GreatHearts®
Irving

Lower School

3580 W Story Rd.
Irving, TX 75038

Family Handbook

2026-2027 Academic Year

2026-27



GreatHearts® Texas

Family Handbook 2026-2027

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Letter from the Headmaster

Dear Great Hearts Irving Lower School Families,

It is with profound honor that we welcome you to our intentional community of learners for the 2026-2027 academic year. The faculty of Great Hearts Irving Lower School (GHILS) is dedicated to partnering with parents in forming great-hearted and well-rounded human beings. Our success is a testament to our relentless pursuit of excellence in every endeavor.

The fount of learning at GHILS begins with our carefully chosen teachers, selected for being intellectually alive, moral grounding, and holding an appreciation of beauty. These educators cultivate in our scholars a deep desire for the good, the true, and the beautiful, inspiring them to comprehend and bring these ideals into reality. This pursuit unfolds in an environment of ordered-joy, where scholars learn, forge friendships, cultivate virtue, and create foundational memories.

Our classical approach is rooted in the enduring legacy of real and meaningful content from the Western tradition. We are philosophical realists who believe the world is knowable, and that true character blossoms from rigor and virtuous habits of mind and body. At GHILS, our scholars delve into historical events, literary characters, compelling stories, profound poetry, scientific facts, and mathematical proofs. They engage in deep reading of literary and historical works, learning to approach learning with a sense of wonder and depth of inquiry.

Sic parvis magna — from small beginnings come great things. The GHILS faculty eagerly anticipates the adventure ahead. As we embark on our eleventh year, our campus enters a new phase of growth as we enter our first year in our new building and permanent home, extending our unique education to more students than ever.

We are profoundly grateful our community now flourishes due to the dedication of our community leaders, relentless work of our faculty and staff, the unwavering support of our parent service organization, the spirited enthusiasm of our student body, and the guiding light of our classical curriculum. As the Great Hearts network and classical education movement continues to expand, we stand as a model and beacon, demonstrating what is possible when like-minded individuals unite, guided by the mission of cultivating truth, goodness, and beauty.

Let us continue this truly joyous and great work together.

Warm Regards,



Charles Brogan
Headmaster, Lower School
Great Hearts Irving

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Chapter 1: Academics and Accountability

Section 1.1. Classical Education and the Liberal Arts

1.1.1. Truth, Goodness, and Beauty

The academic program of Great Hearts Texas is guided by the classical understanding that education ultimately aims at the pursuit of the transcendentals: truth, goodness, and beauty. These enduring ideals have long served as guiding principles within the liberal arts tradition and reflect the belief that education should cultivate not only knowledge but also character and sound judgment.

The pursuit of truth calls students to disciplined study, careful reasoning, and intellectual honesty in the search for understanding. The pursuit of goodness concerns the formation of moral character and civic responsibility, as students reflect on the actions, decisions, and virtues encountered in history, literature, and philosophy. The pursuit of beauty invites students to recognize and appreciate the artistic and intellectual achievements of human culture, including the great works of literature, art, music, and architecture.

Through sustained engagement with the texts, ideas, and works studied throughout the curriculum, students develop habits of thought and character that support lifelong learning, responsible citizenship, and thoughtful participation in the cultural life of society.

1.1.2. Great Hearts' Approach to Classical Education

Great Hearts Texas provides a public education grounded in the classical tradition and the liberal arts. The Academy's approach to learning emphasizes the disciplined pursuit of knowledge, the cultivation of intellectual virtue, and the formation of thoughtful and responsible citizens.

In the classical tradition, the liberal arts are those branches of learning that prepare students for the thoughtful exercise of freedom and civic responsibility. Through the careful study of language, literature, history, mathematics, science, philosophy, and the fine arts, students develop habits of attention, reasoning, and reflection that support both academic achievement and lifelong learning.

As a public charter school, Great Hearts Texas operates in accordance with the laws and standards governing public education in the State of Texas. The Academy's curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) and other applicable academic requirements while reflecting the principles of classical education.

Instruction within the liberal arts tradition emphasizes careful reading, thoughtful discussion, clear writing, and logical reasoning. Students are encouraged to engage seriously with enduring questions

about human nature, knowledge, and civic life while developing the intellectual discipline necessary for success in higher education and in the broader responsibilities of citizenship.

1.1.3. The Socratic Method and Teaching Through Questioning

An important feature of classical education at Great Hearts Texas is the Socratic method, a form of instruction that guides students toward deeper understanding through thoughtful questioning, attentive reading, and respectful dialogue. Named for the ancient philosopher Socrates, this approach encourages students to examine ideas carefully, consider differing perspectives, and pursue truth through reasoned inquiry.

Through guided discussion, students learn to think critically, listen attentively, articulate their ideas clearly, and evaluate arguments with fairness and precision. While especially prominent in literature, philosophy, history, and the humanities, Socratic questioning is used throughout the curriculum to cultivate intellectual curiosity, sound judgment, and a lifelong love of learning.

1.1.4. Focus on the Western Tradition

The academic program at Great Hearts Texas is rooted in the study of the great works of the Western tradition. The Academy seeks to provide students with a meaningful introduction to the texts, ideas, and achievements that have shaped Western civilization.

Through the study of literature, philosophy, history, mathematics, science, languages, and the fine arts, students encounter the intellectual and cultural foundations that have influenced the development of American institutions and civic life. These works represent a rich and diverse tradition that invites thoughtful reflection and disciplined inquiry.

This focus on the Western tradition provides students with a coherent intellectual foundation from which they may pursue lifelong learning and engage thoughtfully with cultures and ideas throughout the world.

1.1.5. Classics to Keep

Books occupy a central place in a classical liberal arts education. Throughout their years at Great Hearts Texas, students encounter enduring works of literature, history, philosophy, and other disciplines that have shaped our civilization. Families are encouraged to purchase certain texts, known as "Classics to Keep," so that students may annotate them, return to them over time, and gradually build a personal library that reflects their intellectual formation.

To support classroom instruction, the Academy publishes recommended editions of these works. Families are encouraged to purchase the designated editions so that students may readily participate in classroom discussion and shared study. Students who do not purchase a text will be provided access to a copy as part of the instructional program. School-issued books remain Academy property and should be

returned in good condition. In accordance with Texas law, required instructional materials are provided to students without charge.

1.1.6. Humane Letters

An important feature of the Great Hearts academic program is the Humane Letters course, which integrates the study of literature and history within the classical liberal arts tradition. By examining historical events alongside the literary, philosophical, and historical texts that emerged from those periods, students gain a deeper understanding of the ideas, individuals, and cultures that have shaped human civilization.

Through the study of primary sources and discussion-based instruction, including Socratic dialogue, students learn to read attentively, think critically, and engage thoughtfully with enduring questions concerning human nature, civic life, moral responsibility, and the pursuit of knowledge. Humane Letters becomes especially prominent in the upper grades, where students undertake increasingly rigorous study of the great texts and ideas of the Western tradition.

1.1.7. Classical Languages

The study of classical languages is an important component of the Great Hearts Texas curriculum. Through the study of Latin, and in some cases Ancient Greek, students deepen their understanding of language, literature, and the intellectual traditions that have shaped Western civilization.

Classical language instruction strengthens grammar, vocabulary, reading comprehension, and analytical thinking while providing direct access to many of the texts, ideas, and cultural foundations encountered throughout the curriculum. Through careful study and translation, students develop habits of attention, precision, and intellectual discipline that support learning across the liberal arts. Modern language options are also available at many of our Academies.

Section 1.2. Academic Program and Curriculum

1.2.1. Classical Liberal Arts Curriculum

Great Hearts Texas provides a public education grounded in the classical liberal arts tradition. This approach to learning emphasizes the disciplined study of language, literature, history, mathematics, science, philosophy, and the arts in order to cultivate intellectual excellence, sound judgment, and a lifelong love of learning.

In the classical tradition, the liberal arts prepare students for thoughtful participation in civic life by developing habits of careful reading, clear reasoning, articulate expression, and disciplined inquiry. Through engagement with enduring texts and ideas, students deepen their understanding of the human experience while strengthening their intellectual capacities. As a public charter school, Great Hearts

Texas implements this classical approach within the framework of the academic standards established by the State of Texas. The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) and other applicable state requirements.

Although all academies share a common educational philosophy and academic framework, individual campuses may offer variations in course sequencing and programmatic opportunities. Families are encouraged to consult their academy's website for the most current description of the curriculum and course progression available at their campus.

1.2.2. Alignment with Texas Academic Standards (TEKS)

As a public charter school in the State of Texas, Great Hearts Texas provides instruction that is aligned with the Texas Essential Knowledge and Skills (TEKS), the academic standards adopted by the State Board of Education for all public schools. These standards establish the knowledge and skills students are expected to master at each grade level and within each subject area.

The Academy's classical liberal arts curriculum is designed to meet or exceed these state requirements while preserving the distinctive features of a classical education. Course content, instructional materials, and learning objectives are reviewed to ensure that students receive instruction that prepares them to demonstrate mastery of TEKS standards and to succeed on state-required academic assessments.

Through this alignment, Great Hearts Texas ensures that scholars receive a rigorous education consistent with the expectations of Texas public education while also benefiting from the depth, coherence, and intellectual focus of the classical liberal arts tradition.

1.2.3. Core Academic Disciplines

The Great Hearts Texas curriculum is grounded in the liberal arts tradition and ordered toward the pursuit of truth, goodness, and beauty. Through sustained study of literature, mathematics, history, science, the fine arts, physical education, and classical and modern languages where offered, scholars encounter the enduring ideas, great works, and intellectual disciplines that have shaped our civilization. The curriculum is designed to cultivate knowledge, wisdom, virtue, and the habits of attentive inquiry necessary for lifelong learning and responsible citizenship.

