary ineligibility.

Financial Assistance

In addition to fundraising opportunities offered by many of the school groups, financial assistance is available for qualifying families. For an application, visit the school office.

Fundraising

School and organization fundraising activities are conducted throughout the year. Participation is strictly voluntary. As a public charter school, Fort Worth Academy of Fine Arts receives less funding from the State of Texas than traditional public schools. Our organization receives more than \$1 million less than a comparably sized school. Fundraising is necessary to help decrease that shortfall and enhance our excellent academic and artistic programs.

Attendance

School Hours

School hours are from 8:00 am until 3:45 pm, Monday through Friday. Office hours will be from 7:30 am until 4:00 pm, Monday through Friday. Students may not arrive on campus before 7:20 am and

must leave by 4:00 pm each day. Fort Worth Academy of Fine Arts assumes no liability for students on campus outside of school hours who are not in an authorized after-school activity.

Closed Campus

After arrival on school grounds, students may not leave campus at any time or for any reason without first signing out in the office. A student requesting to leave school during the day must be signed out by his/her parent/guardian in the school office. A student must have a legitimate (see Decisions on Absences) reason for arriving late or leaving early from school. Every parent/guardian may be requested to show picture identification to school personnel when signing out a child for any reason. If a student becomes ill and needs to be sent home, FWAFA will notify the student's parent/guardian.

Attendance Overview

In Texas, all children who are 6 years of age but have not yet reached their 19th birthday are required to attend school unless otherwise exempted by law. Upon enrollment in pre-kindergarten or kindergarten, a child shall attend school (Texas Education Code §25.085). A student under the age of 19 is required to attend school daily. Texas education code requires that a student attend school 90% of the days that a class is offered. If students do not meet this requirement, they may be denied credit and retained for the school year. The TCA+A Board has adopted the 90% policy and students attending FWAFA must be in attendance 90% of the required school days.

Under the Texas Education Code any student who voluntarily attends school after his/her 18th birthday is required to attend each scheduled school day for the entire period of the instructional program for which the student is enrolled. However, if the person has more than five unexcused absences in a semester the school may revoke the person's enrollment for the remainder of the school year. FWAFA reserves the right to enforce this statute should this situation arise.

If a student has absences beyond the required 90%, the Attendance Review Committee will develop a plan to make up the required time. This plan may include additional attendance on Saturday or after school. If a student does not complete this plan, credit will be denied for the semester/school year. Any student/parent/guardian may appeal the denial of credit.

For purposes of determining whether a student has been in attendance for 90% of the scheduled class time, all absences, both excused and unexcused, will be counted. Determination of the status of excused or unexcused absences shall be the responsibility of the school administration. Any absence, regardless of number, will be considered and dealt with on its own merit.

When a FWAFA student incurs unexcused absences for three (3) or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the school will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will constitute a truant behavior improvement plan which may include

school-based community service, referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the school may also be initiated. The Truancy

Prevention Facilitator for the school is the campus Principal or designee. If you have questions about your student and the effect of his or her absences from school, please contact the Facilitator or any other campus administrator. A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten (10) or more days or parts of days within a six-month period in the same school year. If a student ages 12 through 18 incurs unexcused absences on ten (10) or more days or parts of days within a six-month period in the same school year, the school, in most circumstances, will file a complaint in truancy court against the student. (Texas Education code §25.085 – §25.0915) The school reserves the right to administratively withdraw any student who has been absent from school for 15 days or more without parental notification of the absences to the Attendance office.

Attendance Review Committee

The Principal shall appoint an Attendance Review Committee to hear petitions for class credit by students who do not achieve the 90% minimum attendance and who do not complete the appropriate makeup plan. The Attendance Committee shall establish guidelines following Texas Education Agency protocols for evaluation of these petitions, and shall have the discretion to award class credit to students who have exceeded the maximum number of absences. Students/Parents may appeal negative decisions of the Attendance Committee to the Chief Academic Officer.

Absences

FWAFA supports student success through regular attendance and will combine incentive programs to recognize good attendance with early intervention and prosecutorial enforcement of compulsory attendance laws. A student absent from school or from any class without valid approval from administration will be considered unexcused and subject to disciplinary action.

A student not actually on campus at the time attendance is taken will be considered absent unless the student is temporarily absent due to an appointment with a healthcare professional. A note from the healthcare professional will be required in order to excuse this time period. The time missed should not exceed the duration of the appointment plus reasonable travel time.

Parents should email the Attendance Clerk at attendance@fwafa.org when the student is going to be absent and/or late to school **within 3 days of the absences.**

Participation in School Performances and Activities

Any student absent from school will not participate in any after-school performances, rehearsals, or activities on that day without documentation of a medical appointment or by principal/designee

discretion. Any student signing into school after 10:30 am (without documentation of a medical appointment or an approved out-of-school performance or principal/designee discretion) will be considered absent for that day and may not participate in after-school activities, including rehearsals and performances. Time missed for an out-of-school performance should be limited to the duration of the performance plus reasonable travel time. Students absent for an approved performance must return to school before the end of the school day in order to be eligible to participate in after-school rehearsals or performances.

Excused Absences

Students shall be excused for absences for the following reasons:

- Illness - After three (3) consecutive days missed, a doctor's note is required for return to school
- Family illness – A life threatening illness in the immediate family- Excused absence is subject to approval by the Principal
- Death in the family
- Pre-approved family obligation (e.g. funeral, wedding, sibling graduation) with consideration for reasonable travel time as approved by Administration; documentation required
- Health Care Professional Appointment – Must have a note from the Health Care Professional upon returning to school
- Required appearance in court
- Documented/pre-approved performances with professional companies and fine arts organizations. Students must request approval a minimum of two weeks prior to the anticipated absence. The student/parent must inform teachers of the planned, approved absences and make arrangements for make-up work. Students must be academically eligible and in good standing with attendance and discipline policies in order to be considered for an excused absence. All decisions are at the discretion of the Principal or the Principal designee.

Exemption from Class for Religious Holy Days

Students shall be excused for the purpose of observing religious holy days, including travel for that purpose, as long as the guardian submits a written request for the excused absence. Absences are subject to prior approval from the principal.

Unexcused Absences

An unexcused absence is defined as missing all or part of a school day without parent/guardian and Principal permission. Attendance violations may affect promotion and/or class credit status, and/or student's standing in a performing group.

Documentation of Absence

Upon return to school all absences must be documented through the office with a note from the parent or official documentation from a healthcare professional **within 3 days**. All undocumented absences will be considered unexcused. Illness which results in more than three (3) consecutive days of absence should be documented by a healthcare professional. After excessive absences (missing

more than nine (9) days in a semester) all additional absences will require documentation from a healthcare professional. Documentation should include name of student, date of absence, and reason for absence.

Decisions on Absences

The decision of determining excused or unexcused absences shall be the responsibility of the principal/designee. Any absence, regardless of the number, will be considered and dealt with on its own merit. Violations of attendance policies may result in disciplinary action and/or affect promotion or class credit status.

Asynchronous Learning

Fort Worth Academy of Fine Arts will follow all State of Texas and Tarrant County mandates and guidelines regarding campus closures due to health concerns. If it is determined students will learn virtually, they will be considered At-Home Learners and required to complete all assignments and attendance verifications through the designated learning platform(s). Guardians should reference the FWAFA At-Home Learning Plan for further details.

General Education Homebound Policies / Procedures

General Education Homebound (GEH) services are available for students with significant/severe medical conditions which do not allow students to attend school. In order for students to qualify for homebound services, documentation of need will be required in the Doctor's Eligibility Report completed by a licensed physician. All required information must be submitted and approval by the GEH Committee obtained before services may be rendered.

Any student who is served through the General Education Homebound (GEH) program must meet the following three criteria:

- Student is expected to be confined at home or a hospital bedside for a minimum of four consecutive weeks or is chronically ill and unable to attend school for any period of time totaling at least four weeks throughout the school year;
- Student will only be placed on GEH for medical reasons; and
- Medical reasons are documented by a physician licensed to practice in the United States.

Students served through General Education Homebound (GEH) at home/ hospital bedside must be served by a certified general education teacher.

General Education Homebound (GEH) Committee Roles and Responsibilities:

Committee Membership

Decisions regarding general education homebound placement must be made by a designated campus committee. This committee will be comprised of, but not limited to, the following:

- Principal;
- Special Education Coordinator;
- Teachers of the student (minimum of 2);
- Parent/guardian of the student;
- Nurse or medical professional; and
- School counselor.

Role of Committee

The role of the GEH Committee is to review and consider the necessity of providing instruction to a general education student at home/hospital bedside. If instruction is provided at home/hospital bedside, the GEH Committee will determine the type(s) and amount of instruction to be provided. In making these decisions, the GEH Committee must consider the physician's information. However, the physician's information is not the sole determining factor in the Committee's decision making process.

The GEH Committee will require periodic updates from the physician in order to determine the need to continue services. Failure to supply this information will result in the revocation of homebound services and the return to normal attendance procedures.

GEH Committee Responsibilities

In qualifying a student for and serving a student through General Education Homebound, the following documentation requirement must be met:

- General Education Homebound Committee meeting notes which documents:
 - The Committee's decisions regarding whether or not a student is to be served through GEH;
 - The Committee's decisions regarding the type(s) and amount of instruction to be provided to the student, including the designated amount of time per week that instruction will be provided;
 - Documentation of the date(s) homebound instruction will start and end; and
 - The plan for the student's transition back to a school-based setting, including the length of the transition period determined by the GEH committee based on current medical information.
- Doctor's Eligibility Report: Verification of Need of Homebound Instruction
 - This form is to be completed and signed by the student's physician. The document verifies the student has a medical condition which requires the student be confined at home/ hospital bedside for a minimum of four consecutive weeks.
- Medical Release of Information to be signed by the parent/guardian.

- This form allows school personnel to communicate directly with medical personnel about the student.
- General Education Homebound Services Parent Responsibilities:
 - This form is to be reviewed and signed by the parent. It clarifies parent responsibilities during the homebound placement.
- Teachers Homebound Instruction Log
 - This form documents services provided and is necessary in order to generate funding for general education homebound services. This form is to be given to the PEIMS coordinator/special services coordinator weekly for PEIMS reporting purposes.

GEH Funding Chart and PEIMS

In order for funding to be generated for general education homebound, services must be provided as follows:

General education students served at home will earn eligible days present based on the number of hours the student is served at home by a certified teacher each week. Use the following chart to calculate eligible days present as documented on the teachers homebound instruction log:

<u>Amount of Time Served per Week</u>	<u>Eligible Days Present Earned per Week</u>
● 1 hour	One day present
● 2 hours	Two days present
● 3 hours	Three days present
● 4 or more hours	Four days present (4-day week)
	Five days present (5-day week)

It is the homebound teacher's responsibility to calculate eligible days present and present this information to the attendance clerk on a weekly basis. This information is included on the teacher's homebound instruction logs.

Students transitioning back to a school-based setting may continue to generate funding based on the GEH funding chart during the transition period. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

The GEH committee reserves the right to revoke homebound status if the original qualifying criteria have changed.

Student Arrival and Dismissal

Drivers should NOT use electronic devices while dropping off or picking up children. Cellphones and other devices create an unsafe situation.

Drivers should drive the posted speed limit on Hulen Street and decrease speed as they enter the FWFA parking lot. **Do not drop off or pick up students on Hulen Street.**

Morning Arrival Procedures

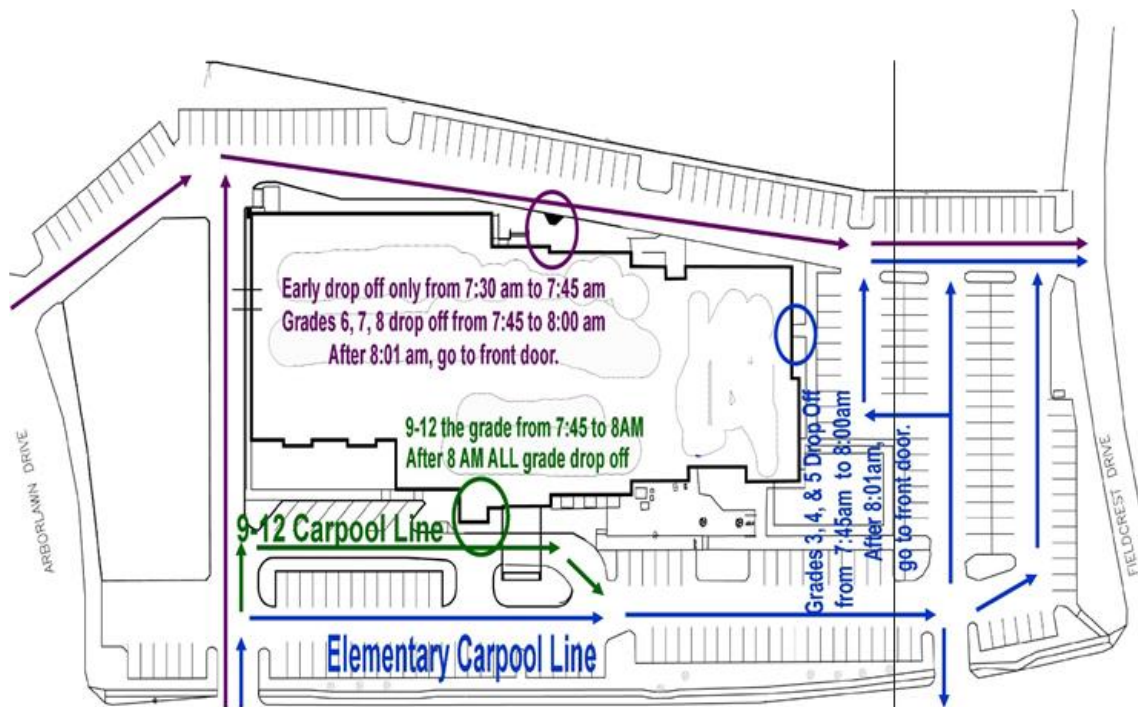
- Students may arrive at 7:20 a.m. Students will not be admitted to the building prior to this time unless part of a morning tutorial with one of their grade-level teachers.
- Students must stay in their vehicle until they have been admitted into the building.
- Drivers should pull their vehicles all the way to the exterior doors to help with the flow of traffic.
- Students should be ready to exit the vehicle as soon as it comes to a stop.
- Students arriving after 8:05 a.m. must be checked in through the front office.