Within this tradition, the study of history, government, geography, economics, and civics invites scholars into a serious examination of the human story through significant events, enduring ideas, exemplary lives, primary sources, and the institutions that have shaped the American experience and the broader Western tradition. Instruction is grounded in the pursuit of knowledge, reasoned inquiry, and civil discourse rather than political advocacy or activism. Students are encouraged to examine important

historical and civic questions from multiple perspectives and to engage respectfully in discussion consistent with the principles of a free society and the requirements of Texas law.

Section 1.3. Academic Standards, Grading, and Interventions

1.3.1. Academic Expectations

Great Hearts Texas maintains high academic standards in order to promote intellectual growth, personal responsibility, and the pursuit of excellence. Scholars are expected to approach their studies with diligence, curiosity, discipline, and perseverance while making steady progress toward mastery of grade-level expectations.

The Academy is founded on the conviction that every student who is willing to learn can benefit from a rigorous classical education. While students differ in their abilities, interests, and rates of development, each is encouraged to pursue growth in knowledge, wisdom, and character. Teachers regularly evaluate student progress through a variety of assessments and provide feedback designed to support learning and academic development. Through sustained effort and attentive study, scholars develop the habits of mind and character necessary for lifelong learning, responsible citizenship, and human flourishing.

1.3.2. Grading, Academic Progress, and Evaluation

Grades communicate a student's progress toward mastery of course material and grade-level expectations. Teachers evaluate student learning through a variety of measures, which may include written work, quizzes, examinations, projects, class participation, and other assignments appropriate to the course. Ongoing assessment helps teachers guide instruction, identify areas of strength and improvement, and provide meaningful feedback to students and families.

Within the classical liberal arts tradition, grades are understood as important indicators of academic progress but not the sole measure of learning. Great Hearts Texas encourages students and families to focus on the pursuit of knowledge, growth in understanding, and the development of sound intellectual habits. As students mature, they are increasingly expected to assume responsibility for their own learning through attentive study, regular communication with teachers, and sustained academic effort. Parents and students are encouraged to review academic progress regularly and maintain open communication with teachers regarding student performance and growth.

1.3.3. Depth of Inquiry, Sense of Wonder, and Participation

A classical liberal arts education seeks not only academic achievement but also the cultivation of intellectual habits that support thoughtful learning and meaningful engagement with the curriculum.

Teachers may consider qualitative aspects of student growth, including depth of inquiry, sense of wonder, and participation, alongside more traditional measures of academic performance.

Students demonstrate these habits through thoughtful questioning, attentive study, intellectual curiosity, respectful engagement in discussion, and active participation in the life of the classroom. Participation is measured not merely by frequency of contribution but by the quality of a student's engagement with ideas, classmates, and course material. Through the cultivation of these habits, Great Hearts Texas seeks to form students who are knowledgeable, attentive, intellectually curious, and committed to the pursuit of truth.

1.3.4. Intervention and Multi-Tiered System of Supports (MTSS)

When scholars experience academic, behavioral, or other learning difficulties, the Academy may provide additional support designed to promote success within the general education program. Great Hearts Texas utilizes a Multi-Tiered System of Supports (MTSS) framework to monitor student progress, identify areas of need, and provide increasingly targeted interventions based on individual circumstances.

Through classroom performance, assessments, observations, and ongoing progress monitoring, educators may implement interventions such as differentiated instruction, tutoring, small-group support, behavioral supports, or other strategies appropriate to the scholar's needs. Families are encouraged to work in partnership with teachers and school leaders throughout this process. In some circumstances, information gathered through MTSS may contribute to consideration of additional evaluations or specialized services as permitted by law.

1.3.5. Dyslexia Identification and Services

Great Hearts Texas identifies and serves students with dyslexia in accordance with the Texas Education Code and the Texas Dyslexia Handbook adopted by the State Board of Education. Students who exhibit characteristics associated with dyslexia may be referred for screening or evaluation, and parents will be notified regarding the evaluation process and available services.

Students identified with dyslexia may receive instructional supports designed to strengthen reading and related literacy skills through structured, evidence-based interventions. When appropriate, students may also qualify for accommodations or services under Section 504 or special education in accordance with applicable law.

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Section 1.4. State Assessments and Academic Accountability

1.4.1. State Assessment Program

Great Hearts Texas participates in the statewide assessment and accountability system established by the State of Texas. Students are required to participate in state-administered assessments, including the State of Texas Assessments of Academic Readiness (STAAR) and applicable End-of-Course (EOC) assessments, as required by law. Assessment results provide information regarding student progress and mastery of state academic standards and may be used to inform instructional planning and academic support. Students who receive special education services, Section 504 accommodations, or language supports as English Learners may receive testing accommodations in accordance with applicable state and federal requirements.

Parents or teachers may request that a STAAR or EOC assessment be administered in paper format in accordance with state law and applicable deadlines established by the Texas Education Agency. Additional information regarding paper testing requests may be obtained from the campus administration.

1.4.2. Academic Accountability

The State of Texas maintains a public accountability system designed to evaluate the performance of public schools and school districts. This system considers a variety of indicators, including scholar achievement, academic growth, and other measures of educational progress. Great Hearts Texas participates fully in the state accountability system and works continuously to improve scholar learning outcomes through rigorous instruction and ongoing evaluation of academic programs.

Each year, the Texas Education Agency publishes the Texas Academic Performance Report (TAPR) for every public school district and campus. The TAPR provides detailed information about scholar performance, school accountability ratings, and other educational indicators. The Academy makes TAPR information available to families and the public and may present the report during a public meeting in accordance with state requirements. Parents and community members are encouraged to review these reports as part of the Academy's commitment to transparency and accountability in education.

1.4.3. Financial Accountability

Great Hearts Texas participates in the Financial Integrity Rating System of Texas (FIRST) for charter schools, a financial accountability system administered by the Texas Education Agency. The Charter FIRST rating measures the financial management practices and overall financial health of charter school operators in Texas. The most recent Charter FIRST rating and related financial accountability

information for Great Hearts Texas are available on the Texas Education Agency website and may also be obtained by contacting the school's administrative office.

1.4.4. Accelerated Instruction

Great Hearts Texas will provide accelerated instruction in applicable subject areas to each student who fails to perform satisfactorily on the STAAR exam in the third, fourth, fifth, sixth, seventh, or eighth grade or an end-of-course ("EOC") assessment. This accelerated instruction will be provided either during the subsequent summer or school year, and consist of instruction meeting the requirements of Education Code § 28.0211(a-1) and 28.0211(a-4), as applicable.

Accelerated instruction provided during the following school year may require participation of the student before or after normal school hours. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

In providing this accelerated instruction, Great Hearts Texas may not remove a student, except under circumstances for which a student enrolled in the same grade level who is not receiving accelerated instruction would be removed, from: (1) instruction in the foundation and enrichment curriculum for the grade level in which the student is enrolled, or (2) recess or other physical activity that is available to other students enrolled in the same grade level.

1.4.5. Accelerated Education Plan

In accordance with Texas law, Great Hearts Texas will develop an Accelerated Education Plan (AEP) for students who do not perform satisfactorily on a STAAR or End-of-Course (EOC) assessment. The AEP will identify accelerated instruction and supports designed to help the student achieve grade-level or course-level proficiency. Parents will receive a copy of the plan and may participate in its development.

A parent who has concerns regarding the content or implementation of an AEP may address those concerns with the campus administration and may pursue the district's student and parent complaint process. For students receiving special education services, accelerated instruction and related supports will be addressed through the ARD process in accordance with applicable law.

Section 1.5. Graduation and College Counseling

1.5.1. College and Career Counseling

Great Hearts Texas provides college and career counseling services to assist students and families with academic planning, college exploration, application preparation, scholarship opportunities, and other postsecondary pathways. Each academy provides access to a College Counselor who works with students to identify opportunities that align with their academic goals, interests, and aspirations.

The Academy's rigorous classical curriculum is designed to prepare students for success in colleges, universities, technical programs, military service, and other meaningful pursuits. As part of the college application process, Great Hearts Texas provides information to help colleges and universities understand the rigor of the curriculum, course offerings, and grading practices. Through a combination of individualized counseling and a challenging academic program, Great Hearts Texas seeks to prepare students for success in higher education, productive careers, and lives of purpose and responsible citizenship.

1.5.2. Promotion and Retention

Promotion to the next grade level is based on successful completion of required coursework and satisfactory academic progress. In making promotion decisions, the Academy may consider academic performance, mastery of grade-level standards, assessment results, attendance, teacher recommendations, and other relevant educational information. When a scholar experiences academic difficulty, the Academy may work with the scholar and family to develop appropriate support strategies.

Except where a parent is granted a specific right under Texas law to elect retention, decisions regarding promotion and retention are made by the Academy based on the student's academic readiness and overall best interests. Parents may have certain rights under Texas law to request grade retention or course repetition, which may require review by a Retention Committee. Each campus shall maintain a Retention Committee in accordance with Texas law and district procedures. The committee reviews retention requests and provides recommendations based on the student's educational progress and readiness for advancement.

1.5.3. Foundation High School Program and Personal Graduation Plans

In accordance with Texas law, students enrolled in Great Hearts Texas high schools graduate under the Foundation High School Program (FHSP). Great Hearts Texas has received approval from the Texas Education Agency (TEA) to implement an alternative course sequence aligned with its classical curriculum while satisfying applicable graduation requirements. Students and parents will receive information regarding graduation requirements, endorsements, Distinguished Level of Achievement opportunities, and Personal Graduation Plans (PGPs) in accordance with Texas law. Current graduation requirements and course sequences are available on the Great Hearts Texas website and through campus academic advising offices.

1.5.4. End-of-Course Assessments

Texas law requires high school students to participate in State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) assessments in designated subjects, including English I, English II, Algebra I, Biology, and U.S. History. These assessments are generally administered during the school year in which a student completes the corresponding course.