Afternoon Dismissal Procedures

- No early dismissals allowed after 3:15 p.m.
- Drivers should follow the designated lanes, divided by grade level
- Drivers may not park in the front and come into the building to wait for their child(ren).
- After 4:00 p.m., students must be picked up by the vending machine doors.

Before/After School Rules

- Students must stay with their parent/guardian if they have been released from the teacher.
- Students are not allowed to walk around the building without supervision, even with parent permission.
- Students and parents are not allowed in teachers' rooms before or after school without a teacher or administrator present.



For afternoon pickup, Elementary students must have Pick Up Placards visible in the left side of the windshield.

TCA+A After-School Opportunities

TCA+A Art Conservatory

Texas Art Conservatory offers intensive courses of study for students in grades 3-12, designed to develop foundations in technical visual art skills in both 2-D and 3-D media processes. During each year-long, afterschool course, students will create pieces which can be used to begin developing a personal portfolio. Each class will be taught by degreed instructors, who are active local artists with expertise in their art form. As courses are added to the program, Texas Art Conservatory will expand its curriculum, offering courses and workshops year round and establish a progressing path for students to develop their skill and artistry.

With highly credentialed instructors, students will develop critical thinking skills, strengthen their hand-eye coordination, and increase their capacity to problem-solve and connect ideas. As a result of the progressing curriculum, participants will expand their abilities in nonverbal communication and fine motor skills, their ability to create and imagine, and their understanding of art history and important artists. Classes are taught in a safe and supportive environment, nurturing students' natural abilities and building upon them.

TCA+A Dance Conservatory

Texas Dance Conservatory creates technically strong concert style dancers by providing rigorous instruction in high quality classes. Our disciplined training is designed to nurture the growth of young dancers in a fun, accessible and inclusive environment. Primary dance techniques include ballet, modern, and jazz. Classical ballet is the foundation upon which we build balanced training in other styles.

With a sound anatomical approach, dancers increase strength and ability while gaining body awareness and longevity in their dance practice. Through the combination of classical and contemporary studies in each class, versatility in technique is achieved and students build increased vocabulary and understanding of the art form.

Whether dancers have professional aspirations or are interested in recreation, they will feel at home in our collegial and safe environment while they exercise their talent and creativity.

TCA+A Music Conservatory

Texas Music Conservatory offers both ensemble and private music lessons for developing musicians in grades K-12. During each year-long, afterschool course, students will learn the fundamentals of music literacy, healthy vocal technique, and how to build a sense of self independence and collaboration with their peers. Our curriculum has foundations in Kodaly methods of solfege training and extended artistic training based on the National Core Art Standards and beyond.

Ensembles will be led under the direction of the Artistic Directors from the Texas Boys Choir and Singing Girls of Texas. Private lesson experiences offer students the opportunity for one on one feedback and skill development. Classes are taught in a safe and supportive environment, nurturing students' natural abilities and building upon them.

Other After-School Organizations

Other contracted after-school programs may be available on the Fort Worth Academy of Fine Arts or Texas School of the Arts campuses. Programs will be evaluated each year and all information will be communicated to parents by the Principal or designee.

Technology & Internet Use

Use of campus technology is a privilege and not a right. Because of the expense associated with acquiring this technology and the potential for damage to the equipment through misuse, Fort Worth Academy of Fine Arts has developed the following specific technology usage rules. Violation of any of the rules listed in this section may result in revocation of technology and/or Internet privileges and any other disciplinary consequences as may be deemed appropriate by the Principal:

- Students are prohibited from erasing, renaming, or making unusable anyone else's files.
- Students are prohibited from using someone else's password, e-mail account, impersonating another individual, or using any method of hiding or manipulating IP addresses.
- Students may not use school resources to make purchases of any kind or to advertise any products for purchase or sale.
- Students may not use school resources for any unlawful purpose such as illegal copying, plagiarizing, or illegal installation of software.
- Students are prohibited from writing or otherwise attempting to introduce any computing code designed to self-replicate, damage or hinder the performance of the computer's memory or filing system (i.e., introduction of a computer virus, "spamming" the e-mail system, etc.)
- Students are prohibited from using technology to annoy, harass, or bully others with inappropriate language, images or threats. See also the Bullying & Cyber-Bullying section of this handbook.
- Students are prohibited from accessing any internet sites containing obscenities or sexually explicit materials.
- Students are prohibited from using technology to break in to secure sites, accounts, or any efforts to hack or other illegal accounts.
- Students are prohibited from assembling or disassembling technology, computer networks, printers, or other equipment except as part of a class assignment or with permission of a classroom teacher.

- Students are prohibited from removing any software, hardware or computer technology from the campus without express permission of the campus principal or principal designee.

Personally Owned Devices

Personal devices may be used only with permission of the classroom teacher as part of the student's assignment or class project when the student is working in the classroom of the teacher who has granted such permission. Such permission does not extend beyond the teacher's classroom or to other times of the day, e.g., lunch, etc. Use of personal devices must adhere to the Technology and Internet Use Policy. The school will not be liable for personally owned devices brought on campus.

All students, teachers, and staff must sign a "Technology and Internet Use Agreement."

Technology Tools and Internet User Agreement Policy

"Technology tools" includes computers and accessories, tablets, interactive boards, projectors and any other forms of technology used in the educational process at Fort Worth Academy of Fine Arts.

Technology tools and the internet are available to students and staff to enhance the curriculum and promote educational excellence. Use of school technology materials and internet access will be provided to those who agree to act in a considerate and responsible manner, following all school policies. Information created, sent, or received by email, the Internet or other means over the computers available to students and staff is the property of Fort Worth Academy of Fine Arts and may be accessed at any time by the school for its review. In the event that a review reveals that this policy has been violated or that a privilege of using a technology tool or the Internet is being abused, disciplinary action will be taken against the individual or individuals involved. The Principal may determine inappropriate use and deny, revoke, or suspend access to specific users.

Security

Security on any devices is a high priority. If a student can identify a security problem within the network, the student must immediately notify a teacher or administrator.

- Students should not demonstrate the problem to other users.
- Students should not use another individual's account, forge messages, or post anonymous messages.
- Attempts to login to any system as any other user may result in cancellation of user privileges.
- Using another user's device under that user's name will result in a consequence of an appropriate nature.

Any other form of unauthorized access to the FWFA network will result in immediate cancellation of user privileges. This includes unauthorized use of the wireless network system.

Non-Compliance

Violators may be held responsible for reimbursement to the Fort Worth Academy of Fine Arts for all incurred expenses. Violations will also result in one or a combination of the following disciplinary consequences:

- After school detention;
- Suspension of the user's privileges to access the technology tools and/or Internet access for an appropriate length of time; and/or
- Revocation of the user's privilege to access the technology tools and/or Internet access.

Faculty members will be notified of the student's loss of privileges. *Students will still be expected to complete assignments as assigned.*

Offenses

The following actions do not comply with the privilege and responsibility that the user assumes with access to technology and the internet and will be dealt with as stated above:

- Intentionally wasting resources
- Using the school's hardware, software, or network for commercial purposes
- Using the school's hardware, software, or network for personal entertainment purposes
- Using the school's network to store personal files, unrelated to academic needs and requirements
- Using the school's network to search for, transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material.
- Vandalizing any part of the hardware, software or the network, including theft of any hardware or software
- Downloading, installing, or running executable files from external sources
- Writing or otherwise attempting to introduce any computing code designed to self-replicate, damage, or hinder the performance of the device's memory or filing system (e.g. introduction of a virus, "spamming" the e-mail system, etc.)
- Bypassing school network security measures, either by using a proxy, network tunnel, or any other method
- Snooping on faculty members, other students, or any equipment
- Displaying or sending offensive messages or pictures on the network or while using any school-owned computer
- Participating in videoconferencing or chat without permission
- Using another's login or password
- Revealing passwords to others
- Trespassing in another's files, or misusing, or deleting another's files
- Interfering with the integrity of the network system and/or the e-mail system.

- Violating copyright laws including plagiarism, as well as making illegal copies of school-owned software
- Using email, or any other electronic communication, without permission and supervision
- Using social media sites without permission and supervision
- Taking video or audio recording of students, staff, or administrators without permission and supervision

Dress Code

Fort Worth Academy of Fine Arts (FWAFA) and its performing groups are uniformed organizations. The following provides general guidelines for all students; however, each performing group or artistic discipline may have more stringent dress code standards. Students and their families are responsible for understanding and complying with the requirements of their chosen disciplines. **In addition to the school uniform, additional uniform items, luggage, costumes and accessories may be required depending on a student's performances and activities.**

The Dress Code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, and create a sense of equality and unity on our campus. Uniform compliance is a positive learning experience for students involved in professional training and will help individual students learn specific responsibilities. Once a student is enrolled in school, he/she should obtain the required uniform items through a FWAFA PTO Resale or through:

www.flynnohara.com/school/TX059

(817) 292-KIDS

363 Carroll St. Fort Worth

General School Uniform Guidelines

Tops

- Red Logoed Short Sleeve Polo Shirt
- Navy Logoed Short Sleeve Polo Shirt
- Red or Navy Logoed Long Sleeve Polo Shirt
- Solid light blue or white oxford shirt, long or short sleeve
- Navy Logoed Cardigan Sweater
- Solid Red, White, or Navy Long Sleeve Shirt (worn underneath uniform shirts as needed)
- Logoed Sweatshirt (from FWAFA or Flynn O'Hara)
- Logoed Hooded Jacket (from FWAFA or Flynn O'Hara)
- Seniors may wear a college sweatshirt on Wednesdays

Bottoms

- Khaki Slacks (pleated or plain front)

- Belt (solid-colored in brown, black, or navy blue), available from any source
- Khaki Walking Shorts no shorter than two inches above the knee
- Khaki or Plaid #36 Skirt no shorter than two inches above the knee
- Plaid jumper no shorter than two inches above the knee
- White, Black, or Navy Tights or Leggings are allowed under all skirts. Students should not wear sweatpants/workout pants under skirts as part of the uniform.

Footwear

- Closed-Toe and Closed-Heel Shoes
- Ballet and Jazz Shoes (for dance class only)
- Athletic Shoes (may be worn all day or just for P.E.)

Dress and Grooming

- Shall not lead school officials to believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities.
- Shall not create a health hazard to the student's safety or to the safety of others.
- Clothing which exposes the stomach and hips shall not be worn.
- Jumpers and skirts may not be hemmed shorter than two inches above the kneecap.
- Student names may be monogrammed on uniform tops, including the sweatshirt, hoodie, and sweater. The monogram should be on the right side of the garment, opposite from the FWAFA logo. The monogram should be no larger than the FWAFA logo, in keeping with the colors of our uniform.
- Shorts may be worn under jumpers and skirts, but should not be visible.
- No hats or scarves are to be worn inside the building except for special days.
- Girls may wear non-distracting hair accessories.
- Khaki slacks must be fitted at the waist with no sagging.
- Khaki must be uniform khaki color from the designated uniform store or matching exactly.
- Jewelry must be quiet and non-distracting. Jewelry with bells, lights, should only be worn when requested for costuming, group projects, etc.
- Only uniform jackets, sweatshirts, and sweaters may be worn inside the classroom. Non-uniform coats and jackets may be worn outside of the building for recess or designated activities.

The school administration shall have the right to appraise any clothing issue. The administrator's decision shall be final. Coming to school out of dress code is a Level I misbehavior according to the FWAFA disciplinary policy.

Spirit Days

Spirit Days will be held every Friday. Students may wear any approved FWAFA spirit shirt. On Spirit Days, all shirt choices must be worn with official FWAFA uniform bottoms or blue jeans with no holes. Students will also need to bring clothing for Dance, Musical Theatre, Movement for the Actor, and/or P.E. unless specifically stated otherwise.

Free Dress Days

Free Dress Days may be held any day of the week with Principal approval, and will be communicated at least one week prior to the event. Free dress consists of clothing of the student's choice, excluding short shorts, spaghetti straps, short skirts, inappropriate t-shirts, etc. Closed toe, closed heel shoes should still be worn with free dress. Students will also need to bring clothing for Dance and/or P.E. unless specifically stated otherwise.

P.E. Uniform Requirements

- Grade 7 and up: any color shorts or sweat/fitness pants, long or short sleeved t-shirt, tennis shoes
- Not Allowed: muscle shirts, tank tops, spaghetti straps, crop tops, halter tops, leotards, or any item with profanity or any other image/statement that is inappropriate, distracting or offensive to others as determined by the principal or principal designee.
- Tennis shoes for P.E. should be made/designed specifically for "running" and/or "cross training." Sperry's, Vans, and other similar types of shoes do not provide sufficient ankle & arch support.

Elementary Dance Class Dress Code

Hair secured so that it does not cover the face.

Please do NOT wear: jewelry except for stud earrings, bra tops, visible undergarments, crop tops, shorts, items in pockets, Apple watches or Fitbits.

FALL

Girls: black Leotard, pink tights, pink ballet shoes

Boys: Black or white t-shirt, black jazz pants or black young men's tights, black ballet shoes

SPRING

Girls: black Leotard, black or tan tights, black jazz shoes

Boys: Black or white t-shirt, black jazz pants black jazz shoes

Middle and High School Dance Class Dress Code

Girls:

Option 1: dance tights (black, pink, or your skin tone) and leotard (any color). Ballet shoes and Black jazz shoes.

Option 2: Form-fitting pants (neutral colors such as black, white, gray) and form-fitting tops (any color). Ballet shoes and Black jazz shoes.

Hair secured so that it does not cover the face.

Please do NOT wear: jewelry except for stud earrings, bra tops, visible undergarments, crop tops, shorts, items in pockets, Apple watches or Fitbits.