To graduate, students must satisfy applicable state requirements for coursework and assessments. Students who do not achieve satisfactory performance on an EOC assessment may have opportunities to retest, and certain students may qualify for alternative graduation procedures as permitted by Texas law. Eligible students may receive assessment accommodations in accordance with applicable state and federal requirements.

1.5.5. Additional State Graduation Requirements

In addition to required coursework and state assessments, students must satisfy certain graduation requirements established by Texas law and State Board of Education rules. These requirements may include instruction or demonstrations related to effective communication, CPR awareness, interactions with law enforcement, and other topics required for graduation.

Texas law also requires students to complete and submit either the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA), unless the student qualifies for and submits an approved exemption or opt-out form. Additional information regarding graduation requirements is available through campus academic advising offices and on the district website.

1.5.6. Transcripts, GPA, and Academic Records

Great Hearts Texas maintains official transcripts documenting student coursework, grades, and credits earned. All high school credit-bearing courses taken at Great Hearts Texas remain part of the student's permanent academic record. Grade point averages (GPA) are calculated based on coursework completed and include both weighted and unweighted GPA values when reported to colleges and universities.

Credit recovery courses will appear on the transcript along with the grade earned. When credit recovery occurs within a Great Hearts program, both the original and replacement grades may factor into GPA calculations. Credit recovered through external programs may follow different GPA calculation rules in accordance with school policy.

1.5.7. Graduation Honors, Academic Distinctions, and Class Rank

Great Hearts Texas recognizes exceptional academic achievement through graduation honors and academic distinctions. These recognitions may include honors designations based on academic performance, distinctions awarded for exemplary academic work such as the Senior Thesis, and the selection of valedictorian, salutatorian, and the Highest Ranking Graduate (HRG). Specific eligibility requirements and recognition criteria are established by district procedures and communicated to students and families.

Great Hearts Texas does not assign numerical class rank for routine reporting purposes. However, the Academy will identify and report students who qualify within the top ten percent of their graduating class and provide any ranking information required by Texas law. In accordance with applicable state

requirements, the Academy will also designate a Highest Ranking Graduate and complete any required scholarship or reporting documentation. All honors, distinctions, and rankings are awarded in a fair and non-discriminatory manner consistent with applicable law.

1.5.8. Certificates of Coursework Completion

In accordance with the Texas Education Code, a Certificate of Coursework Completion may be issued to a student who successfully completes all required coursework but does not pass all required state assessments. This certificate acknowledges completion of academic coursework but is not equivalent to a high school diploma and does not qualify the student as a graduate under Texas Education Agency accountability standards. Parents or guardians will receive written notification if their student is being considered for this certificate.

1.5.9. Texas First Early High School Completion Program

In accordance with state law, Great Hearts Texas provides notice regarding the Texas First Early High School Completion Program and related scholarship opportunities. Eligible students may qualify to graduate early under state-established criteria and accelerate their pathway to college. Additional information is available through the Texas Higher Education Coordinating Board website.

1.5.10. Armed Services Vocational Aptitude Battery Test

Each Great Hearts Academy will offer the Armed Services Vocational Aptitude Battery (ASVAB) annually to students in grades 10-12. The Great Hearts Academy will provide students and their parents with a notice of date, time and location of the scheduled administration of the ASVAB along with registration instructions.

1.5.11. State Reporting and Accountability

Great Hearts Texas reports student graduation data and postsecondary outcomes to the Texas Education Agency (TEA) in accordance with state and federal accountability requirements. Graduation and postsecondary indicators are reported through the Public Education Information Management System (PEIMS) and contribute to the state's College, Career, and Military Readiness (CCMR) accountability measures.

Section 1.6. Special Programs

1.6.1. Student Support Services

Great Hearts Texas provides a Multi-Tiered System of Supports (MTSS) to assist students who experience academic, behavioral, or other learning difficulties. Through this process, students may receive interventions and supports designed to promote success in the general education setting. Parents who believe their child may have a disability or require accommodations may request an evaluation for special education services or Section 504 accommodations by contacting the campus

administration or the district's Special Education Department. Great Hearts Texas will respond to requests for evaluation and conduct evaluations, when appropriate, in accordance with applicable federal and state law. Parents of referred students will receive information regarding their procedural rights, the evaluation process, and any required consent.

1.6.2. Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to an administrative employee of the school district or open enrollment charter school, such as a campus Headmaster, the district or charter 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, a copy of the Notice of Procedural Safeguards, and a copy of the Overview of Special Education for Parents form created by the Texas Education Agency (TEA). If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard and form 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 conducts a special education evaluation for a student, it must complete the student's evaluation and evaluation report no later than 45 school days following the date 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 can be extended by the number of school days equal to the number of school days that the student is absent.

There is another 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 evaluation 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. If a district or charter school receives a parent's consent for the initial evaluation less than 35 school days before the last instructional day of the school year, the general timeline of 45 school days applies to the date the written report of the initial evaluation must be completed, with the same extension for three or more absences during the evaluation period.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report as soon as possible, but no later than five school days prior to the initial admission, review and determination (ARD) committee meeting, which will determine a student's initial eligibility or no later than June 30 if the parent consent was received at least 35 but less than 45 school days before the last instructional day of the school year. The copy of the evaluation must be provided to the parent 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. For more information, visit spedsupport.tea.texas.gov or spedtex.org.

All concerns regarding MTSS may be directed to:
Manjola Koci
Network Director of MTSS
Great Hearts Texas, 310 W. Ashby Pl., San Antonio, TX 78212
manjola.koci@greatheartstxschools.org
(210) 888-9475

All concerns regarding Section 504 Referrals may be directed to:
Monet Lessner
Executive Director of Special Student Services
Great Hearts Texas, 310 W. Ashby Pl., San Antonio, TX 78212
monet.lessner@greatheartstxschools.org
(210) 888-9475

All concerns regarding Special Education Referrals may be directed to:
Darla Jackson Hernandez
LSSP Supervisor
Great Hearts Texas, 310 W. Ashby Pl., San Antonio, TX 78212
darla.jackson@greatheartstxschools.org
(210) 888-9475

Section 1.7. English Learners and Language Programs

1.7.1. English Learners and Language Services

Great Hearts Texas provides language instruction services for students identified as English Learners (ELs) in accordance with state and federal law. Students whose home language is identified as a

language other than English may be assessed to determine English language proficiency using state-approved procedures.

The Language Proficiency Assessment Committee (LPAC) reviews assessment results, determines eligibility for language services, monitors student progress, and makes recommendations regarding instructional supports and placement. Parents will be notified of assessment results, recommended services, and program options and may participate in decisions regarding their child's language instruction program.

1.7.2. English as a Second Language (ESL) Program

Great Hearts Texas provides English as a Second Language (ESL) services designed to support the development of listening, speaking, reading, and writing skills in English while enabling students to participate successfully in the academic program. Parents have the right to accept or decline language instruction services in accordance with applicable law.

Section 1.8. Educational Access and Stability

1.8.1. McKinney-Vento Homeless Assistance Act

Great Hearts Texas complies with the McKinney-Vento Homeless Assistance Act and provides educational services and supports for students experiencing homelessness. Eligible students may have the right to immediate enrollment, continued attendance at the school of origin when feasible, transportation assistance, and access to educational services without barriers caused by homelessness. Families who believe they may qualify for assistance should contact the district's Homeless Liaison for information regarding available services and protections.

1.8.2. Foster Care Education Rights

Great Hearts Texas complies with federal and state laws designed to promote educational stability for students in foster care. Eligible students may be entitled to immediate enrollment, continued attendance at the school of origin when appropriate, school placement decisions made in the student's best interest, assistance with records transfers, transportation support when required, and coordinated services between the school and child welfare agencies. Great Hearts Texas has designated a Foster Care Liaison to assist students and families and to support compliance with applicable foster care protections.

1.8.3. Scholars of Parents in the Military

Great Hearts Texas supports students of military families and complies with the Interstate Compact on Educational Opportunity for Military Children. Eligible students may receive assistance with enrollment, records transfers, course placement, and graduation requirements to help ensure educational continuity during military-related transitions.

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Section 1.9. Federal Program Rights and Notices

1.9.1. Every Student Succeeds Act (ESSA) Parent Notices

Great Hearts Texas participates in federal education programs designed to support scholar achievement and promote meaningful family engagement. Federal law requires schools receiving federal funding to provide certain notifications to parents regarding program participation and educational rights. The Every Student Succeeds Act (ESSA) requires school districts receiving federal funding to provide specific notifications to parents.

Right to Request Teacher Qualifications

Parents may request information regarding the professional qualifications of their child's classroom teachers, including:

- certification status
- subject-area licensure
- whether instruction is provided by a paraprofessional

Notification of Non-Certified Teachers

When applicable, parents will be notified if a child has been assigned to or taught by a teacher who does not meet applicable state certification requirements for four or more consecutive weeks.

Scholar Assessments

Parents will receive information regarding state academic assessments used to measure scholar progress and school accountability.

1.9.2. Parent and Family Engagement (Title I)

When applicable, Great Hearts Texas participates in federal education programs authorized under Title I, Part A of ESSA, which provide additional support to schools serving scholars with identified academic needs. Title I recognizes parents and families as essential partners in education. Campuses receiving Title I funds will provide opportunities for parents to participate in the planning, review, and improvement of Title I programs and will provide information regarding the school's curriculum, academic standards, and assessments used to measure scholar progress. Parents will receive timely information regarding Title I programs offered at their child's campus and are encouraged to remain actively engaged in their child's education through regular communication with teachers and participation in school activities that support scholar learning.

1.9.3. English Learner Identification (Title III)

Great Hearts Texas provides language instruction services for eligible English Learners (ELs) in accordance with state and federal law. Parents of identified English Learners will be notified regarding their child's English language proficiency, recommended services, and program options and may accept or decline participation in language instruction services as permitted by law.