Boys:

Option 1: dance tights (black, pink, or your skin tone) and leotard (any color). Ballet shoes and Black jazz shoes.

Option 2: Form-fitting pants (neutral colors such as black, white, gray) and form-fitting tops (any color). Ballet shoes and Black jazz shoes.

Hair secured so that it does not cover the face.

Please do NOT wear: jewelry except for stud earrings, bra tops, visible undergarments, crop tops, shorts, items in pockets, Apple watches or Fitbits.

Movement for the Actor & HS Musical Theatre Uniform Requirements

Girls:

Form-fitting pants (neutral colors such as black, white, gray) and form-fitting tops (any color). Tennis shoes, black split sole jazz shoes, black canvas ballet shoes, for performances - black dress shoes/character shoes

Hair secured so that it does not cover the face.

Please do NOT wear: jewelry except for stud earrings, bra tops, visible undergarments, crop tops, shorts, items in pockets, Apple watches or Fitbits.

Boys:

Form-fitting pants (neutral colors such as black, white, gray) and form-fitting tops (any color). Tennis shoes, black split sole jazz shoes, black canvas ballet shoes, for performances - black dress shoes/character shoes

Hair secured so that it does not cover the face.

Please do NOT wear: jewelry except for stud earrings, bra tops, visible undergarments, crop tops, shorts, items in pockets, Apple watches or Fitbits.

Texas Boys Choir Performance Attire

Students and parents/guardians will receive notification of which uniform is expected prior to a rehearsal and/or performance. On occasion, you will be notified if there is a need to vary from the stated uniform. It is important and expected that the uniform requirements be followed precisely as stated at all times. Please contact the Production & Operations Manager if you have any questions regarding uniforms.

PERFORMANCE SCHOOL UNIFORM (TBC Tour Choir, Troubadours, Young Men’s Ensemble, and Training Choir) (for casual performances during the school day)

Flynn O’Hara red or blue knit TBC polo (color will be communicated by Artistic Director and/or Production & Operations Manager in advance of performances)
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Flynn O’Hara khaki flat-front pants or shorts (pants/shorts specification will be communicated by Artistic Director and/or Production & Operations Manager in advance of performances)
--

Brown leather belt

Khaki or dark-colored crew socks

Brown loafers or lace-up shoes

FULL DRESS UNIFORM (TBC Tour Choir and Troubadours)
--

Undershirt

Regulation white button down shirt

Regulation grey flat-front slacks

Black belt

Black dress socks

Black Oxford shoes

Regulation red/navy striped tie

Regulation navy blue blazer w/ TBC patch

Black pocket comb

FULL DRESS UNIFORM (TBC Young Men's Ensemble and Training Choir)

Undershirt

Regulation white button down shirt

Regulation grey flat-front slacks

Black belt

Black dress socks

Black Oxford shoes

Regulation red/navy striped tie

Black pocket comb

ACCESSORIES

Jewelry, including piercings, outside of what is assigned by the director for performances is not allowed. Please do not wear additional accessories unless asked to do so. Tattoos will need to be completely covered if applicable.

GROOMING

As representatives of the Texas Boys Choir, the state of Texas, and the United States of America, students should develop regular habits of good hygiene and appearance and take pride in them. These should include a daily shower and shampoo, deodorant, combed hair, brushed teeth, and trimmed, clean nails. You never know when you may be on stage, on television, photographed, or in public view. All students must be clean shaven (if applicable) on a daily basis. Sideburns must not extend beyond the middle of the ear. Finally, absolutely NO body piercings or tattoos are allowed. A very precise hair code is required by Texas Boys Choir to provide a neat appearance and a "timeless" look. Fad haircuts and hairstyles are not acceptable as they date publicity photos and media appearances. Hair must not cover the eyebrows or cause shadows on the face. Hair should not touch more than the top of the ear and should not cover the collar; however, hair should be long enough to effectively be parted and combed, except naturally curly hair. Finally, coloring or highlighting the hair is unacceptable. The Artistic Director has final say on whether a haircut is acceptable.

Children's Choir of Texas Performance Attire

Items to be purchased for CCT girls:		Supplier:
	white, long sleeve, button up Oxford shirts	Flynn O'Hara
	navy sweater vest with CCT patch	Flynn O'Hara
	red cross tie	Flynn O'Hara
	plaid skirt	Flynn O'Hara
	navy tights	Flynn O'Hara
	black character shoes	The Dance Shop (2485 Forest Park Blvd, Fort Worth, 76110)

Items to be purchased for CCT boys:		Supplier:
	white, long sleeve, button up Oxford shirts	Flynn O'Hara
	navy sweater vest with CCT patch	Flynn O'Hara
	red and navy striped tie	Flynn O'Hara
	gray slacks	Flynn O'Hara
	black belt	Supplier of your choosing
	black dress socks	Supplier of your choosing
	black loafers	Supplier of your choosing

Singing Girls of Texas Attire

The following items will need to be purchased or rented as a member of SGT.

Items to be purchased from Flynn O'Hara:

3 ¾ length white button-down shirts 1 pair of flat-front khaki pants

2 plaid skirts 1 pair of flat-front khaki shorts

3 red uniform polos with the current SGT logo 1 navy V-neck sweater with SGT patch

3 blue uniform polos with the current SGT logo 1 black fleece with SGT logo (optional)

1 plaid crisscross tie

Items to be purchased from a supplier of your choosing:

2 pairs of opaque black hosiery 1 black/brown belt

2 pairs of dark socks (no show) 1 pair of 2-inch FLEX black character shoes

1 pair of black flats 1 pair of white sneakers

1 pair of brown flats 2 pairs of executive-cut white socks

Items included in your rental fee:

1 black choral dress 1 navy blazer with SGT patch (Tour Choir only)

Items included in your supply fee:

1 SGT 2023-2024 T-shirt

Education Services

Multi-Tiered Systems of Supports (MTSS)

MTSS is a framework that helps educators provide academic and behavioral strategies for students with various needs. Within this framework, several programs work together to best serve every student. Data-based problem solving is used to take a comprehensive approach to educating the whole child by making systematic improvements across the campus.

Response to Intervention (RtI)

For students having difficulty in the regular classroom, all school districts and open enrollment charter schools 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 and charter schools to meet the needs of all struggling students.

Response to Intervention (RTI) is a proactive approach to help all students. It is most often used for struggling learners, but may also be used to improve student behavior. Students are provided with interventions at increasing levels of intensity to meet their needs and progress is closely monitored by their classroom teacher(s) and RTI Team. The amount of time each student spends in RTI varies as each approach is personalized. The ultimate goal is student success and the RTI Coordinator will work with other educational professionals as needed to provide additional testing and/or supports. The Special Services program provides a comprehensive program for each student between the ages of three and twenty-one who has been identified as a student with a disability.

Special Education & Section 504 Services

Identified disabilities include vision and hearing impairments, speech impairments, physical, mental, or emotional disabilities, and learning disabilities. Homebound instruction is available for students who have serious medical conditions and are confined to home by a physician for a period of four weeks or more.

Specific guidelines and requirements are set by the state to determine a student's eligibility for services. Consideration of a student's need for special education services is initiated by a referral that may be made by the parents, a physician, a community agency, and/or school personnel. An ARD (Admission, Review, and Dismissal) Committee composed of administrators, teachers, parents, and others will meet to develop an Individual Education Plan (IEP) and determine placement.

Special Education Referrals

If a student is experiencing learning difficulties, his/her guardian may contact the school to learn about the school's overall general education referral or screening system for support services. A parent may request an evaluation for Special Education or Section 504 services at any time.

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

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

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

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

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

Section 504 Referrals

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

English Learners

A student identified as an English Learner (EL) may have services provided through the school. Students will enter the program and continue to demonstrate eligibility through the Texas English Language Proficiency Assessment System (TELPAS). The Language Proficiency Assessment Committee (LPAC) will meet multiple times each year to review and consider the classroom and testing needs of all English Learners.

Additional Information

The following websites provide information and resources for students with disabilities and their families.

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

FWAFA Gifted and Talented Grades 3-12

Definition of a Gifted and Talented Student

The Texas State Plan and Guidelines for the Education of Gifted and Talented students defines gifted and talented students as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in intellectual, creative, or artistic areas;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

FWAFA Gifted and Talented Philosophy

The philosophy of Fort Worth Academy of Fine Arts Gifted and Talented program is that students who show attributes of giftedness in each area of the arts served, specific academic, and general intellectual ability should receive a differentiated learning environment in order to maximize talent. At Fort Worth Academy of Fine Arts, a comprehensive program that addresses multiple kinds and degrees of artistic talent is designed to help students:

- Fall in love with his/her chosen artistic pursuit and/or discipline;
- Understand the complexities and intricacies of selected area(s) of study at appropriate levels of ability and rates of learning; and
- Apply that knowledge/ability to create, polish, and showcase at high levels of excellence.

An arts-integrated curriculum sequences learning at appropriate degrees and complexities of understanding. Instruction under the guidance of accomplished teachers and mentors balances

enrichment and acceleration at appropriate levels of challenge and is differentiated to meet the needs and differences of individual and small groups of students. Talent is thus maximized in learning environments that provide appropriate degrees of challenge under the guidance of knowledgeable mentors and teachers who develop a passion for learning in their students.

Program Goals

FWAFA's G/T program is developed to ensure that our students are challenged to achieve their highest potential and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

The school's goals for meeting student needs include:

- Implementing an ongoing identification process of screening and selecting students based on multiple criteria utilizing a selection committee
- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies, and science
- Providing ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving multiple kinds and degrees of talent
- Soliciting parent and community involvement to promote collective participation in the Gifted Program
- Evaluating the effectiveness of the Gifted Program for the purpose of continued improvement and development
- Strengthening the depth and extending the number of options for study in the arts

G/T Program Description & Procedures

To provide appropriate educational opportunities for artistically talented students, Fort Worth Academy of Fine Arts seeks to identify all students who possess exceptional abilities and potential for accomplishment to meet their educational and artistic needs. To qualify for admission into Fort Worth Academy of Fine Arts, students must *meet a minimum of three (3)* criteria in at least one area of the fine arts. Thus, selection reflects above average to highly gifted abilities in the arts. Additional assessments help to identify cognitive ability and academic achievement levels. The results from these assessments are used to determine specific academic aptitude and general intellectual ability. Although the three (3) kinds of ability/talent are determined at different times and stages during the school year, an ongoing, systematic review of all students is made to determine students needing enriched programming and/or advanced placement to receive maximum educational advantage.

A comprehensive program of arts-integrated curriculum in core academic areas and multiple courses of study in the arts reach across grade levels 3-12. The program provides educational opportunities for students to work individually under the guidance of a mentor, independently, within small groups,

and at appropriate levels of challenge in regular or advanced classrooms. Multiple opportunities to study and perform in the arts are offered for students at varying levels of sophistication, including visual and vocal arts as well as dance.

The initial audition process for consideration of acceptance includes three (3) main stages: (1) nomination for audition; (2) screening; and (3) selection. A School representative will make both staff members and parents aware of the audition process through written communication, staff or parent meetings, individual conferences, and the FWFA web page.

An additional process that involves identification of specific academic aptitude and general intellectual ability is outlined below.

Step One: Nomination Process

Student may be nominated for the G/T program by any of the following:

- Parents;
- Professional Educator (any teacher who is familiar with the student's capabilities); and/or
- Any other interested parties who are familiar with the student's abilities.

Students may be nominated by staff members or a parent/guardian during the posted nomination period each April by submitting a nomination form to the GT committee. Parents can contact the school office or refer to the website to obtain a nomination and permission to test form. Students in grades 3-12 have the opportunity to be screened annually. Any student who enrolls at FWFA during the middle of the school year can be nominated by a parent/guardian within six (6) weeks of their enrollment. If students were identified as academically gifted at a previous school, they will automatically be provided GT services without the need for reassessment.

Step Two: Screening

During the audition screening process, relevant data is collected which demonstrates the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's artistic talent and need to be placed in the G/T program. In accordance with the Texas State Plan for the Education of Gifted and Talented Students, FWFA uses both quantitative (objective) and qualitative (subjective) measures.

- When a student is nominated, the school will send home a permission to test form and the Parent Inventory of Student Characteristics form. The forms must be returned to the school within ten (10) school days.
- When the forms are returned, the school may then begin administering tests needed to develop the student profile.
- Testing data must be collected for each student being screened for the program.

Quantitative Information

Data is used from a nationally recognized test which assesses general ability, abstract thinking, and/or reasoning ability such as, but not limited to:

- Otis Lennon Mental Abilities Test (OLSAT)
- Naglieri (NNAT)
- The Cognitive Abilities Test (CogAT)

Qualitative Information

- Teacher Observation Checklist
- Parent Inventory of Student Characteristics
- Portfolio (Student Samples), if requested

Upon completion of the screening process, the student's records continue to the final step of selection.

Step Three: Selection Process

Decisions regarding placement of students in the FWAFA G/T program are made by a Campus/District GT Committee. The GT Committee is composed of at least three educators who have received training in the nature and needs of G/T students and who have met and reviewed the individual student data.

- The GT Committee reviews all information. The GT Committee makes the decision to serve the student in a variety of areas to achieve their potential in academic areas or to decline to place the student in the G/T program based on the information.
- When the GT Committee has made a recommendation regarding placement, the School will notify the parents of the GT Committee's decision. Notification will be made in writing and sent by mail or email to the parents. If the student qualifies for G/T services, the School will obtain written permission from the parents before a student is placed in the program.

Students who meet the FWAFA G/T program criteria do not necessarily identify qualification for another district.

Furlough

The GT Committee may place students who are unable to maintain satisfactory performance within the structure of the program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the GT Committee. A student, parent, or G/T teacher may request a furlough from the G/T Program if a student is facing extenuating circumstances or the G/T Program no longer meets the child's needs. A student may be furloughed for a period of time, not to exceed one (1) year, deemed appropriate by the GT Committee. At the

end of the furlough, the student's progress will be reassessed, and the student may re-enter the G/T Program, be removed from the Program, or be placed on another furlough.

Exit Procedure

Student performance in the Program will be monitored. A student can be removed from the Program at any time the GT Committee determines it is in the student's best interest. If a student or parent requests removal from the Program, the GT Committee will meet with the parent and student before honoring the request.

Re-Entry Procedure

A student, who exits the program, but not the school, may not be considered for re-entry to the G/T program until the next academic year. The student will be reassessed and must meet the criteria established. A student who moves from and returns to the school within the same academic year remains eligible for that year.

Appeals Process

The appeals process allows for the reevaluation of a student for possible placement in the program. A parent may appeal a final decision of the GT Committee regarding selection for or removal from the gifted program.

Steps of Appeals Process

- GT Committee
- Principal
- Chief Academic Officer-- The parent presents the reasons for reconsideration. The decision of the Chief Academic Officer is final.

Program Evaluation

The G/T Program will be evaluated annually to determine if the goals and objectives are met. Evaluation information will be on file at the administration office.

Community Awareness

The school will ensure that program information is available to parents and community members. They will be kept informed of school needs for the program and legislation related to artistically talented students. Program information will be relayed through correspondence, news releases, presentations, and/or the FWFA web page.

G/T Programs

Grades 3-6

Throughout the year, G/T students are given opportunities within the classroom to work together as a group, work with other students, and work independently. Academic enrichment for artistic G/T students is accomplished through differentiated instruction with emphasis on cooperative learning, discovery learning, project-based learning, and arts-integrated instruction with emphasis on the arts processes (create, perform, present, produce, respond, and connect).

Grades 7-8

Identified students in seventh (7th) and eighth (8th) grades are served through Honors courses. The program and courses provide students with a differentiated, compacted, and when appropriate, accelerated curriculum.

FWAFA Middle School offers:

- Musical Theatre
- Pre-Algebra
- Academy Dance Company II
- Spanish I
- American Sign Language
- Texas Boys Choir
- Principles of Information Technology
- Health
- Professional Communications

G/T Program (Grades 9-12)

Students are offered a wide selection of options to develop their talents and interests. The programs and courses provide students with a differentiated, compacted, and when appropriate, accelerated curriculum.

Advanced course options open to all students are categorized as:

- Honors Courses
- Advanced Placement Courses
- Concurrent / Dual Enrollment

FWAFA High School offers the following advanced courses:

- English
- Geometry
- Biology
- Chemistry

- Algebra II
- World Geography
- World History
- Advanced Placement English Language and Composition
- Advanced Placement English Literature
- Advanced Placement Calculus
- Advanced Placement Biology
- Advanced Placement United States History
- Advanced Placement World History
- Advanced Placement Spanish
- Advanced Placement Music Theory
- Academy Dance Companies
- Advanced Theatre
- Advanced Musical Theatre
- Singing Girls of Texas
- Texas Boys Choir

Professional Development State Requirements

All teachers who work with identified gifted students must complete thirty (30) hours of G/T training. An additional six (6) hours of TEA approved G/T training is required each year thereafter.

Administrators and counselors will receive six (6) hours of professional development that includes the nature and needs of gifted and talented students and program options for gifted students.

Counseling Services

Academic Counseling

The school counselors will provide academic guidance to parents and students as needed. The counselor may work with the grade-level teacher(s) to develop a plan of success for students struggling to meet academic or behavioral expectations. The counselors will also meet with students and parents as they prepare for the transition from high school to college or careers.

Personal Counseling

The school counselors may also meet with individuals, small groups, classrooms, or full grade-levels as needed for a variety of social and/or emotional concerns. A student wishing to speak to the counselor individually during the school day may ask their teacher. Guardians may also request an individual counseling service for their child by emailing the counselor or calling the front office.

Curriculum

FWAFA students in third through sixth grades take six classes each day; three core academic and three fine arts, each with a different FWAFA teacher. Students explore Math, English Language Arts, Science, and Social Studies daily, two of which are combined. The Fine Arts courses, Art, Dance, Theatre, and General Music, are rotated throughout the week, along with Physical Education (PE). The fine arts and PE classes are approximately forty-five minutes in length, however, all other classes are taught in longer blocks of time. All students have a designated homeroom class, however the three core academic teachers see the students for the same amount of time each day and each will assign and grade subject-specific assignments, tests, and homework.

Beginning in seventh grade, students take classes on a block schedule. Students attend all eight classes on Mondays for fifty minutes. On Tuesdays and Thursdays, students attend their odd numbered classes (1-3-5-7) and on Wednesdays/Fridays, students attend their even numbered class periods (2-4-6-8) for 103 minutes per class. Core classes include English, Science, Social Studies, and either on-level or accelerated Math. Seventh graders also have Health and Professional Communications courses, and eighth graders have Principles of Information Technology and may choose a Spanish or American Sign Language class. Unlike elementary students who receive a base in all the fine arts, middle schoolers may choose one or two fine arts in which to concentrate. Fine arts electives and audition-based programs for middle school include a variety of offerings for Choir, Theatre, Dance, and Visual Arts. Students should expect to perform and to display their work regularly. Middle school students also have the opportunity to audition for both a play and a musical.

FWAFA's High School students continue choosing Fine Arts and other electives, following their graduation requirements for their personalized endorsement, per the Texas Education Agency. Each year, students choose between two to four electives, a foreign language, four core academic classes and/or a PE credit. Each student's schedule is individualized for the student's interest and academic progress and is approved by the Secondary Counselor. Performance and production opportunities abound for each Fine Arts program. Choir concerts, dance concerts, musicals, plays, showcases, and art exhibitions are all a part of the school day and after school curriculum.

3 rd -6 th Grade	7 th Grade	8 th Grade	High School
English	English	English	English
Math	Math/Pre-Algebra	Pre-Algebra/Algebra I	Math
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
PE	PE	Principles of IT	PE*
Dance	Health/Professional Communications	American Sign Language/Spanish I	Spanish II*/American Sign Language
Music	FA Elective	FA Elective	FA Elective
Theatre	FA Elective	FA Elective	FA & Other Elective(s)
Visual Arts			

After students have completed their credits for PE and Languages Other Than English, they will complete additional elective credits of their choice each year, following their graduation plans.

Coursework Options at FWFA

The high school program at FWFA is college preparatory and the coursework has been selected to give our students the greatest number of options in postsecondary education or professional artistic training. Under our present curriculum initiative, all teachers are striving to teach with methods that supply an arts enriched curriculum to our students in all courses. We have four different types of coursework as listed below.

- Standard Curriculum is developed from Texas Essential Knowledge and Skills (TEKS) in order to meet all standards for graduation.
- Pre-AP and Honors Curriculum is developed from the TEKS and taught on a college preparatory level and considered advanced coursework by many colleges and universities.
- Advanced Placement Curriculum is developed from a combination of the TEKS and the required content for each specific Advanced Placement course as determined by College Board, the governing board for Advanced Placement (AP). AP is considered advanced coursework by most colleges and universities and students may earn college credit pending the results of their testing and policies of their chosen university.
- Dual Enrollment Curriculum is coursework taken through a college or university that meets graduation requirements for Texas. Students may earn high school credit, as well as, credit through the college or university. The transfer of credits is determined by the receiving university.

FWAFA offers these options in order to:

- Provide students with an arts-based program of study that will meet state graduation requirements and be rigorous enough to prepare them for work at the university and professional level.
- Offer coursework that meets the “advanced coursework” designation that colleges reward through admission.
- Offer coursework that may meet individual college requirements for the awarding of college credit. (Students must consult individual colleges and universities for specific requirements).

Grading & Student Assessment

Grading Policy

- Law and policy require that FWAFA establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school to assure fairness.

Grading Components

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated objectives. The student's mastery level shall be the major factor in determining the grade for a subject or course. Teachers will assign a grade that reflects the student's mastery of an assignment.

When assigning items that are measured subjectively (i.e. student writing, discussions, projects, performances, presentations, etc.), including participation grades, grading rubrics shall be developed and provided to the student at the time the assignment is given.

Grading Guidelines

Teachers will assign a grade that reflects the student's mastery of an assignment. Every teacher must keep a record of grades and must submit grade information according to established deadlines for each reporting period.

Numerical grades earned indicate the following levels of achievement:

A - 90-100*	Excellent
B - 80-89	Good
C - 70-79	Satisfactory
F - Below	Failing

*No grade over 100 may be recorded on the report card or on the academic achievement record. Grades cannot be lowered for non-academic reasons including but not limited to the following: no name, no header, date missing, etc.

Guidelines for Make-Up Work Due to Absence

Regular attendance is an academically related factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences.

Students shall receive credit for satisfactory make-up work after an excused absence. The LATE WORK POLICY shall be followed for any late work received after the extended deadline.

The major responsibility for making up work after an absence lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

- **Grades 3-6**

Students will be given one day for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration by the administration.

- **Grades 7-12**

Students have one day for each day the class is offered to make up work for an absence with the following exceptions:

- Previously announced tests or work is due upon the student's return to school or specific class if on block schedule. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration.
- Students absent for school-related activities and approved onsite or offsite performances are expected to make up or turn in all previously assigned work on the day they return to school or specific class if on block schedule. Teachers and sponsors of extra-curricular activities should make teachers aware in a timely manner of situations where students may be absent while representing the school. Students involved in approved offsite performances are responsible for notifying their teachers and getting assignments.
- Teachers may assign a late penalty to any make up work turned in after the extended due date in accordance with our Late Work Policy.

Minimum Number of Grades

A sufficient number of grades should be taken to accurately reflect the progress of each student.

- **Grades 3-6**

- In grades 3-6, during each six weeks, there should be a minimum of 2 grades per week and at least 3 major grades.
- Daily grades will be averaged and constitute 60 percent of the grade. Major grades which may include any combination of the following: unit tests, major skills tests, projects, research papers, performance assessments, etc.) will constitute 40 percent of the grade.

- Benchmarks will count as a daily grade.
- Grades 7-12
 - In grades 7-12, teachers should take a minimum of 2 grades per week and 3 major grades per grading period.
 - In grades 7-12, daily grades will be averaged and constitute 60 percent of a grade. Major grades which may include any combination of the following: unit tests, major skills tests, projects, research papers, performance assessments, etc. will constitute 40 percent of the grade.
 - Benchmarks will count as daily grades.

Grade Reporting Periods

- A school year shall consist of six grading periods, three each semester.
- Assignments made in a particular grading period will be averaged that grading period unless designated clearly by the teacher when the assignment is given.
- Work received after the last day of the six weeks can only be used to remove from the record an "incomplete" caused by one or more absences.

Semester Averages

- **Grades 3-8**
The semester average should be the average of the first three or second three grading periods.
- **Grades 9-12 and any 7-8 grade student taking high school credits**
The semester average will be comprised of the first three or second three grading periods and the semester exam.
 - Ninety percent is the average of the two grading periods.
 - Ten percent is comprised of the semester exam grade.

Late Work Policy

- **Grades 3-6**
An assignment turned in after the due date will have 10 points deducted for each class period it is late.
- **Grades 7-12**
An assignment turned in after the due date will have 10 points deducted for each class period that it is late.

Reteaching Guidelines

- If a student fails (earns below 70) a test, the student has the option of attending tutoring, where a teacher will reteach the essential knowledge and skills not mastered.
- Students will then be given the opportunity to correct their test or retest in either the original or a rewritten format. If the retest grade is higher than the original grade, the original grade is changed and the retest grade is entered up to 70.
- Only students who attend tutoring will have the opportunity to improve their test grade.

- Tutorials shall be provided for students desiring extra help in all subjects. Each teacher will offer tutorials two days a week either before or after school and communicate those days to parents, students, and administration.

Posting of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week (a minimum of 2 per week).

Homework

Homework may be assigned to students as an appropriate part of a lesson. The evaluation of homework shall be in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework should represent independent practice or independent study related to a concept taught through direct instruction.

Homework should have value, result in a higher performance level on summative activities, and be included in the total grade to encourage students to complete work productively and on time.

Eligibility for all Extracurricular Participants after the First Grade Reporting Period

A student who receives, at the end of any six-week grading period, a grade below 70 in any class may not participate in extracurricular activities for three school weeks following a one week waiting period. However, an ineligible student may practice or rehearse. The student regains eligibility after the seven-calendar day waiting period has ended following a grading period of the three week progress report or six week report card demonstrating passing grades in all classes.

GPA

A student's Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for high school credit courses attempted will count towards the student's GPA, with the exception of local credits. FWFA converts semester grades and calculates a weighted GPA in accordance with the table below.

FWAFA GPA Scale

Numerical Grade	On-Level Course	Pre-AP or Honors	AP or Dual Credit
97-100	4.0	4.5	5.0
94-96	3.8	4.3	4.8
90-93	3.6	4.1	4.6
87-89	3.4	3.9	4.4
84-86	3.2	3.7	4.2
80-83	3.0	3.5	4.0
77-79	2.8	3.3	3.8

74-76	2.6	3.1	3.6
71-73	2.4	2.9	3.4
70	2.0	2.5	3.0
69 and below	0.0	0.0	0.0

Grade point average (GPA) are calculated at the end of the semester on completed course grades. The cumulative GPA is posted to the student’s transcript. No credit is given for grades below a 70. If a student repeats a course due to a previous failure, the passing grade will replace the previous failing grade in their GPA. Courses with a passing grade may not be repeated for credit.

Students in middle school will be given high school credit for passing courses offered in middle school that are taught at the high school credit level. These classes include Professional Communications, Health, Principles of Information Technology, Spanish I, ASL I, Technical Theatre I, and Algebra I. Credits obtained in middle school will be included in the GPA calculation.

Graduate Ranking

The numerical grade point average of each student will be computed using the high school grades the student has accumulated through the end of the 5th six-week grading period of the senior year.

The valedictorian and salutatorian shall be the students with the highest and second-highest grade point averages, respectively, as of the time of calculation. The time of calculation of such averages is at or near the end of the fifth (5th) six (6) weeks of their senior year, usually in April. Only students classified as seniors are eligible for these recognitions and such seniors must:

- Have attended FWFAFA consecutively for six (6) semesters as of the time of the calculation;
- Have a minimum of twenty-six (26) credits upon graduation;
- Have completed the FWFAFA Graduation Plan upon graduation; and
- Be in good standing, including without limitation, having no violation of the FWFAFA Code of Conduct and under no disciplinary or criminal investigation.