Section 1.10. Scholar Surveys and Instructional Materials

1.10.1. Notice Regarding Instructional Materials

Parents have the right to review instructional materials used in the classroom as part of the school's educational program. Requests to inspect instructional materials may be submitted to campus administration. Instructional materials are selected in accordance with the Academy's classical curriculum and applicable state standards. Federal law provides parents with certain rights regarding scholar participation in surveys and access to instructional materials used in the educational program.

1.10.2. Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights regarding student surveys, instructional materials, and the collection of information for research or marketing purposes. Parents may inspect certain survey instruments and instructional materials and may opt their child out of participation in activities involving protected information as permitted by law. Great Hearts Texas will provide notice and obtain consent when required by applicable federal law.

Chapter 2: Campus Procedures

Our Mission

The mission of Great Hearts Irving Lower School is to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

The Academy graduate has a foundation in the liberal arts of grammar and rhetoric, logic and mathematics, history, natural science, and philosophy. The graduate has also practiced the fine arts of music, poetry, drawing and painting, and drama. The graduate is thus prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, the Academy graduate is ready to live the lifetime of learning that is possible for a human being.

The Academy will fulfill its mission by the following means:

- Service to a rigorous, core liberal arts curriculum in the Western tradition that is the same for all students,

- Dedicated, enthusiastic, and intellectually excellent teachers who serve as models of learning and moral character,
- Detailed student evaluation, with an emphasis upon written, narrative evaluation of learning rather than upon grades and percentages,
- Regular and meaningful homework assignments, and
- High standards of personal conduct and comportment for students.

Though the curriculum is rigorous, and expectations of students are high, the Academy is not a school only for the best and the brightest. We provide an environment that allows every student who is curious and diligent the opportunity to fulfill his or her potential.

Section 2.1. Academics and Accountability

2.1.1. Textbooks and Classics to Keep

Books are at the heart of a classical, liberal arts education. At Great Hearts, it has always been the tradition for students to develop a personal library of books that they mark in, keep, and return to during their time at Great Hearts and treasure for years to come. We call these books "Classics to Keep." Your child's class will utilize these classics during the upcoming school year. Parents and students are strongly encouraged to purchase these books for their own personal collections. We ask that all books match the ISBNs listed on our website. This ensures that students can all follow along on the same page when reading and discussing in class.

Families who are not able to purchase the texts should reach out to the Director of Campus Operations about applying for financial assistance. We have a limited quantity of school-owned texts available that may be made available upon request to students who qualify.

State-approved textbooks and additional curricular materials are provided free of charge for each subject or class. Materials must be treated with care and used as directed by the teacher. A student who is issued a damaged book should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition may lose the right to free textbooks and educational materials until the student and/or parent pays for the damages. However, a student will be provided with textbooks for use at school during the school day. The release of student records, including official transcripts, may also be delayed pending payment for lost or severely damaged textbooks or supplemental materials.

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2.1.2. Homework

Great Hearts believes that the majority of class time should be spent in the collective pursuit of what is true, good, and beautiful about a specific subject. Homework time, then, is reserved primarily for reading and for meaningful independent activities that support the curricular objectives of a given course.
Review of spelling words and poems, and practice of Math facts. Students should expect to do a small amount of meaningful homework each night.
General nightly homework expectations for the average student at the Academy are as follows:

Kindergarten: approximately 20 minutes*
1st Grade: approximately 30 minutes*
2nd Grade: approximately 30-40 minutes*
3rd Grade: approximately 35-45 minutes*
4th Grade: approximately 45-60 minutes*
5th Grade: approximately 60-75 minutes*

*The homework minutes do not include the fact that each student is expected to read at least 20 minutes each weeknight in addition to their assigned HW. Any well-rounded human being will benefit from nightly reading. This can be done independently or with family members.

Kinder student reading minutes will vary depending on teacher communication. In K-2, students will be sent home with readers that are at their reading level. This helps build skill and a love of reading as students will not be discouraged from overly challenging texts. The readers are not mandatory reading, but a first option. What is important is that children are reading as literacy skills at a young age are the single highest indicator of future success.

Grade Level Specific Homework Expectations:

- Kindergarten: Reading, occasional assignments for practice at home in Spalding, Singapore, and Poetry
- First Grade: Reading, Spalding, Math, Poetry
- Second Grade: Reading, Spalding, Poetry, Math
- Third Grade: Reading, Spalding, Poetry, and Math daily. Additional subjects may be assigned.
- Fourth Grade: Reading (part of the Classics to Keep books may be assigned), Spalding, Poetry, and Math daily. Additional subjects may be assigned.
- Fifth Grade: Reading (Classics to Keep chapter), Spalding, Poetry, and Math daily. Additional subjects may be assigned.

Homework is not intended to be a burden on students or families. Parents of students who face significant struggles with homework or who routinely spend more than the above amounts of time on homework that has been assigned should reach out to their child's teacher for guidance.

We ask parents to help us communicate to students the importance of establishing a silent and distraction-free environment for completing all homework. If students do not work in such an environment, they should expect that:

- It will take significantly longer to complete the assignments; and
- The student's thought will be fragmented, and his or her overall comprehension of the material will be deficient.

Often, success with homework is a condition of the student's self-regulation. Skillful self-regulators have a number of strategies that enable them to achieve efficiently and effectively: help-seeking, planning, goal-setting, time-management, self-monitoring, reducing distractions, questioning, comprehension monitoring, and using feedback. Students who struggle often do not systematically employ these strategies, even though they may, in fact, spend a significant amount of time working/studying.

As students rise through the grades at the academy, they develop and strengthen their work skills. In essence, students *learn how to learn* through the rigors of school.

Teachers work carefully in measuring out a proper amount of work for their class. Students will have no more than two major tests on the same day. It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school and seeks his or her assignments, a parent should contact the teacher for that information, *not* the school office. It is wise for older students such as 3-5th grade students to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

An absence on the due date of a major assignment (essay, lab report, project, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his/her return. Likewise, absences during the preparation time of a major assignment may not extend the due date. Please consult with your child's teacher for specific guidelines regarding make-up work following absences.

The school will schedule a number of "R and R" weekends and communicate these dates to parents. These are designated as school-wide "no homework" weekends. Teachers will not assign homework over these weekends and tests and quizzes will not be administered on the Mondays following. It may be the case that a long-term or multi-day project is given well before and due a few days after an "R and R"

weekend; students will need to stick to a disciplined work schedule so as to enjoy the well-deserved time off.

2.1.3. Grades, Objectivity, and Qualitative Judgement

The evaluation of students by their teachers is an essential part of formal schooling. This ongoing process of evaluation informs the teacher about what a student has mastered, where he/she is struggling, and what he/she should learn next. Evaluation and timely academic feedback are also necessary for the student's self-understanding and self-management as a learner, particularly as children mature. Finally, evaluation and academic updates are crucial for parents if they are successfully to support and oversee the education of their children. While older students are more capable of receiving direct feedback from their teachers through written evaluations and quarter or semester grades, parents play the essential role in conveying to younger children what they need to know about their own progress and growth, since the report cards are written for the parents and not for the students.

A Great Hearts classical, liberal arts education calls upon teachers, students, and families to place their primary attention upon learning and growth, not upon the mere letter or number grades which are assigned as shorthand summaries of student progress. In the context of a classical education, "What grade am I/is my child getting?" is not the right question to ask; instead, the focus should be on specific areas of success, growth/progress, and struggles/ opportunities for improvement. When students are young, this is a conversation between parent and teacher: *"My child usually does well on math tests, but I see that the last one she brought home was a 62—what went wrong? Was there a pattern to her mistakes? Is he participating more? What's one thing he can do to improve his participation in class? Did she miss any homework assignments last week? Why are his quiz scores so low? How can she better prepare for her vocabulary tests?*

But as children transition into adolescence, this conversation should increasingly take place between *student and teacher,* with parental support and guidance where needed, and only with the purpose of helping the student to become fully independent. By the time students have entered high school, the training wheels should be completely off, and both **parents and teachers should expect the student to be the active, autonomous, self-regulating, primary agent of his or her own learning and progress.**

In the classical, liberal arts tradition of education, the work of assigning numerical and/or letter grades to student learning is understood to be **an act of qualitative human judgment**, aided by but not reducible to the impersonal quantifiable results of a system, a calculation, or a set of spreadsheet formulas. But by "human judgment" we do not mean "subjective", for the rigorous, qualitative evaluation of student learning is not mere sentiment or an expression of a teacher's arbitrary likes and dislikes.

Our way of viewing grades is increasingly out of fashion in a world shaped by purely quantitative thinking and by digital tools of information management, from the Fitbit to banking apps to the invisible systems of "big data" that give business and government unprecedented knowledge and power to influence human behavior. Indeed, such digital tools have increasingly become part of what is accurately now called "the education industry", and the widespread use of these platforms for quantitative grade monitoring has made it increasingly difficult for 21st-century parents and teachers alike to think about learning in its qualitative essence. As the proverb of the telecommunications age has it, the medium is

the message, and the medium of the digital grade platform, well suited to tracking quantitative data, silently and relentlessly conveys the message that the entire process of education is about measurable outcomes—the numbers, the results, the score, the return-on-investment. Classical, liberal arts education categorically rejects this view.

And because of the apparent ease and convenience of such digital systems, the greater good of academic conversation between parent and teacher, student and teacher, and even between parent and student, is bypassed in favor of the lesser good of instant information. Students who don't have to talk to their teachers or their parents about how they did on the last test, whether they turned in their missing homework, or whether they've been improving their participation, do not develop into autonomous, self-regulated learners.

For these reasons and because of our focus upon the qualitative, upon conversation, upon the process of learning, and upon the development of student autonomy, Great Hearts does not provide visibility into a live gradebook. **Great Hearts does employ a parent portal to communicate grades at the end of each quarter through the PowerSchool system. Parents should be receiving weekly returned work to help measure progress.**

2.1.4. Special Categories of Student evaluation: Depth of Inquiry, Sense of Wonder, and Participation

A Great Hearts approach to student evaluation includes the discrete and quantitative: numerical scores on quizzes and tests, scores on projects, homework grades for completion and/or accuracy. But a classical, liberal arts education aims at developing not only basic skills and subject matter knowledge, but also habits of understanding, imagination, and analysis. The evaluative categories of *depth of inquiry*, *sense of wonder*, and *participation* describe some of these higher habits. **They are fundamentally *qualitative* categories of evaluation, best expressed in narrative and not in quantitative scores. They are also *objective* and not subjective, for they reflect real acts and habits of the student, not the teacher's feelings or vague, personal impressions.**

When the teacher evaluates a student's ***depth of inquiry***, he/she gives answers to questions such as *does the student ask questions in class? What kinds of questions does she ask? Do his questions rise above the pursuit of right answers to seeking causes and reasons why? Does she seek to make connections between what is at hand and what was learned earlier in the course, or even with other subjects? Does the student get beyond rules and formulas? Can the he/she construct questions that are more specific than "I don't get it"? Is the student limited to "what do I need to know for the test?", or does he/she have a genuine desire to know? How does the student express depth of inquiry—is it in class discussions? On assignments, projects, or exams?*

When the teacher evaluates a student's ***sense of wonder***, he/she answers questions such as *is the student interested by the subject matter's mysteries, problems, or puzzles? Or does he "shut down" in the face of the difficult or the unknown? Does the student demonstrate curiosity? Does she ask relevant "what if…?" questions? Has the student had any "aha!" or "wow!" moments? Does the student demonstrate engagement? How?* Again, it is not only in overtly expressive classroom actions that wonder can be demonstrated; often, what a student writes or how he/she completes an assignment or a project can demonstrate this habit.

It is a mistake to think that ***participation*** is a measure only of a student's active, self-initiated volunteering in the classroom. While this is part of participation, a teacher's evaluation in this category answers a range of questions including *how does the student respond when the teacher calls upon him/her? Does he speak too much in class or too little? Is her participation self-centered, or is it mindful of others? Does the student listen well? Does she 'track the speaker'? Does the student take notes or annotate readings, either in class or when working at home? Does he speak about the topic, or does he say whatever is on her mind regardless of relevance? Does she engage productively with others? Is he polite and courteous to classmates? Does she make distractingly silly or glib comments, or does she bring appropriate humor and playfulness to the classroom? Does he stay on task during independent or group work?*

It is also a mistake to think that students' wonder, depth, and participation are just reflections of fixed, innate dispositions in students: that a certain kind of gregarious, talkative, and socially uninhibited student gets an A for participation every year simply by showing up; that a student who is more naturally introverted will never be a strong participant and will never get more than a B; that certain students are just inquisitive and that's that. *Nothing could be further from the truth.* Students' natural dispositions are not evaluated; their actions and habits of learning are, and actions and habits are voluntary and can thus be altered through intention and effort. Some students will find certain habits of learning easier to develop than others, but intention and effort are still required. Teachers guide and encourage all students to develop all aspects of learning and give them the practice they need to grow where they need to grow, just like a good coach of young athletes, or a beginners' piano instructor.

2.1.5. Grade Scale

The following letter grade scale with numerical equivalents is in use at all Great Hearts schools in Texas:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-

77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Note: there is no A+.

Grades assigned according to any different scale(s) prior to August 2020 are unaffected by the adoption of this scale.

At Great Hearts Irving, students in Grades K–2 receive ESNU grades in some or all subjects on the following scale with numerical equivalents identical to the above:

90–100	E for Excellent (equivalent to A range)
75–89	S for Satisfactory (equivalent to B and high C range)
70–74	N for Needs Improvement (equivalent to low C range)
0–69	U for Unsatisfactory (equivalent to D and F range)

2.1.6. Evaluation

A liberal arts education requires a special kind of written evaluation—one that offers a prose discussion of the student's sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and toward others. The narrative treats students in a fundamentally human way, not by neglecting numerical scores, but by situating those numbers as one part of fuller, more nuanced picture of the student's progress in a given course.

Academic Notices: Midway through each quarter, academic notices are emailed out to the parents of students who are currently not passing. These notices are intended to prompt students to make necessary changes and improve their academic standing before the end of the quarter.

Reports: At the end of each quarter, parents will receive a report that indicates student performance in each subject area. At other reporting periods, teachers may write a narrative report for each student. These reports provide parents with specific feedback on a student's strengths and weaknesses within a given class. In addition to narrative commentary, these reports include student grades in various categories of assessment along with an overall letter grade for the semester.

Parent-Teacher Conferences: During the first quarter, parents meet with their student's teachers to discuss the first quarter and overall student progress in greater depth. Parents will be encouraged to read the grade reports prepared for the student prior to this conference, and to come equipped with questions for the team of teachers present.

State Testing: Students will also be assessed according to state requirements. Please review appendix for list of state standardized exams. All tests will be conducted during the school year and the results will be mailed directly to families.

2.1.7. Promotion and Retention

A student may be considered for retention or remediation (required to repeat a grade or particular course) if he or she has met any of the following criteria:

1. Failed one or more core subject areas;
2. Is below level in one or more core subject areas; or
3. Missed more than 10% of instructional days in an academic year.

Retention decisions will be made by a committee comprised of the child's core subject area teachers and the Headmaster or designee.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandate assessment only for the course in which he or she is enrolled, unless applicable federal law requires otherwise.

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in accelerated instructional programs designed to improve performance (See HB1416). The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

In other grades, students will have multiple opportunities to retake EOC assessments.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing.

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2.1.8. Make-Up Work

Every day teachers work to fill every minute of your student's day with rich, meaningful learning opportunities. Our learning is done in community with pictures, reading, labs, activities, demonstrations, manipulatives, partner work, bell work/warm up activities, exit tickets, observations, drills, recitations and discussions. When a student is absent or late, we can give your student worksheets, a copy of the notes, and schedule another time for a test/quiz, but these things miss the heart and soul of what we do each day in the classroom. Because of the nature of each learning experience, it is nearly impossible to recreate the lesson/activities that are graded each day. Attendance is vitally important to any student's success in the classroom.

If a student is unable to attend school and seeks his or her assignments, the parent may contact the primary classroom teacher the day of the absence for information or to coordinate the pick-up of assignments and materials**,** however, due to their teaching schedule, the teacher may not see the email in time. **Otherwise, the student is responsible to check in with their teacher upon returning to school to collect make-up assignments.** It is wise to coordinate with a friend (perhaps one who lives close by) early in the year so that homework handouts might also be collected for the absent student.

An absence on the due date of a major assignment (essay, lab report, project, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his/her return. Likewise, absences during the preparation time of a major assignment may not extend the due date.

When a student is absent for illness, they have one calendar day for each day missed to complete any work or assignment that was missed. Students are responsible for taking home the absent work left for them on their desk or request the packet from their teacher. All tests/quizzes that were missed should be made up within one week of the absence unless other arrangements are made with the teacher. The late policy will take effect as soon as students have reached the number of "make-up days" allotted.

Homework/classwork/make-up work late policy:

- 10% off if not turned in the day it is due
- 50% off if turned in 48 hrs late
- 75% off if turned in 72 hrs late
- 0% after 72 hrs late

Absences that are **unexcused** may result in zeros for many class activities that cannot be recreated.

2.1.9. Tutoring

Students may be invited before school or after school (including drop off and pick up time) for grade level tutoring if they are demonstrating significant hardship with a subject. Tutoring is by invitation only and may be required. This tutoring is an important opportunity for some students to receive academic guidance and support.
Private tutoring is available but is the responsibility of a student's parents. Teachers employed by the Academy are not permitted to privately tutor their own students for pay but may privately tutor students outside of their class. Please reach out to the Dean of Academics, Taylor Ramirez, if you would like a list of teachers who are available for private tutoring for that grade level.

2.1.10. Academy Advisory Committee

The Academy Advisory Committee is a volunteer advisory group unique to each Great Hearts Texas academy comprised of parents, administrators, and faculty. The purpose of the AAC is to bring together school stakeholders, facilitate communication, foster understanding, build relationships, and provide opportunities to discuss and offer input on issues of interest at the school.

The committee provides a constructive forum for members to share their perspectives and expertise, pose questions, offer support, and assist the Headmaster in improving school life. The committee meets at least three times throughout the school year to discuss academy priorities and community needs. AAC members are nominated and approved as positions open on the committee.

Section 2.2. General Information

2.2.1. Office and Student Hours; Campus Access

The school office is open from 7:15 to 4:00 Monday through Thursday and 7:15–2:00 on Fridays that school is in session. The office will be closed during the last week of June and first week of July. The school phone number is 469-759-3030. Messages may be left via voicemail any time the phone is busy or staff is out of the office. Messages left after hours will be returned as soon as possible, usually by the next working day. Also, families may contact the administration via e-mail (please see the Staff Directory or our website).

School starts daily at 7:55 and ends at 3:30. For safety reasons, students should not arrive on campus earlier than 7:15 am nor stay later than 4:10, unless they are attending an organized, adult-supervised program associated with the school. Students must leave campus immediately after school dismisses in the afternoon unless they are involved in an activity under the supervision of a teacher or sponsor. If a student is involved in an after-school activity, he or she must remain in the area where the activity is

scheduled to take place. The student may not go to another area of the school without permission from the teacher or sponsor overseeing the activity.

Outside of scheduled school activities, students and parents should not enter the campus after hours, during holidays and breaks, or on weekends. For example, the school's outdoor athletic and playground facilities are not open to general student or family use except in the context of a school activity or event. Unauthorized presence of this kind may constitute trespassing.