The Texas Education Agency will recognize FWFAFA’s highest-ranking graduate each year with a certificate. State colleges and universities may issue tuition scholarships to the student recognized as the highest-ranking graduate.

Outside of valedictorian, salutatorian, and Top 10%, FWFAFA, like many independent schools of comparable caliber and size, does not rank its students. Since admission is highly selective and the tested aptitudes are well above the national average, rank in class cannot be regarded as a valid indication of preparation for college.

Graduation

A student may graduate and receive a diploma only if the student successfully completes the curriculum requirements set forth by the State Board of Education and by Fort Worth Academy of Fine Arts. Unless otherwise exempted under Texas Education Code §39.027, a student must also pass the State-mandated secondary exit-level assessment instruments described in Texas Education Code

§39.023. A student may re-take the assessment instrument if the student fails to perform satisfactorily. Alternatively, a student may receive a diploma upon successful completion of an individualized education program developed under Texas Education Code §29.005.

While every student who completes the required elements is entitled to a diploma, attendance and participation at the graduation ceremonies for FWFA is a privilege and not a right. Students who are subject to disciplinary action at the time of graduation may not be allowed to participate in the graduation ceremony, if the terms of the discipline so require.

Extracurricular Eligibility

Student eligibility for participation in extracurricular activities and performances is affected by grade averages. Students who are failing a class at the end of the 6 week grading period are ineligible to participate in extracurricular activities or performances during the following 6 weeks grading period. At the 3-week progress report time a student may regain eligibility if they are passing all classes. Students regain eligibility after a seven-day grace period. Three-week progress reports will not be used to withdraw a student’s eligibility, only to restore it. A student receiving an incomplete (I) in a course is considered ineligible until the incomplete is replaced with a passing grade for that grading period.

All students are eligible to participate during the first grading period and during any school break that is one week or longer. FWFA will use the following calendar for student eligibility to participate in extracurricular activities or performances.

	End of Grading Period	Ineligibility Begins @ 3:45 PM	3 Week Progress Report & Eligibility Checked @ 3:45 (or sooner)
1st Grading Cycle			
2nd Grading Cycle			
3rd Grading Cycle			
4th Grading Cycle			
5th Grading Cycle			

The following link provides a complete list of rules and regulations regarding UIL eligibility.

<https://www.uil-texas.org/policy/tea-uil-side-by-side/academic-requirements>

Promotion & Retention of Students

Students shall be promoted from one grade level to the next based on academic performance and attendance.

- Refer to the Attendance section of the handbook for minimum attendance standards for promotion.
- At a minimum, students must pass English Language Arts/Reading and Math both semesters of the academic year.
- If a student earns less than 70% in one semester, but the average of both semesters is above 70%, both semesters may be considered passing.

Other factors involved in the promotion of a student include:

- As determined by TEA, a student may not be promoted from third to fourth, fifth to sixth, or eighth to ninth if s/he does not perform satisfactorily on the third, fifth, or 8th grade mathematics and reading STAAR exams.
 - Students may be provided at least one additional opportunity to pass and/or take alternate assessments if allowed per the Texas Education Agency. A student may be promoted if the student performs at grade level on an alternate assessment.
 - The school shall provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, an Accelerated Learning Committee shall be established to ensure student progress.

House Bill 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a **Teacher Incentive Allotment (TIA) designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
 1. **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;

2. **Limited to two subjects per year**, prioritizing math and RLA;
3. Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
4. Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
5. Provided by **a person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

Options for Acquiring Outside Credits

Options for receiving credit outside of Fort Worth Academy of Fine Arts due to failure or for acceleration vary by class type. To ensure credit may be granted, parents should discuss all future plans with the FWAFA counselor before enrolling in a program. FWAFA is not financially responsible for assisting students in taking outside classes.

English, Math, Science, Social Studies

To obtain elementary, middle, or high school level credit, students can take a Credit by Exams or courses through an accredited Texas Education Agency approved program. Students must take the test or complete the course for both semesters with an average grade of 80 or above.

Art, Dance, Music, Theatre

Credit will not be granted for any Fine Arts class taken outside of FWAFA. No other elective credits will be granted.

Physical Education

All elementary school students must complete Physical Education classes each year. FWAFA will not accept participation in outside activities or FWAFA Dance classes for PE credit.

Credit Recovery

A request to complete Credit by Exam to recover credit due to absences or failures must follow the guidelines set by the Attendance Committee or Grade Placement Committee.

Academic Honesty

Academic honesty at Fort Worth Academy of Fine Arts means demonstrating and upholding the highest integrity and honesty in all academic work. Students are expected to use their own thoughts, ideas, and beliefs to complete assignments or assessments in every grade/subject area. Student work must be *authentic*, meaning that the student's original ideas and understandings must be presented if applicable. Whenever the ideas of an additional source are included, that source must always be accurately and appropriately cited as is grade-level appropriate.

Students at Fort Worth Academy of Fine Arts can display academic honesty by:

- Accurately citing sources when presenting/submitting assignments
- Submitting original and independent work
- Producing his/her own work where applicable
- Using technology as a tool and a resource to craft one's thoughts and ideas

Academic Dishonesty

Academic dishonesty includes the use of ideas, thoughts, and works or resources and presenting them as one's own without giving the primary source notable credit. Plagiarism, cheating, and fabrication are examples of academic dishonesty.

Cheating involves unauthorized use of information, materials, devices, sources, or practices in completing academic activities. Cheating may include, but is not limited to:

- Using a classmate's work as one's own
- Attempting to or stealing teacher materials
- Looking on a classmate's paper (assignments, tests, or homework)
- Using technology to search for solutions to a test/task
- Copying someone else's work, answer for answer or allowing someone to copy
- Allowing someone else to complete assigned work (friends, family, tutor, etc.)
- Interacting with other students during an independent assignment or exam

Plagiarism is a form of cheating in which an individual adopts another person's ideas, words, design, art, music, etc., as his or her own without acknowledging the source, or, when necessary, obtaining permission from the author. Plagiarism may include, but is not limited to:

- Copying and pasting material from a website into one's own document without proper citations
- Submitting assignments, or pieces of work, that are not one's own (art pieces, music samples, etc.)
- Excluding quotation marks, author's name, and document information when directly quoting a source

- Not giving credit for the thoughts, ideas, and/or work of others
- Excluding a bibliography or works cited page

Fabrication involves the intentional use of invented information or falsification of information and academic resources with the intent to deceive. Fabrication may include, but is not limited to:

- Creating false crisis' to receive immunity or special exemption
- Citing information from false sources
- Submitting assignments with false data and/or evidence
- Making claims of submitting assignments that have not been completed or turned in

Generative AI systems are under a broad category of machine learning that can produce various types of content including images, text, and audio. AI has been around since the 1960s but has recently become popular due to easier to use models, such as ChatGPT. AI is a powerful tool that can enhance learning and research, but also poses ethical and academic challenges.

It is the responsibility of all students to ensure they are complying with district and campus policies regarding academic integrity, including but not limited to plagiarism.

Students are expected to adhere to the highest standards of academic integrity and honesty when using AI in your assignments, projects, and exams. Students who use ChatGPT and similar tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of Fort Worth Academy of Fine Arts.

The following policy outlines the principles and rules that govern the use of AI in your academic work:

- Acknowledge and cite any AI sources or tools that you use in your work, such as websites, apps, software, or online services.
- Indicate the extent and purpose of your use of AI, such as generating, editing, summarizing, translating, or analyzing data or text.
- Do not use AI to plagiarize, which means to copy or use someone else's words, ideas, data, or work without giving proper credit or permission.
- Do not use AI to fabricate, falsify, or misrepresent any data or text that you submit as your own work.
- Do not use AI to bypass or undermine any academic requirements or assessments, such as by generating answers, solutions, or essays that you do not understand or have not learned.
- Do not use AI to harm others or violate their privacy, such as by creating or spreading false or malicious information, impersonating others, or accessing unauthorized data or systems.
- Respect the intellectual property rights of others when using AI, such as by obtaining permission, paying fees, or following licenses when using copyrighted or proprietary data or software.

- Follow any additional guidelines or instructions provided by your campus administrators and teachers.

Compliance

Violations of this policy will be considered as academic misconduct and subject to disciplinary action, such as a grade penalty or course failure. An honor council composed of staff and students will review instances where students are accused of academic dishonesty due to the improper use of AI. The District reserves the right to use AI tools to detect and prevent any violations of this policy. If you have any questions or concerns about this policy or the use of AI in your academic work, please consult your teachers or campus administration.

Role of Administrators, Teachers, and Parents

Administrators, teachers, and parents/guardians can all play a part in helping students maintain academic honesty. At Fort Worth Academy of Fine Arts, teachers and administrators will help students by promoting academic honesty and providing students with clear directions and requirements as grade-level appropriate. Parents can provide support and promote Fort Worth Academy of Fine Arts' policy with their children by monitoring their assignments and encouraging honesty in all matters.

Possible Penalties

In the event that academic honesty is not met, disciplinary action will take place according to the student code of conduct. Actions may include, but are not limited to:

- Teacher/Student/Parent and Administrator conference
- Earning a "0" for the assignment/test or a reduced possible average for submitting the work again

It is the hope of the teachers and administration at Fort Worth Academy of Fine Arts that all students will be honest in all of their academic endeavors.

Moment of Silence

State law requires a moment of silence following the pledges. Students may pray, meditate, or complete any other silent and still activity during this time. The state also requires a minute of silence each year in remembrance of those who lost their lives on September 11th, 2001.

Films in the Classroom

To be shown during class time, commercial films shall have been reviewed and pre-approved by the Principal.

Videos or DVDs rented or owned shall be used in the schools for education purposes only. All rented or owned media shall be appropriately licensed for display in an instructional setting and shall not be shown to a class for entertainment purposes. The fair use exemption permits limited use of copyrighted materials in classroom situations. That exemption does not permit free use of copyrighted materials for extracurricular activities such as after-school programs. Video performances for reward or entertainment purposes require the purchase of a performance license from suppliers such as Movie Licensing USA. The performance shall be presented by instructors or students, occur in the course of face-to-face teaching activities, and take place in a classroom or similar place for instruction. It is recommended that teachers document each video performance in their lesson plans to indicate the correlation between the video and the current lesson in the prescribed curriculum. The subject of the video must align to a topic addressed in that grade level curriculum, and the topic is being taught during the time period of the video performance. Segments of movies rated “PG-13” referenced in the District’s curriculum may be shown to students who are in grade 6 or higher, with prior parental approval. Movie segments must be utilized in accordance with guidelines as specified in District administrative procedures. Movies rated “R” or “X” are strictly prohibited.

Exemption from Classroom Activity

Parents who have a religious objection to a classroom activity may request that their child be removed from the classroom while that activity is conducted. Parents may also object to their child’s participation when they feel that a class activity is controversial in nature for any reason. The FWAFA Administration shall listen to the parent's concern and attempt to reach an agreement regarding the child's participation in the class activity that is being questioned.

Field Trips

Field trips should supplement and enrich classroom instruction by providing learning experiences in an environment outside the school, arouse new interests among students, help students relate school experiences to the reality of the world outside of school, bring the resources of the community—natural, artistic, industrial, commercial, governmental, educational—within the

students' learning experience, and afford students the opportunity to study real things and real processes in their actual environment.

All field trips must be approved by the Principal. Grade level teams are encouraged to propose field trips as they relate to the Texas Essential Knowledge and Skills (TEKS). Teachers are responsible for planning field trips but may elicit parent help. Field trips are considered a privilege. Students who do not follow the Student Code of Conduct may be denied this privilege. Students are subject to all school rules when on a field trip and are subject to disciplinary measures should inappropriate behavior occur.

Responsibilities of the Students

On the Bus

- Students must be seated and facing forward.
- Students must speak in a low volume.
- Students must stop talking when the bus stops (including stop lights).
- Students must keep their hands and feet to themselves.
- Students must listen to the adults in charge and comply with the student code of conduct at all times.

Inside Buildings

- Students must quietly enter the building.
- If in a seated area, students must sit down with feet in front.
- Students must stay where directed until told to move to another area.
- Students must be quiet and attentive during performances, with clapping and reactions as appropriate.
- Students must comply with the student code of conduct at all times.

Outside exhibits

- Students must stay with the group at all times.
- Students must always walk—no running.
- Students must not touch exhibits unless given permission by an adult.
- Students should use a regular voice level—no shouting.
- Students must comply with the student code of conduct at all times.

Transportation

All FWAFAs students may be transported in 10-passenger vans or school buses for field trips. According to Texas state law with the exception of buses, all children ages eight years and younger are required to ride in a booster seat while in a passenger vehicle. The only exception to this law is if the child is 4'9" or taller. Because of this safety issue every student, second grade and under will be required to use a booster seat while riding in the vans for field trips. If a child does not have a booster seat on the day of the field trip they will not be able to attend.

Student Clubs & Groups Policy

Texas Center for Arts + Academics has a consistent policy on Student Clubs and Groups for all entities in the organization, including its schools: Fort Worth Academy of Fine Arts and Texas School of the Arts. In our publicly funded charter schools, we follow the legal guidelines set up by Congress for the U.S. Department of Education in the Equal Access Act.

Policy

1. **Student Clubs** refers to any non-curricular organization that is student-initiated and governed.
2. **Student Groups** have a focus directly related to the academic and/or artistic curriculum. These are sponsored by the school.
3. Student Clubs and Groups are required to complete an application process before holding their first meeting. The process includes:
 - a. selecting a name and purpose for the group;
 - b. selecting a faculty advisor;
 - c. submitting a completed Student Club/Group Application to the school's Principal; and
 - d. receiving written notification of approval by the school's Principal and the Chief Academic Officer or Chief Executive Officer.
4. Prior to its first meeting of a new school year, all Student Clubs must submit a completed Student Club Renewal Form to its school Principal.
5. Student Clubs and Groups must have an approved faculty advisor who will monitor its activities.
6. Student Club and Group members must be enrolled in a Texas Center for Arts + Academics school. Students from other schools are not allowed to be members or to participate in its activities.
7. Membership in a Student Club or Group, or participation at its meetings/activities, is voluntary.
8. Student Clubs and Groups must receive written permission from its school's Principal prior to scheduling/planning special events or activities.
9. Student Clubs and Groups must submit to the Principal a written request to invite outside speakers/guests to its meetings. Written approval must be obtained prior to issuing the invitation to the speaker/guest.
10. Spirit Dress for Student Clubs and Groups must be approved by the Principal before it may be produced, distributed or worn on approved Spirit Dress days.
11. Student Clubs must meet outside of curriculum and rehearsal hours (e.g. before/after school, during lunch).
12. Student Clubs and Groups will not have public representations on social, digital or print media channels without permission from school administration.
13. Communications through official TCA+A print, digital, and social media channels are reserved solely for approved school-sponsored activities. These channels may not be used to promote Student Clubs and/or their activities without approval in advance from the Principal and President/CEO.

14. The use of Texas Center for Arts + Academics logos and its operating names by Student Clubs is prohibited without written approval from the President/CEO.

15. Student Clubs and Groups must receive written approval for all fundraising and community activities from the Principal.

NOTE: Student Clubs or Groups that do not follow this policy risk the loss of privileges to have special events/activities, hold meetings, or operate as a student organization. The Principal and/or Chief Academic Officer reserves the right to disband Student Clubs or Groups at any time, with or without cause.

Equal Access Act

The Equal Access Act ensures that non-curricular student groups are afforded the same access to public secondary school facilities as other, similarly situated student groups.

The Act applies to: (1) any public secondary school (2) that receives federal funds (3) and creates a limited open forum by allowing one or more non-curricular student groups to meet on its premises (4) during non-instructional time. Schools meeting these criteria are forbidden to prevent access or deny fair opportunity to students who wish to hold meetings on school grounds.

The Act does not mention specific types of student groups to which equal-access rights apply. It instead broadly provides that schools allowing at least one “non-curriculum related student group” may not deny comparable access to any other student group because of the “religious, political, philosophical, or other content of the speech at [the group’s] meetings.” The Act therefore prohibits schools from banning student-led non-curricular groups because of the content of the speech at the groups’ meetings.

The Act identifies narrow exceptions; however, schools may not ban or suppress the speech of student groups based on a “desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint.”

School Health Clinic

Nurse/Health Clinic

Fort Worth Academy of Fine Arts employs one full-time nurse to care for the FWFA students and staff and oversee the FWFA Health Clinic. The Health Clinic is equipped to treat minor injuries, perform mandatory state and federal health screenings, administer school hour prescribed medications and serve as a semi-private space for students who become ill during the school day.

Administration of Medication

The School allows administration of prescription medication and over-the-counter medication to students by the nurse and designated personnel.

Prescribed medicines are to be in a pharmacy labeled bottle with the student's name, dosage, directions, physician's name, pharmacy information, and date filled. All prescribed medicines are to be taken to the school nurse upon arrival to school, accompanied by the completed form: Parent/Physician Request for Administration of Medication by School Personnel. Parents may request their student be allowed to carry **inhalant and or anaphylaxis medication(s)** on their person by completing, and returning to the nurse, the Self-Administering Medication form to include a physician's signature.

Over the counter medication will only be given with parent's permission as designed on the Medical Certification form.

Students are not permitted to carry any prescription or over-the-counter medications at school or at school-related activities, except those with the appropriate signed form.

The school will assign the task of administration of medication to one or more appropriate staff in the absence of the school nurse or during off-campus school sponsored activities.

The school shall not administer vitamins, herbal remedies (such as herbal teas) or other home remedies to any student.

Authorization to consent to Medical Treatment, during off campus sponsored activities, may be found on the Travel/Medical Release /Parental Authorization form.

Emergency Use Opioid Antagonist

The campus nurse is authorized and trained to administer an opioid antagonist to a student who is reasonably believed to be experiencing anaphylaxis on campus; and at an off-campus school event or while in transit to or from a school event. Parents and/or guardians will be contacted prior to administering for parent/guardian consent.

Medical Screenings

A physician's medical screening is to be completed on FWAFAs' Medical Certificate form. A school physical is required every school year and is to be turned into the school/nurse no later than the first Monday of every August. Provisions will be made, for those doctor's appointments already arranged but occur after the first Monday of August, by contacting the school nurse.

The top section of the Medical Certificate is to be completed by a Parent/Guardian with the bottom section being completed by the student's physician (or attaching the physician's clinical physical form to FWAFAs' Medical Certificate with the parent's portion completed. Immunization records for new *students or those students who turned 11 years old since last school year* are also required .

The following School screenings will be completed for 3rd, 5th, 7th, graders.

Vision and Hearing Screening

The School shall cooperate with the State Board of Health to provide screening for students to detect vision and hearing disorders. The School Nurse shall insure that each student receives the appropriate screening as soon as possible after the student's enrollment in the School and/or within the time period established by the Texas Department of State Health Services.

A parent or guardian may substitute one or more evaluations performed by an outside professional chosen by the parent for the required screenings. The School shall not reimburse the parent for private or outside evaluations obtained in these areas.

A student may be exempted from the screenings if the screening procedure conflicts with the tenets and practices of a recognized church or religion of which the student is a member. The Nurse must receive an affidavit signed by the student's parent or guardian if a minor, on or before the day of admission, stating the objection to the screening.

The School shall maintain records of the screenings on forms provided by the Texas Department of State Health Services. Such records shall be available for inspection by the State and/or local health departments.

Abnormal Spinal Curvature Screening

The School shall comply with State law and regulations promulgated by the State Department of Health and shall conduct or otherwise arrange a program for mandatory spinal screening for abnormal spinal curvature for girl students in grades 5th and 7th and boy students in grade 8th. The School may engage a non-health practitioner to conduct the screenings, but the School shall insure that any individual conducting the screenings is properly trained and certified. If any screening indicates a student may have abnormal spinal curvature, the individual conducting the screenings, shall fill out the report form prescribed by the Department of Health. A copy of any such report shall be mailed to the student's parent or guardian, and a copy shall be kept with the School Nurse.

Spinal screenings are mandatory. However, a student may be exempt as follows:

- The school nurse utilizes the screening from the professional examination as documented on the Medical Certificate form.
- The screening conflicts with the tenets and practices of a recognized church or religion and parent or guardian signs an affidavit stating the objection to the screening.

Immunization Policies

In compliance with Texas state law, each student shall be fully immunized against the following diseases:

- Diphtheria/Tetanus
- Rubella/Measles/Mumps
- Varicella (or documentation of having chicken pox disease) (see Immunization section of the Medical Certificate)

- Poliomyelitis
- Meningitis due on or after 11th birthday
- Hepatitis B
- Hepatitis A

Immunizations records are required upon enrollment for all NEW FWAFA students and THOSE THAT TURNED 11 YEARS OLD SINCE LAST SCHOOL YEAR.

The school shall recognize the following exceptions to the immunization requirement:

- Student's parent/guardian has submitted to the School a signed affidavit stating that the immunizations conflict with the tenants and practice of a recognized church or religion of which the student is a member except that this exception does not apply in time of epidemic or emergency as declared by the Commissioner of public health.
- Student's parent submits an affidavit signed by a licensed physician stating that, in the physician's opinion, the immunization(s) would be injurious to the health of the student or the student's family or household.

Persons who knowingly falsify student health information when enrolling are in violation of the law and are subject to prosecution.

Students may be provisionally admitted to the School if the student has begun the required immunizations and continues to receive the necessary immunizations as soon as medically possible.

The School shall keep an individual immunization record for each student during the term of attendance at the School. These records shall be kept in compliance with all laws and regulations governing inspection of such records. These records may be transferred to other schools with or without parental or student consent as required by law.

Bacterial Meningitis

State law specifically requires the school to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe

headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven (7) to ten (10) days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine.

Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov> , and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Communicable Disease

State law prohibits all public schools from allowing children with certain communicable diseases to attend school. Communicable diseases are those that may be passed directly or indirectly from one person to another. Common communicable diseases include, but are not limited to, common cold with fever, strep throat, ringworm of the scalp, pink eye, scabies, hepatitis, impetigo, mononucleosis, measles (initial outbreak), chickenpox (initial outbreak), Covid and whooping cough. The Texas Department of Health publishes a complete list of communicable diseases that may require a student to be excluded from attending school. A student may be readmitted to School when one of the following occurs:

- The School receives a medical clearance from the student's physician in writing;
- The School receives a readmission permit from the local Health District; or
- The guidelines published by the Texas Commissioner of Health show that the communicable disease in question (e.g., chickenpox) is no longer considered contagious.

Students running a fever or otherwise sick should not attend school. The student should be fever free for twenty-four (24) hours before returning to school. Students should consult with the instructor or director of any performance or rehearsal at the time of their illness.

Refer to the Texas Center for Arts & Academics website for the most up-to-date COVID-19 Health and Safety policies and procedures.

Lice

Head lice (*Pediculus humanus capitis*) infestations will not disrupt the education process. Students with detected lice will go home at the end of the day, be treated, and will return to class after appropriate treatment has begun. All household members and other close contacts will evidence of an active infestation should also be treated. Nits may persist after treatment, but do not present risks to others. A head check may be performed by the school nurse or appropriate school official as needed. For more lice information, talk with the school nurse or visit CDC at:

<https://www.cdc.gov/parasites/lice/head/treatment.html>

Nutrition

Lunch Program

- Students must pay for meals in advance. Notices will be sent to parents regarding payments owed for student meals.
- FWAF will not participate in the "Predetermined Eligibility Program."
- Parents have the option of requesting to have no charges made by their child. The request must be in writing, and turned into the Cafeteria Manager each school year.
- Each student's payment status will be identified by a coded number.
- Adult volunteers will only receive a meal if there is additional food after the students have been fed.

- Breakfast will be served from 7:20 am to 7:45 am. All children in line at 7:45 am will be served. If the meal is not served by 7:50 am, the children in line will be given a pass. Students arriving after 7:50 am without an office pass will be sent to assembly.
- Fast food may not be dropped off or delivered to the lunchroom by a parent. Students may not have food delivered to the school from a restaurant or from apps like Door Dash and UberEats.

Pricing

- Lunches \$3.50

Celebration Treats

Treats and small prizes are allowed for celebrations at school. Due to potential allergens, non-food items are highly recommended. If food items are brought to campus, the following guidelines must be met:

- It is the donor’s responsibility to discuss any classroom allergies with the teacher before bringing any food items to school, and to make sure there is something for every child.
- Due to the risk of allergic reactions due to ingredients or cross contamination, no homemade items will be accepted.
- Celebration Treats must be wrapped, store bought items, and accompanied by a nutritional label.
- Treats will be distributed by the teacher or designated volunteer at the teacher’s discretion, or at the end of the school day.

Parents/Guardians of students with food allergies/sensitivities may bring a box of wrapped treats at the beginning of the school year so that when there are special treat days, the approved treat is already provided.

Wellness Policy

The Fort Worth Academy of Fine Arts shall support the general wellness of all students by implementing measurable goals to promote sound nutrition, student health, and to reduce childhood obesity.

The local School Health Advisory Council (SHAC), on behalf of the school board, is an advisory group made up of parents, teachers, administrators, students and community members that act collectively to provide recommendations to the school system on aspects of the school health program. SHAC incorporates strategies for soliciting involvement by and input from persons interested in wellness.

SHAC commonly make recommendations on the following issues:

1. Coordinated school health programs
2. A healthy school environment, nutrition and foodservice
3. healthy promotion of faculty and staff
4. physical activity requirements
5. human sexuality education programs

Nutrition Guidelines

The school's nutrition guidelines for all other foods and beverages sold/made available or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity. The guidelines shall be at least as restrictive as federal regulations and guidance, except when the school allows an exemption for fundraising activities as authorized by state and federal rules.

Nutrition Promotion & Education

The school shall implement, in accordance with law, a coordinated school health program with a nutrition education component. The school's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the school.

The school establishes the following goals for nutrition promotion:

1. the School's food service staff, teachers, and other school personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings;
2. the School shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students; and
3. the School shall ensure that food and beverage advertisements accessible to students during the school day contain only products that meet the federal guidelines for meals and competitive foods.

The school establishes the following goals for nutrition education:

1. the School shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors;
2. the School shall make nutrition education a school-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate; and
3. the School shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.

Wellness Goals: Physical Activity

The School shall implement, in accordance with law, a coordinated health program with physical education and activity components and shall offer at least the required amount of physical activity for all grades.

The school establishes the following goals for physical activity:

1. The School provides an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports;
2. The School provides appropriate staff development and encourage teachers to integrate physical activity into the curriculum where appropriate;
3. The School provides appropriate training and other activities available to school employees in order to promote enjoyable, lifelong, physical activity for school employees and students; and
4. The School encourages parents to support their children's participation, to be active role models, and to include physical activity in family events.

School-Based Activities

The school establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. the School allows sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable;
2. the School promotes wellness for students and their families at suitable school and campus activities; and
3. the School promotes employee wellness activities and involvement at suitable school and campus activities.

Implementation

The Principal shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The school shall comply with federal requirements for evaluating this policy and the wellness plan, as well as the school's level of compliance with the policy and plan. Annually, the SHAC shall assess and prepare a report of the school's progress toward meeting the goals listed in this policy and in the wellness plan, including a summary of the school's major activities and events tied to the wellness program.

Personal Belongings

Responsibility

FWAFA is not, at any time, responsible for students' private possessions. Students should mark all personal items, including ALL uniform items. Students who ride bicycles to school should park and secure them in the assigned place immediately upon arrival.

Students shall be responsible for their own personal belongings while at FWAFA. Students are discouraged from wearing or bringing expensive items of clothing, jewelry, or watches to FWAFA. FWAFA shall NOT be responsible for any personal items that are lost, damaged, or stolen at school or at school-related activities.