The Academy has a closed campus. During the school day, and excepting official school activities such as field trips and athletic contests, a student may not leave the campus except under parental supervision. Students may also not receive any peer or adult visitors to the campus during the school day, including before school, during lunch, and after school.

2.2.2. Tardiness and Tardy Policy

Our school day officially begins at 7:55 a.m. Each morning we start promptly with important rituals that set a focused and respectful tone for the entire day. These include the Pledge of Allegiance, Texas Pledge, a moment of silence, our monthly virtue recitation, and morning announcements. Any student arriving to campus after 7:53 a.m. will be marked tardy. Once our morning routine concludes, we immediately transition into instruction. Students arriving after 7:53 a.m. must report directly to the front office to obtain a late pass before being admitted to class. For your child's safety and to ensure proper sign-in, a parent or guardian must park and accompany them to the office upon arrival.

To encourage punctuality and help students develop strong habits, we have implemented the following policy: an after-school detention will be issued for every third tardy a student incurs within a two-month period. In cases of excessive tardiness, this will also lead to a meeting with the attendance committee to discuss strategies for improvement. This policy has proven to be the most effective tool in ensuring our students arrive at school on time, ready to learn, fostering responsibility and preparedness, which are valuable life skills. A two-week grace period will be provided at the beginning of the school year.

2.2.3. Absences

In the event of a student absence, we ask that parents email the Attendance Clerk at GHILSattendance@greatheartstxschools.org as soon as possible. If email is not accessible, please call the front desk. Written communication regarding the absence must be received within two days of the absence.

If a student absence is anticipated, we recommend that the parents alert their child's teacher and the Attendance Clerk as soon as possible prior to the absence. In the event of an absence, students should

make every effort to acquire their homework assignments upon their return. It is the responsibility of the student to make up all missed assignments after any absence, planned or unplanned. Each teacher will have an established make-up policy, including required deadlines, for missed work.

If an extended student absence is anticipated, we ask that the parents notify the Assistant Headmaster, the classroom teacher(s) and Registrar. It is the responsibility of the student to make up all missed assignments after any absence, planned or unplanned. Planned absences for family trips and vacations are highly discouraged as they will affect the student's ability to keep up with the work of the classroom and may affect the student's final grade.

Because excessive absences are considered truancy under state law, the school reserves the right to take extreme absence cases to court.

2.2.4. Official School Calendar and Website

The official school calendar for each academic year is posted on the school website irving.greatheartsamerica.org. Any updates and revisions will also be found on the web version of the calendar, which is updated as needed. This calendar should be carefully coordinated with each family's own calendar and should be consulted on a regular basis throughout the year. The calendar identifies school holidays, early-release days, special events, etc.

We encourage families to visit our website regularly to view faculty contact information, updates on athletic and extracurricular schedules and locations, and other school-related events and information.

2.2.5. Administrative Responsibilities

The **Headmaster of the Lower School** is Charles Brogan. The Headmaster works with the Academy Board of Directors under the authority of Great Hearts Academies, and is responsible for overseeing the day-to-day operations of the school. The Headmaster directly oversees the implementation of the Academy's curriculum and has sole authority to manage all teachers and staff at the Academy.

The **Assistant Headmasters** are Pamela Olson (K-2) and Makayla Mizell (3-5). The Assistant Headmasters assist the Headmaster with various administrative duties and are primarily responsible with the Headmaster for all matters of school culture, instruction, academics, and operations.

The **Dean of Academics** is Taylor Ramirez. She is responsible for assisting the Headmaster and Assistant Headmaster with instruction and academics but also assists in the operation of the school more broadly.

The **Deans of Students** are Hannah Perez (K-2) and Elisabeth Christiansen (3-5). The Dean of Students' primary responsibility is to assist the young men and women of the campus in making virtuous choices and comporting themselves in accordance with the expectations of a Great Hearts scholar. The Dean of Students also assists the Dean of Academics, Assistant Headmaster, and Headmaster as a leader in the school.

The **Director of Campus Operations** is Anne Bremer. The Director of Campus Operations' focus is the day-to-day operation of the school. The Director of Campus Operations is assisted by the Registrar Stephanie Rubio, the Receptionist Mary Rogers, the School Nurse Megan Holobowicz, and the Facilities Manager Nick Jared.

Some faculty may also serve as **Master Teachers** and work closely with the Headmaster with curricular, teacher-mentoring, and administrative tasks.

One faculty member at each grade level will also serve as the **Grade-Level Team Lead** and will work closely with the Leadership Team on curriculum, teacher-mentoring, and administrative tasks. They will serve as the point person for classroom celebrations, field trips and grade level blogs.

Grade level Team Leads:
Kindergarten: Ms. Hughes
First Grade: Mrs. Brogan
Second Grade: Ms. Paola Martinez
Third Grade: Ms. Shahin
Fourth Grade: Ms. Olivia Martinez
Fifth Grade: Mrs. Godinez
Specials: Mr. Urbanski
ESL: Mr. Marion
Special Education: Dr. Roberson and Ms. Chowning

Questions or concerns about curriculum and instruction should be directed to the Dean of Academics or Assistant Headmasters. Questions or concerns about student conduct or discipline should be directed to the Dean of Students or Assistant Headmasters. General questions regarding the school may be directed to the Director of Campus Operations, the Assistant Headmasters, or the Headmaster. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate person.

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2.2.6. Faculty and Staff E-Mail Reference

To speak to anyone at the school, please call the school at **469-759-3030** and listen for the extension of the party you are wanting to reach.

NAME	E-Mail Address
Leadership:	
Charles Brogan (Headmaster)	charles.brogan@greatheartstxschools.org
Pamela Olson (K-2 Asst. Headmaster)	pamela.olson@greatheartstxschools.org
Makayla Mizell (3-5 Asst. Headmaster)	makayla.mizell@greatheartstxschools.org
Taylor Ramirez (Dean of Academics)	taylor.ramirez@greatheartstxschools.org
Hannah Perez (K-2 Dean of Students)	hannah.perez@greatheartstxschools.org
Elisabeth Christensen (3-5 Dean of Students)	elisabeth.christensen@greatheartstxschools.org
Administration:	
Anne Bremer (Director of Operations)	anne.bremer@greatheartstxschools.org
Jennifer Renner (Dir of Comm Engagement)	jennifer.renner@greatheartstxschools.org
SPED & Student Support:	
Sophia Roberson (Special Ed Coordinator)	Sophia.Roberson@greatheartstxschools.org
Travis Kern (Counselor)	travis.kern@greatheartstxschools.org
Pamela Olson (Section 504)	pamela.olson@greatheartstxschools.org
Makayla Mizell (MTSS)	makayla.mizell@greatheartstxschools.org
Jeffrey Marion (ELL Coordinator)	jeffrey.marion@greatheartstxschools.org
Extra-Curricular:	
Athenaeum Director	irving.programs@greatheartstxschools.org
Parent Service Organization	
Claire Arthur (President)	GHILSpso@greatheartstxschools.org
Kathryn Griffith (VP)	

2.2.7. Parent Involvement

The primary way that parents are involved in the school is by supporting their child in his or her journey through the Academy. Parents will want to have an established plan for listening to and then encouraging their child when they are working hard. Likewise, parents may want to communicate frequently with their son's or daughter's teachers so the parents can develop an understanding of the Academy's expectations of how preparatory-level, liberal arts studies form habits of learning. Parents

should contact the teachers to share important information on how their child approaches the curriculum at home and if he or she is experiencing difficulty. Academy students invest a great deal in their education, and thus teachers and parents should be united in their support of the students and one another.

The teachers of the Academy are honored by the great trust that parents have placed in them. This trust between the parents and the school must be maintained by ongoing communication and mutual understanding of the "big picture", what an Academy education will offer young people in the long run. It can be difficult for both young people and adults to maintain a focus on the long-term benefits that a liberal education offers. Likewise, students—especially younger students—may not fully sense the extent of their own intellectual and moral growth over time. When students are applying themselves on a particular part of their journey, they will look to their parents and their teachers for reaffirmation that their investment is yielding positive gains. As such, mutual trust between parents and teachers is essential in persuading students that we have an achievable plan in place for them that is also in their best interest.

2.2.8. Parent Service Organization

The Parent Service Organization is a service organization within the Academy. All parents and guardians of students at the Academy are members of the Parent Service Organization. The purpose of the Parent Service Organization is to serve the school's students and teachers through coordinating and assisting programs and activities that are critical to their success. Involvement in the Parent Service Organization is structured according to service committees, with each committee devoted to a specific area of school life.

At the beginning of each school year, Great Hearts will host a meeting for the PSO. At that meeting, individuals who are interested can sign up for different volunteer opportunities. Additional meetings will be available to all parents interested in becoming active members of the PSO and in planning subsequent events. The PSO operates under the Academy's EIN and is led by the Headmasters in partnership with the PSO president and/or vice presidents. Accordingly, the PSO may not conduct independent fundraising. All PSO funds are Academy funds and are subject to the same scrutiny as other Academy funds.

2.2.9. Volunteering

Parents who volunteer on school grounds during school hours will be asked to participate in volunteer training and fill out paperwork allowing the district office to do a yearly DPS background check. Also, volunteers may be asked to sign a FERPA confidentiality agreement in order to assist with student

activities. Fingerprinting is not required unless a volunteer will be working alone with students. Great Hearts has a policy that school volunteers who work alone with students shall be fingerprinted and have a criminal background check conducted by the Texas Department of Public Safety and the FBI. Great Hearts will contact all volunteers that are selected to assist with duties that require fingerprinting.

2.2.10. Material Support of the Academy: Time, Treasure, and Talent

The Academy provides an outstanding educational offering. The Academy is a state-funded public school, but the state funding formula does not provide for all of our needs in terms of providing a truly outstanding education. To meet these needs and to build a strong Community of Learners, the Academy counts on the support of its parents through stewardship of time, talent, and treasure.