Lost and Found

A Lost and Found area will be available for all students. Students are encouraged to look for items immediately before and after school. Parents may check into the office to look through the lost and found area as needed. At the end of each grading period, all uniform items with no name will be donated to the FWAFA PTSO Resale. All non-uniform items will be donated.

Religious Activity

Students may individually, voluntarily and silently pray or meditate in school in a manner that does not disrupt the instruction or other activities of the school.

Statement of Nondiscrimination

Texas Center for Arts + Academics and FWFA prohibit discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of School policy.

Discrimination

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

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. otherwise adversely affects the student's educational opportunities.

Sexual Harassment by an Employee

Sexual harassment of a student by a School employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A School employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and School employees are prohibited. Any sexual relationship between a student and a School employee is always prohibited, even if consensual.

Sexual Harassment By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Retaliation

The School prohibits retaliation against a student alleged to have experienced discrimination or harassment or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a School investigation regarding discrimination or harassment is subject to appropriate discipline.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy and/or the Student and Parent Handbook, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or the appropriate Compliance Coordinator listed in this policy.

Any School employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate Compliance Coordinator listed in this policy, and take any other steps required by this policy.

Definition of Compliance Coordinators

For the purposes of this policy, Compliance Coordinators are the Title IX Coordinator, the ADA/Section 504 Coordinator, and the Chief Academic Officer.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The School designates the following person to coordinate its efforts to comply with Title IX of the Educational Amendments of 1972, as amended. The coordinator may be contacted through the school office.

ADA/Section 504 Coordinator

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The School designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. The coordinator may be contacted through the school office.

Chief Academic Officer

The Chief Academic Officer shall serve as the Compliance Coordinator for purposes of the School's compliance with all other antidiscrimination laws.

Alternative Reporting Procedures

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct by the Title IX Coordinator or the ADA/Section 504 Coordinator may be directed to the Chief Academic Officer. Reports of prohibited conduct by the Chief Academic Officer may be made directly to the Board of Directors (the "Board"). If a report is made directly to the Board, the Board shall designate an appropriate person to conduct an investigation.

Timely Reporting

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the School's ability to investigate and address the prohibited conduct.

Notice to Parents

The School shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a School employee, another adult, or another student.

Investigation of the Report

The School may request, but shall not insist upon, a written report. If a report is made orally, the School official receiving the report shall reduce the report to written form. The receiving School official shall immediately notify the appropriate Compliance Coordinator of the report.

Upon receipt or notice of a report, the designated Compliance Coordinator shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy.

If so, the Compliance Coordinator shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the School shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by a Compliance Coordinator or designee, or by a third party designated by the School, such as an attorney. When appropriate, the Chief Academic Officer and the President/CEO may be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within fifteen (15) school business days from the date of the report. If the investigator determines that additional time is needed to complete a thorough investigation of the complaint and/or issue a report, he or she shall inform the complainant in writing of the necessity to extend the time for investigating or responding and a specific date when the report will be issued. Notwithstanding, the School shall promptly take interim action calculated to prevent prohibited conduct during the entire course of the investigation. The Compliance Coordinator or designee shall prepare a written decision on the matter.

School Action

If the results of an investigation indicate that prohibited conduct occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The School may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the grievance process beginning at Level Two. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

Retention of records shall be in accordance with the applicable schedule published by the Texas State Library and Archives Commission.

Access to Policy

Information regarding this policy shall be distributed annually to School employees and included in the Student and Parent Handbook. Copies of the policy shall be readily available at each campus and the School's administrative offices.

Student & Parent Complaints & Grievances

Informal Process

The Board of Directors encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

A parent or student may request an informal conference with the Principal within five (5) school business days of the time the parent or student knew or should have known of the event(s) giving rise to the complaint. If the parent or student is not satisfied with the results of the informal conference, he or she may submit a written grievance form to the Principal. The grievance form can be obtained from the school's main office.

Formal Process

If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the student or parent may initiate the formal process described below by timely filing a written complaint.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any Texas Center for Arts + Academics (the “Organization”) employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

Notice to Parents and Students

The President/CEO or designee may develop more detailed grievance procedures. The President | CEO or designee shall ensure that all students and parents are informed of the Organization’s grievance procedures.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning. This policy shall apply to all student and parent complaints, except as provided below.

Exceptions

This policy shall not apply to:

1. Complaints concerning loss of credit on the basis of attendance;
2. Complaints concerning expulsion;
3. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504;
4. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act; or
5. Complaints regarding the Free and Reduced Price Meal Program.

Filing

School administrators addressing parent and student complaints are expected to resolve such complaints at the lowest possible level.

Student and/or parent complaints shall be submitted in writing. Copies of documents that support the complaint shall be attached to the complaint form or presented at the Level One conference. After the Level One conference, no new documents may be submitted unless their existence was unknown to the complainant before the Level One conference. A complaint that is incomplete may be dismissed.

For purposes of this policy, “days” shall mean school business days and announcement of a decision in the student’s or parent’s presence shall constitute communication of the decision. If an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or issue a decision, the administrator shall inform the complainant in writing of the necessity to extend the time for investigating or responding and a specific date by when the decision will be issued.

Level One – Principal Review of Complaint

The student or parent shall request in writing a conference with the Principal or designee within the later of (1) fifteen (15) school days from the time the event(s) causing the complaint were or should have been known, or (2) within fifteen (15) school days after the date a letter is mailed to the parent or student after completion of the informal grievance process notifying the parent or student of the formal complaint process.

The Principal or designee shall serve as the Level One Grievance Officer, and will schedule a conference with the parent or student within ten (10) school days of receipt of the written complaint to consider the grievance. The Level One Grievance Officer will provide a written response to the complaint within ten (10) days of the meeting.

Note: Level One complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be filed within thirty (30) calendar days.

Level Two –Chief Academic Officer Review of Complaint

If the student or parent is not satisfied with the Level One decision, or if no decision is provided within the time allotted, the student or parent may request in writing a conference with the Chief Academic Officer within ten (10) school days of the Level One decision or the response deadline if no decision is made. The appeal must be specific, reference the law or policy alleged to have been violated, or the dissatisfaction raised by the student or parent and requested remedies. Additionally, the student or parent shall submit any evidence supporting the complaint, and the date and results of the conference with the Level One Grievance Officer.

The Chief Academic Officer or designee shall serve as the Level Two Grievance Officer, and will schedule a conference with the parent or student within ten days of receipt of the Level Two appeal. The Level Two Grievance Officer shall have ten (10) school days following the conference to issue a decision.

Level Three – President/CEO Review of Complaint

If the student or parent is not satisfied with the Level Two decision, or if no decision is provided within the time allotted, the student or parent may request in writing a conference with the President/CEO within ten (10) school days of the Level Two decision or the response deadline if no decision is made. The appeal must be specific, reference the law or policy alleged to have been violated, or the dissatisfaction raised by the student or parent and requested remedies. Additionally, the student or parent shall submit any evidence supporting the complaint, and the date and results of the conference with the Level Two Grievance Officer.

The President/CEO or designee shall serve as the Level Three Grievance Officer, and will schedule a conference with the parent or student within ten days of receipt of the Level Two appeal. The Level Three Grievance Officer shall have ten (10) school days following the conference to issue a decision.

Level Four – Board of Directors Review of Complaint

If the student or parent is not satisfied with the Level Three decision, or if no timely decision is provided, the student or parent may submit to the President/CEO a written request for a hearing before the Board. The request must be filed within ten (10) days of the Level Three decision or the response deadline if no decision is made. The appeal request shall be directed to the President of the Board of Directors, and the President/CEO or designee shall deliver the complaint to the Board. The appeal request must include a copy of the written complaint to the Level Three Grievance Officer, with his or her response.

The School shall place the matter on the agenda of a future Board meeting. The President/CEO or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board shall hear the student or parent complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the student or parent and the Organization will be considered. An audiotape recording of the hearing shall be made.

The Board shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the last decision below shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board is final and may not be appealed.

If the complaint involves concerns or charges regarding a student or School employee, it shall be heard by the Board in closed meeting unless the employee and/or student against whom complaints have been made requests that it be heard in public.

Visitors to the School

Parents/Guardians are welcome to visit our school to volunteer or attend performances/events. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher, and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the front office, and must comply with all applicable school policies and procedures. All visitors must sign in and receive a visitor's badge, and check out in the front office before exiting the building.

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

It is preferred not to have non-school aged children in the building during instructional time. However, if they are, they must remain with and under the control of a parent or adult guardian at all times.

Volunteers

Volunteers are welcomed and appreciated at FWAFA. There are many forms of volunteerism. Teachers are allowed to request volunteers but are not required to do so. Some teachers may choose to use volunteers for parties or chaperoning field trips. Some may use volunteers in the classroom. Volunteers are not allowed in the class during instructional time unless invited by a teacher. If a teacher needs a volunteer, s/he will contact the parents and request assistance.

Volunteers may not gather in the building or at the front desk unless permitted by a school official as part of the volunteers' responsibilities. Each employee has responsibilities that preclude them from being able to socialize with volunteers during work hours.

Background checks are required of volunteers. For the safety of our students and our school community, anyone who fails to submit to or to pass a background check will not be allowed to volunteer and may be restricted in their participation at school activities, as required by law.

Volunteer Policy

Purpose

Volunteers may be used in the Organization to provide assistance in areas of support and enhance teaching and learning, the welfare of students, the schools, the conservatories, and the staff, and other areas of need that support the Organization.

Authority

Volunteers may be used in the Organization to work under the supervision of the principal or designee in whose building they are assigned. All volunteers shall follow all federal and state laws, organization policies, and regulations.

Volunteer Application Process

A volunteer may not perform any volunteer duties until:

1. The volunteer has turned in a notarized Volunteer Application.
 - a. If the form is notarized off site, they will need to scan and email the document to the front office.
 - b. If the form needs to be notarized by the campus, they must present their driver license simultaneously.

2. The volunteer has provided to the Organization a driver license or another form of identification containing the person's photograph issued by an entity of the United States government;
3. The Organization has obtained from the Texas Department of Public Safety (DPS) the criminal history record information that relates to the volunteer. The Organization, at the Board's and/or President & Chief Executive Officer's discretion, may obtain additional volunteer criminal history record information from any other law enforcement agency, criminal justice agency, or private consumer reporting agency, including but not limited to national criminal history record information from DPS through the Fingerprint Application Clearinghouse of Texas (FACT Clearinghouse); and
4. The volunteer has fully completed the Organization's volunteer application provided by the Organization and such application and criminal history record information has been reviewed by the principal or designee of the Organization to whom the volunteer has been assigned.

Applicability

The application and criminal history record review requirements apply to a volunteer or person who has indicated, in writing, an intention to serve as a volunteer of the Organization. The application and criminal history record review are required to be renewed every school year.

Costs

The Organization may require a volunteer or volunteer applicant to pay any costs related to obtaining criminal history record information.

Governing Criteria for Volunteer Clearance Decisions

Volunteer clearance is contingent upon the application and criminal history record being reviewed and approved by the Organization in accordance with the following guidelines:

1. Regarding moral turpitude, an applicant who is a sexual offender or listed in a sex offender registry or database will be denied.
2. An applicant who has been charged with, convicted of, or received probation or deferred adjudication for a felony or misdemeanor for the following crimes will be denied:
 - a. Child abuse;
 - b. Indecency with a child;
 - c. Injury to a child
 - d. Neglect of a child/elderly person/or disabled individual;
 - e. Molestation;
 - f. Child pornography;
 - g. Prostitution of a child; or
 - h. Sexual or human trafficking.
3. If an applicant has been charged with, convicted of, or is currently on probation for a felony criminal offense of the following, the volunteer may be denied:
 - a. Theft;

- b. Burglary;
- c. Fraud;
- d. Alcohol/drug abuse or distribution;
- e. Criminal trespassing;
- f. Vandalism;
- g. Deliberate violence; or
- h. Any other acts as determined by the Organization as dangerous to staff, students, or Organization property.

NOTE: The Organization may, at any time, deny any applicant from volunteering when the volunteer demonstrates behavior that is disruptive to the academic environment or behavior that is dangerous to Organization personnel, students, or property.

Fort Worth Academy of Fine Arts

STUDENT CODE OF CONDUCT

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Application of the Code

Fort Worth Academy of Fine Arts has adopted this Student Code of Conduct (the “Code”) in accordance with Texas Education Code §12.131, in order to clearly communicate standards for expected student conduct, the disciplinary consequences which may be applied to students who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and students are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and students will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available on the Resources page at www.artsacademics.org or at the school office.

The School has the authority to create and enforce rules related to student conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. The School has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a nexus with the School, its students, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a student’s use of electronic media, whether on or off campus.

Other School rules, codes, or policies may apply to a student’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

If a student who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the student shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under the Texas Penal Code §37.10. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

Expectations for Student Conduct

The mission of Fort Worth Academy of Fine Arts is to inspire in artistically talented students a lifelong passion for learning and empowering them to achieve academic and artistic excellence. To achieve that mission, the School must be an environment safe, secure, and free from disruption. Students are expected to demonstrate behavior appropriate to the School’s learning environment, to treat other students, School personnel, and visitors to the School with respect.

In an effort to create a caring community based on mutual respect, empathy and compassion, FWFA follows the principles and ideals presented in Tribes: A New Way of Learning and Being Together by Jeanne Gibbs and the Texas model of Restorative Discipline as endorsed by TEA. Each student is taught and expected to:

- Behave in a responsible and respectful manner;
- Demonstrate courtesy and respect for others, especially other students and School personnel;
- Attend classes and required School activities and events regularly and on time;
- Prepare for each class and complete assignments on time;
- Respect the rights and privileges of other students and school personnel in person and online;
- Respect and care for School property and facilities;
- Turn off cell phones or other electronic media during school hours (7:30am – 4:00pm), and otherwise follow policies related to use of technology;
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Student Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Abide by the Agreements of Tribes Learning Communities;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid propping open exterior doors or opening exterior doors without authorization
- Avoid violations of this Code.