Time:
Volunteerism is encouraged. Without this practical manifestation of your belief in the value and quality of our school, we could not exist. Each parent should consider volunteering to assist on campus and through membership in the Parent Service Organization. (See above.)

Treasure:
The Academy welcomes and encourages financial support from families at a level their budget allows through donations and fundraising. The Academy is a non-profit, 501(c)(3) corporation; as such, donations may be tax-deductible.

Talent:
The Academy will benefit greatly from the unique talents of its community. Whether through volunteer time spent on campus, or by contributing your professional expertise, your talents are a vital addition to the success of our school.

2.2.11. Community Investment

Great Hearts is committed to transforming students into leaders prepared for the 21st century. Our unique classical educational model is made possible in part by the annual Community Investment campaign.

Unlike traditional school districts, public charter schools do not receive local property tax revenue. As a result, state funding must stretch further to support both the classroom and the facilities where learning takes place. Community Investment helps close that gap and makes the full Great Hearts educational model possible.

One hundred percent of your gift stays at our academy and supports its operating budget, which is devoted primarily to faculty and staff compensation, as well as facilities, safety, technology, instructional programs, and classroom resources.

We ask each family to consider a gift that is meaningful and sustainable for them. This year, we expect our funding gap to exceed $1,500 per student compared with neighboring school districts.

We recognize that every family has unique circumstances. Participation at any level is appreciated and vital to supporting our teachers and the educational priorities of our academy.

Additional giving opportunities are available, including designated gifts, special projects, and sponsorships. Please contact our Director of Community Engagement for more information.

2.2.12. Lower School Uniform and Dress Code

The Academy has a primary objective of developing a "community of learners," dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group.

Our school is also committed to the development of individual personality and character—not through external "expressions" of dress and appearance, which can easily be purchased or affected, and which can quickly divide students through the power of snap judgments and prejudices, but through personal qualities, virtues, and traits. It seems countercultural to assert this in our age, but the Academy holds that the school uniform is an essential condition for cultivating genuine individuality in the school community. It is not this or that particular element of the uniform that "matters" more than any of the others; rather, the uniform as a whole is what matters.

While students are responsible for their clothing and appearance, it is the parents who are responsible for providing the conditions required for meeting the standard, e.g. proper shoes, shirts, skirts and pants that fit properly, etc. Parents are expected to be familiar with the uniform requirements below and to ensure that their children come to school each day in the appropriate attire, from head to toe. It is an uncomfortable experience for a child to be corrected for a uniform violation, and repeated uniform issues can become an enormous distraction for students.

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The uniform is the basis of a dress code with a "professional," business-like standard. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly-fitting condition. If a child is deemed to be wearing inappropriate attire, the parent will be notified, and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the front desk or administration before purchasing.

Decisions about the appropriateness of apparel may be referred to the Headmaster, whose judgment will be final. The school will make specific exceptions to the dress code as required by particular religious customs; parents should address specific concerns to the Headmaster before the second week of school. Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts tucked in, etc.). Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires an immediate change in dress.

Parents must provide their students with the required uniform, except in the case of educationally-disadvantaged students as provided in the Texas Education Code. The Academy may provide a uniform for such students. A request for school assistance for purchasing uniforms must be made in writing to the Headmaster and include evidence of financial hardship. Please contact the Director of Campus Operations for more information.

Purchasing Note: Many components of the uniform must be purchased from either Flynn O'Hara Uniforms or Tommy Hilfiger through Global School Wear**,** whereas other items can be purchased from other vendors. Please see the note under each item.



Kindergarten–5th Grade Boys' Uniform Requirements

Required Items:

- Short-sleeve polo shirt with logo (white or light blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- Pants or shorts (navy blue, available from a vendor of your choice)
- Solid black or brown belt. (Kindergarteners do not need to wear belts.)

Pants: All **dress slacks** must reach to the shoe but should not drag on the ground. The slacks must have belt loops, and a solid, dark belt must be used. **No jeans or khaki pants with external sewn**

pockets, rivets, or other jean like characteristics are permitted. No Dickies, cargo pants, oversized pants, super-baggy pants, dungarees, extra pockets, extra zippers, or extra seams will be permitted.

Shorts: Shorts should go to just above the knee but not below and should not be excessively tight or loose fitting. Shorts should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games). **No jean shorts or khaki shorts with external sewn pockets, rivets, or other jean-like characteristics are permitted.** No Dickies, cargo shorts, oversized shorts, super-baggy shorts, extra pockets, extra zippers, or extra seams will be permitted. The shorts must have belt loops and be worn with a dark belt. (Kindergarten is exempt from wearing a belt for toileting purposes.)

Additional Kindergarten-5th Grade Boys' Uniform Requirements:

- Long-sleeve polo shirt with logo (white or light blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- V-neck or cardigan sweater with logo (navy blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- **Note:** Lower school students do not wear the V-neck sweater with the stripes. These are for upper school students only.
- Fleece pullover or jacket with logo (navy blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)



Religious Head covering: Boys may wear a religious head covering as part of their school attire. It must be solid in color and should match one of our approved school uniform colors (black, navy, light blue, beige, and white)**.** It should be worn neatly and securely, ensuring it does not obstruct vision or pose any safety concerns during school activities.

K-5 Grooming for Boys

Boys' Hair: Hair should be neatly combed or styled. Hair must be above the top of the shirt collar. Hair should be styled so that it does not fall below the eyebrows or past the midpoint of the ear. Hair must be natural looking and conservative in its color and cut (no bleaching or unnatural streaking/highlighting, no artificial jet-black coloring, and no unnatural colors). Accommodation for religious reasons are permitted. The hair is to be neatly combed before the beginning of each school day. Hair gel that helps

the hair stay in place or controls curly hair is allowable. No artificial coloring of the hair, extreme spiking of the hair or mohawks (including combed down or over and some facsimile of a mohawk).

Boy's Accessories: Only simple, fine-gauged, 16 to 20-inch, silver or gold chain necklaces (with or without a pendant) are permitted and must be worn under the shirt. No other jewelry (no earrings, rings, bracelets, etc.) except a simple analog or digital watch may be worn (**no smartwatches or fitbits – such devices go against the purpose of our uniform and technology policies and can be an external expression of status and distraction in the classroom environment – there are clocks in every classroom**). Any watch that is bluetooth capable and/or has the capability to connect to WIFI or internet is considered a smartwatch. If it does more than tell time, then it is not simple.

Any item considered a distraction by the teacher may be confiscated and arrangements will be made with the parent to send the item home. A student may be subject to an infraction, detention, and possible removal from the classroom if he is not in compliance with the school dress code.

Kindergarten–5th Grade Girls' Uniform Requirements

Girls are required to wear one of the following choices:

Choice 1

- Short-sleeve polo shirt with logo (white or light blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- Pants or shorts (navy blue, available from a vendor of your choice)
- Solid black or brown leather belt, not woven. (Kindergarteners do not need to wear belts.)
- **K-2 only:** Plaid jumper & peter pan collared shirt

Choice 2

- Short-sleeve polo shirt with logo (white or light blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- Great Hearts plaid skort (available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)

Optional Items:

- Long-sleeve polo shirt with logo (white or light blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)
- V-neck or cardigan sweater with logo (navy blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)



Note: Lower school students do not wear the V-neck sweater with the stripes. These are for upper school students only

- Fleece pullover or jacket with logo (navy blue, available from Flynn O'Hara or Tommy Hilfiger through Global School Wear)

Additional Kindergarten-5th Grade Girl Uniform Requirements:

Skorts: The skort hem may be no higher than just above the knee, both in front and in back. To measure a correct skort/jumper length, properly adjust the skort at the waist, kneel on a level surface, and measure at most two inches between skort's hem and the floor. Skorts must be worn at the waist. The Great Hearts plaid skort comes with built-in, black modesty shorts. Modesty shorts must be worn under the K-2 jumper or any uniform skirt that does not have built-in shorts.

Religious Head covering: Girls may wear a religious head covering as part of their school attire. It must be solid in color and should match one of our approved school uniform colors (black, navy, light blue, beige, or white) and free from embellishment**.** It should be worn neatly and securely, ensuring it does not obstruct vision or pose any safety concerns during school activities.

K-5 Grooming for Girls:
Girls' Hair: Hair should be neatly combed or styled. Neat small bows, barrettes, headbands, beads, and hair ties are permissible so long as they are approved uniform colors (black, navy, light blue, beige, and white)**.** Hair must be natural looking and conservative in its color and cut (no bleaching or unnatural streaking/highlighting, no artificial jet- black coloring, and no unnatural colors). Accommodation for religious reasons are permitted.

Girls Accessories: Girls are permitted to wear one pair of small, inconspicuous stud or short earrings on the ear lobes only. "Short" means the earrings should hug the ear lobe and measure no more than 1 cm in diameter. Large hoops, dangling, or distracting earrings are not allowed. No body-piercing jewelry is permitted except for traditionally-located ear lobe earrings. Necklaces such as chokers, beaded (colored or otherwise), leather, shells, large or elaborate chain-links, or pendants larger than 1 inch in any direction are not permitted. If a necklace is worn, it must be simple and tucked into the shirt so that it is not visible. No bracelets other than a simple analog or digital watch may be worn (**no smartwatches or fitbits – such devices go against the purpose of our uniform and technology policies and can be an external expression of status and distraction in the classroom environment – there are clocks in every classroom**). Any watch that is bluetooth capable and/or has the capability to connect to WIFI or internet is considered a smartwatch. If it does more than tell time, then it is not simple.

Makeup: K–5th Girls may not wear makeup. Fingernails should not be excessively long or painted garishly. Press-on or acrylic nails are not allowed. Fingernails may only be painted in clear, light pink or beige. No shades of red, blue, green, yellow, purple or black are permissible, nor are glittered, speckled, or patterned nail polish.