Students are expected to comply with the school's technology and electronic media use policies and procedures. Students are expected to demonstrate the same behavior online, or while using electronic media, as expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and follow the Code while on campus or at school-related events, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling students regarding appropriate behavior.

Prohibited Conduct

The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

General Student Behavior

1. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;

2. Disrespectful behavior towards adults;
3. Failure to follow directives;
4. Disruption of instruction or other school activities or operations;
5. Unexcused or excessive tardiness;
6. False statements or false accusations;
7. Bullying (*including cyberbullying*), teasing, or targeting other students;
8. Inappropriate cell phone or electronic media use;

Violation of School Rules and Policies

9. Failure to comply with the Student Handbook, or other School or campus rules;
10. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
11. Skipping a class period or other mandatory activity, in whole or in part, without permission;
12. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
13. Truancy or other failure to attend school without excuse;
14. Defacing, destroying or otherwise modifying School property without authorization;
15. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person;
16. Soliciting or attempting to solicit another student to violate the Code, School policies and rules, or the law;
17. Taking steps toward violation of the Code even if the act is not completed, as determined by an appropriate School administrator;
18. Failing to follow school directives and classroom rules and expectations;
19. Disobeying rules and expectations regarding school transportation;
20. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

21. Possession of prohibited items;
22. Conduct which meets the elements of a criminal offense, as determined by the School;
23. Physical, verbal, or sexual harassment of others;
24. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
25. False statements or false accusations;
26. Hazing or initiations;
27. Participation in a gang, or soliciting or attempting to solicit participation in a gang;
28. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
29. Possessing drug paraphernalia;
30. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);

31. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
32. Violence of any kind, including dating violence;
33. Fighting;
34. Gambling;
35. Setting or attempting to set a fire;
36. Inappropriate or indecent exposure of body parts;
37. Retaliation of any form against other students or School personnel;
38. Conduct which requires the student's registration as a sex offender;
39. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene nature;
40. Endangering the health or safety of others; or
41. Other conduct as identified within this Code.

Bullying & Cyber-Bullying

Texas Center for Arts + Academics and FWFA prohibit bullying and cyber-bullying as defined in this policy, as well as retaliation against anyone involved in the complaint process.

Bullying is a single significant act or a pattern of acts by one or more students engaging in written or verbal expression, expression through electronic means, or physical conduct directed at another student that (1) occurs on or is delivered to School property or to the site of a School-sponsored or School-related activity on or off School property; (2) occurs on a publicly or privately owned School bus or vehicle being used for transportation of students to or from the School or a School-sponsored or School-related activity; and

- exploits an imbalance of power between the student perpetrator(s) and the student victim(s);
- has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- materially and substantially disrupts the educational process or the orderly operation of a classroom or school;
- infringes on the rights of the victim at school; and
- includes cyber-bullying.

Cyber-bullying means bullying that is done through the use of any electronic communication device, including cellular telephone, a computer, a camera, e-mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Cyber-bullying includes conduct that occurs off School property or outside of a School-sponsored or

School-related activity if it interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, the School, or School-sponsored or School-related activity.

Reporting Procedures

Any student who believes that he or she has experienced bullying or cyber-bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Campus Principal, a teacher, counselor, or other School employee. A report may be made orally or in writing. Any School employee who receives a report of potential bullying or cyber-bullying must immediately relay the report to the Campus Principal.

Investigation of Report

The Principal or Principal designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment, and if so, proceed to conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Following completion of the investigation, the principal will prepare a written decision regarding the complaint. If the results of an investigation indicate that bullying occurred, the School shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. The School may take action based on the results of an investigation, even if the School concludes that the conduct did not rise to the level of bullying as defined above.

Confidentiality

To the greatest extent possible, the School shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the grievance process beginning at Level Two.

Determining Appropriate Discipline

Depending on the nature and severity of the offense, disciplinary measures may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct and/or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the student engaged in the suspected conduct. The employee's conclusion may be based on any relevant

evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In response to certain behaviors and incidents, the school may choose to address student behavior through Restorative Practices / Restorative Discipline.

In reaching a decision regarding a student discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- the student's intent;
- the student's age and grade level;
- the student's past disciplinary history;
- whether the student's conduct may have been the manifestation of a disability;
- the extent of the student's cooperation during the investigation of the matter;
- the nature and severity of the alleged conduct;
- whether the student has previously engaged in similar conduct;
- whether self-defense was involved;
- the student's remorsefulness for the conduct;
- the severity of the effect or harm of the conduct on other persons or property; and/or
- the frequency of the conduct.

The School may issue disciplinary measures based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

Investigation of Discipline Issues

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. An investigation of student misconduct may involve, but is not limited to, interviews of other students, employees, and adults; review of school surveillance footage; review of relevant documents; review of information on School-owned computers; verification of tips received from other individuals; the gathering of physical evidence; or contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for student use remain School property, and students do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search student desks and lockers for any reason. School officials may search any School property, including School property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items, or other items that violate School policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, student cell phone, backpack, personal computer, purse, car, etc.).

Discipline of Students with Special Needs

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA shall have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a "change in the placement" of a student receiving special education services may be taken only after the student's Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the student's conduct was a manifestation of his or her disability.

A change in placement occurs if a student is:

- Removed from the student's current educational placement for more than ten (10) consecutive school days; or

- Subjected to a series of removals that constitute a pattern because:
 - The series of removals total more than ten school days in a school year;
 - The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the school has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without disabilities. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

Types of Disciplinary Measures

Administrators and staff employ a variety of strategies focusing on teaching and encouraging appropriate behavior. These strategies may include:

- Affective Statements;
- Affective Questions;
- Restorative Chat;
- Problem-Solving Circle;
- Circle of Support and Accountability;
- Family Group Conference / Circle;
- Parent conference;
- Verbal correction;
- Counseling;
- Conference with teacher or administrator;
- Education/training;
- Improvement plan;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;

- Confiscation of items;
- Detention;
- In-School Suspension;
- Saturday School;
- Other alternative placement;
- Out-of-School Suspension;
- Expulsion.

One or more of these disciplinary consequences may be issued to a student found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a student withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the student. If a student withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the student. If the student returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

Detention / In-School Suspension

A student may be assigned to one or more sessions of Detention or placed in In-School Suspension for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified of the student's conduct and assignment to Detention or In-School Suspension. Detention will be held outside of the instructional day, either before or after school, during lunch, or during recess. In-School Suspension will require the student to report to a designated alternative space on campus for all or part of one or more school days. While in In-School Suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

Out-Of-School Suspension

A student may be suspended for one or more school days for engaging in prohibited conduct under this Code. The student's parent or guardian will be notified of the student's conduct and the length of the period of Suspension. A student may not be suspended for more than three (3) consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading.

Expulsion

A student **may** be expelled from the School if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm;
 - b. A location-restricted knife;
 - c. A club; or
 - d. A prohibited weapon.
2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
 - b. Assault against another student, an employee, or a volunteer of the School;
 - c. Deadly conduct; or
 - d. A Title 5 felony under the Texas Penal Code.
3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. False alarm or report or terroristic threat involving a public school;
 - b. An offense related to an abusable volatile chemical;
 - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school property or information or commits a breach of any other computer, computer network, or computer system;
 - d. Criminal mischief if the conduct is punishable as a felony; or
 - e. Public lewdness or indecent exposure.

4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
 - a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
 - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
 - b. Regardless of location:
 - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
 - ii. Sells, gives, or delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Bullying and Cyber-bullying** the student, while on or off-campus:
 - a. Engages in bullying that encourages a student to commit or attempt to commit suicide;
 - b. Incites violence against a student through group bullying; or
 - c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
6. **Other.** The student, while on campus or at a school-sponsored or school-related event, on or off campus:
 - a. Engages in conduct that constitutes a felony;
 - b. Commits an assault;
 - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.

Expulsion Process

If the school administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent/guardian of the proposed Expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location, and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator or the administrator's designee during which the student and/or the student's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent/guardian. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian, or adult student may choose to **voluntarily** waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the

hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

The School will notify the independent school district in which the student resides of the student's expulsion within three (3) business days of the Expulsion Order.

Terms of Expulsion

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from four (4) school days to one (1) calendar year. In considering the length of the student's expulsion, the school will consider, among other factors, the nature of the violation that leads to the expulsion and the circumstances justifying the expulsion. A permanent expulsion allows the School to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

Permanent Expulsion

A student expelled from the School is not eligible for readmission to the school at any time.

Temporary Expulsion

A student expelled from the School is eligible to apply for readmission to the School upon expiration of the expulsion period. However, the student will need to reapply to the School in accordance with the School's admission policies and timelines. A formerly expelled student who applies for readmission to the School during the school year will be added at the end of the waiting list for the grade level sought based on the date the application was received.

During a period of expulsion, the student is prohibited from entering onto any School property and attending any School-sponsored or School-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a period of expulsion.

Discipline Appeal Process

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Chief Academic Officer within five (5) business days of the date of the Expulsion Order. The Chief Academic Officer or Chief Academic Officer's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information,

and will issue a written decision to the appealing party within ten (10) business days of receiving the request for review.

If the appealing party is not satisfied with the decision of the Chief Academic Officer or Chief Academic Officer's designee, he or she may appeal that decision to the President | CEO by filing a request for review with the President | CEO's office within five (5) business days of the date of the decision. If the appealing party is not satisfied with the decision of the President | CEO, he or she may appeal that decision to the Board of Directors by filing a request for review with the President | CEO's office within five (5) business days of the date of the decision. The President | CEO shall notify the President of the Board and arrange for the Board of Directors to hear the complaints of the appealing party at the next available board meeting. The President | CEO shall notify the appealing party of the location, date, and time of the hearing in front of the Board of Directors. The decision of the governing body is final and may not be appealed. An expulsion action will not be delayed during the appeal process.

Definitions

The following definitions are provided to further detail and define the terms of this Code. The Board of Directors shall have final authority to interpret or amend any terms or provisions within this Code.

Abusable volatile chemicals: Those substances as defined in Texas Health and Safety Code §485.001.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code §1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school. Bullying includes cyberbullying.

Club: 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, nightstick, mace, or tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. §801 et seq.

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

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media applications, text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing websites, cellular telephones, portable electronic devices, or computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (federal): (1) any weapon, including a starter gun that will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device, such as an explosive, incendiary, poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, mine, or device similar to any of the above described devices.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

Intimate visual material: Visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

Location-restricted knife: A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

Possession: Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prohibited item: Includes, but is not limited to: (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons, or live ammunition; (4) any other item prohibited by this Code.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, zip gun, or taser gun.

Retaliation: Harming or threatening to harm another: (1) because of their service as a School employee or volunteer; (2) to prevent or delay another's service to the School; or (3) because the person intends to report or has reported a crime or violation of this Code, whether formally or

informally; (4) because the person will participate or has participated, whether formally or informally, in an investigation in any manner.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature that when it is so severe, pervasive, and objectively offensive that it can be said to (1) affects a student's ability to participate in or benefit from the educational program or activity, or creates an intimidating, threatening, hostile or offensive educational environment; (2) has the purpose or effect of substantially or unreasonably interfering with the student's academic performance ; or (3) otherwise adversely affects the student's educational opportunities.

Soliciting: Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

Short-barrel firearm: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, it has an overall length of less than 26 inches.

Switchblade knife: Any knife with a blade that folds, slides, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

Terroristic threat: A person commits an offense if he/she threatens to commit an offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

Title 5 felony offenses: Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder, murder, or manslaughter; assault or aggravated assault; kidnapping or aggravated kidnapping; trafficking of

persons; sexual assault or aggravated sexual assault; indecency with a child; continuous sexual abuse of a young child or children; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; invasive visual recording; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; and tampering with a consumer product.

Under the influence: When in an employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The student need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Appendix A – Levels I & II Examples

DISCLAIMER: These examples are given in an effort to demonstrate the severity of various prohibited conduct under this Code. They are not intended to be prescriptive, exhaustive, or to constrain the School's ability to create an environment safe, secure and free from disruption. The School reserves the right to address each incident as described in this Code. Consistent similar infractions may provide cause for escalated discipline measures.

In general, prohibited conduct not classified as reasons for expulsion may fall into one of the following two levels. Examples are listed for each of these two levels.

Level I Examples, primarily addressed in the classroom by teachers or other staff members:

- Inappropriate language
- Being in an unauthorized area
- Cheating (first offense)
- Not being prepared for class
- Tardiness
- Disobeying classroom rules established by the classroom teacher
- Talking too loudly in the classroom, cafeteria or in the hallways
- Violating dress and grooming standards
- Engaging in any conduct that disrupts the teacher's ability to continue classroom instruction or that disrupts the school environment (first offense)
- Throwing objects that disrupt the classroom environment or that can cause bodily injury or property damage
- Engaging in minor offenses of the school's policy on Computer and Internet Use
- Violating safety rules of the school
- Public displays of affection (hugging, kissing, etc.)

Level II Examples, addressed with intervention by the Principal or Principal's designee:

- Consistent similar infractions from Level I
- Leaving the classroom during instructional time without the teacher's permission
- Plagiarism, copying the work of another student, cheating, (second offense or severe offense)
- Use or visible possession of a cell phone/mobile device during school hours (these must be turned off during school hours)
 - Devices will be confiscated and returned to parent upon payment of a \$15 fine. (Texas Education Code §37.082)
- Engaging in profane or offensive language or gestures
- Possession or use of tobacco or tobacco-related products
- Possession of matches or lighters
- Possession or use of a laser pointer
- Scuffling or fighting that does not result in physical injury
- Possession of a toy gun, cap gun or any other instrument which may be perceived by a third party as a firearm
- Stealing from students, faculty or the school (first offense)
- Damaging or vandalizing property owned by others (not considered criminal mischief)

- Failing to comply with requests given by a faculty member
- Leaving school grounds during the academic day without permission
- Engaging in major offenses of the School's policy on Computer and Internet Use