Any item that is considered a distraction by the teacher may be confiscated and arrangements may be made with the parent to have the item sent home.

Footwear K-5 Boys and Girls:

Students may wear either "Keds School Days" shoes (white and navy blue) or any **all white** or **all black** athletic shoe. **No high tops or style variations please:**

Acceptable Footwear:

- Keds® "School Days II" shoes
- White or black athletic shoes
- Shoes should be without conspicuous brand markings such as a swoosh. If a swoosh is present, it should be the same color as the shoe to ensure the all white or all back style.
- K–2nd graders' shoes may have Velcro closures; 3rd–5th graders must have laces. Students must have their shoes fastened correctly at all times.
- Socks must be solid white, solid black, or solid navy, free of logos, crew-length, ankle-high, or knee-high. "No-show" socks are not permitted.
- Tights must be solid white or solid navy. Solid white or solid navy footless tights or leggings are permitted, but socks must be worn. Knit tights for colder weather are also acceptable.
- All socks, tights, and leggings must be plain and free of logos or designs (no polka dots, fishnets, etc.). Plain cable-knit texture is acceptable.

Use the pictures below as general guidance and email the Headmaster directly with photos of any shoes that you would like to purchase that may be in question. The purpose is to have a shoe that is uniform in solid white or black color but can also be used as active wear during PE and recess. The shoe should either be free of a logo or the swoosh should be the same color as the shoe to ensure the all black or all white color. Socks must be visible.

Examples of what to wear:



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Examples of what ***NOT*** to wear:



Additional Requirements for All Students:

Undershirts: Solid white undershirts may be worn but should not be visible (except for a small triangle underneath the collar). Colored or patterned undershirts are not permissible. Long-sleeve undershirts may only be worn with long-sleeve uniform shirts that cover them completely and therefore should not be worn under short sleeve shirts where they would be visible.

Headwear: Hats and caps free of pop culture references or images, messages, or conspicuous logos may be worn at recess, P.E., carline, or other outdoor activities, but must be removed when entering the school building or at a teacher's request. Accommodations for religious reasons are permitted.

Examples of Acceptable Headwear:





Outerwear: Knit uniform sweaters and uniform fleece pullovers with the Great Hearts logo available from Flynn O'Hara or Tommy Hilfiger through Global School Wear**,** may be worn in the classrooms and building throughout the school day all year long. Other jackets, coats, and sweatshirts may be worn to school for warmth but must be free of pop culture references or images, messages, or conspicuous logos. Appropriate outerwear may be worn during recess, P.E., carline, and other outdoor activities, but students must store outerwear in their cubbies or on hooks while they are inside the school building.

Examples of Acceptable Outerwear:








Sunglasses: Plain sunglasses free of pop culture references or images, messages, or conspicuous logos may be worn at recess, P.E., carline, or other outdoor activities, but must be removed when entering the school building or at a teacher's request.

Tattoos: No tattoos are permitted—either temporary or permanent. This prohibition includes pen and ink drawings on the skin. Accommodations for religious reasons are permitted.
Other: No oversized or baggy clothing will be permitted. All clothing should be labeled in case of loss.

2.2.13. School Concert and Special Events Dress Code

Concert Dress:
Boys: Black (or dark) dress pants, white button-up dress shirt with black (or dark) necktie. Necktie is required for all boys. Black (or dark) dress shoes *or* all-black athletic shoes.

Girls: Black (or dark) modest-length dress *or* black (or dark) modest-length skirt with a white blouse/top. No "spaghetti strap" or strapless dresses. **Dresses and skirts should be no shorter than knee-length since students will be on stage.** Black (or dark) dress shoes, black (or dark) dress sandals, black (or dark) ballet flats, heels less than one inch, *or* all-black athletic shoes. All clothing must be modest and not form-fitting.

Special Event Dress:
All shirts worn for special events should be modest, loose fitting, in good repair (no holes, torn pant legs, etc.) and should be worn either tucked in or well over the waist of the pants/shorts if not tucked in. No midriffs may be shown. T-shirts are preferred—no tank tops, camisoles, or sports bras may be worn as outer garments. Sleeveless shirts may be worn if modest. Pants/Shorts should be modest and in good repair (no holes, torn sleeves, etc.). Pants/Shorts should be worn at the waist. Shorts should be mid-thigh or at least a 5-inch inseam in length, and no-longer than just below the knee. No short-shorts or long baggy shorts may be worn. No boxers or undergarments may be visible.

2.2.14. Backpacks, Lunchboxes, and Water Bottles

Students may bring backpacks, lunchboxes, (non-spill, closed lid) water bottles, to and from school. These items must be stored inside cubbies or on hooks during the school day and should not be accessed without permission or left on the floor/ground. All items should be free of pop culture references or images, messages, conspicuous brand logos, and dangling accessories. Water bottles should be non-spill and closed lid.

The following are examples of acceptable items:



Academy officials may search and seize property when there is reason to believe that some material or matter is present that is detrimental to the health, safety, or welfare of students.

2.2.15. Biological Sex and Gender

Texas law establishes strict requirements related to public school student's biological sex and gender. Great Hearts Texas will comply with and implement all such legal requirements to include restrictions on instruction regarding sexual orientation and gender identity (under Texas Education Code § 28.0043), prohibitions against assisting with social transitioning (under Texas Education Code § 11.401), and restrictions related to the use of single-sex bathrooms and changing facilities (under Texas

Government Code § 3002.051). The Academy administers these requirements in accordance with Board policy and applicable law.

2.2.16. General Traffic Information

To ensure the safety of all students, staff, and families, each Academy has established a structured car line system for student drop-off and pick-up. All families who transport students by car are required to follow traffic procedures each day, as set by the local campus. These procedures are in place to support a safe and orderly arrival and dismissal process. Compliance with school traffic procedures is essential for the safety of all students.

Students will not be released to leave school with any adult except the parent, an approved adult listed on the school registration documentation, or by written permission of the child's parent. If another adult will be picking up your child to drive home after school, please file permission with the office through required annual enrollment or re-enrollment documents. Academy students are not permitted to leave campus in any car driven by someone other than the parent, unless explicit written permission from the parent is on file with the school office. It is school policy that faculty/staff do not transport students in their personal vehicles to or from school or to and from school events. Once a student is on campus, he or she may not leave except under parental supervision or under the supervision of an authorized teacher or coach.

Please be aware that local law enforcement has full jurisdiction over all public roadways, including those commonly used for school car line traffic before and after school hours. This includes streets, intersections, and rights-of-way adjacent to the school campus, which may become congested during arrival and dismissal times. As such, local police officers or sheriff's deputies may be present during car line operations to monitor traffic flow, enforce traffic laws, and ensure the safety of students and families. This presence is intended to promote compliance with laws related to speed limits, illegal parking, use of mobile devices in school zones, and general roadway safety.

In the event of traffic accidents involving personal vehicles, disputes or confrontations between drivers or family members, unsafe driving behavior, or any other safety-related incident occurring on a public road near the school, the matter will fall under the jurisdiction of local law enforcement, not school administration. Parents and guardians are expected to conduct themselves respectfully and lawfully at all times. If an incident escalates or violates the law, school officials may request the involvement of law enforcement, and the individuals involved may be subject to citations or legal consequences.

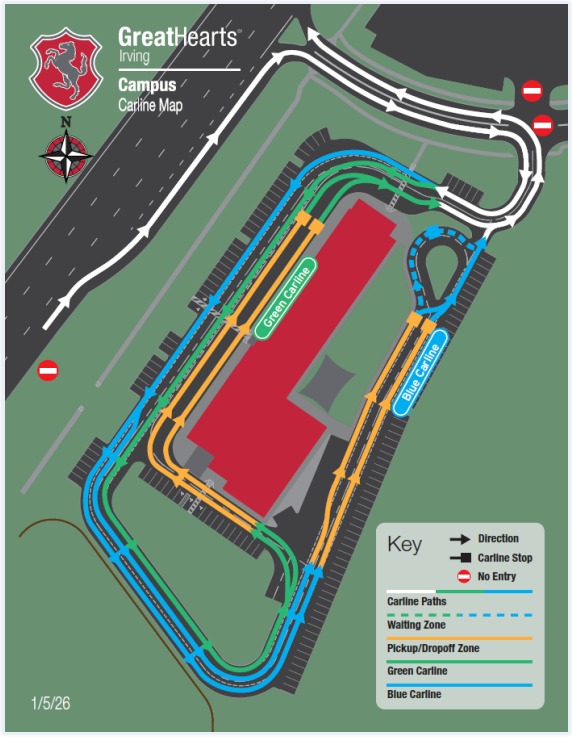
Traffic Flow for Drop-Off & Pick-Up:

Lane Assignments:
The traffic flow operates through two major car lines: The West (**Green**) Carline and the East (**Blue**) Carline. Families should **choose the lane that is shortest**. Please do not change lanes once you have entered. Your student will be called to the side corresponding to the lane you enter and changing lanes will mean your student will be delayed in getting to your car. In the event a line becomes backed up,

faculty may direct cars to keep traffic moving. It is vital to the safety and efficiency of carline that drivers follow all faculty directives.

Campus Entry and Exit Rules:
Refer to the **Campus and Area** maps for a visual representation of these directives. During pick-up and drop-off, **the left turn lane into the school from Story Road is closed.** All vehicles must **turn right onto Story Road** from the TX-161 Frontage Road, then immediately **turn right to enter the school parking lot.** To maintain continuous traffic flow on Story Road and prevent congestion, all vehicles **must exit left out of the school parking lot** onto Story Road. Vehicles are not to use the emergency exit on the TX-161 Frontage Road.

Campus and Area Map:





Navigating Early Arrivals or Missed Turns:
If you arrive before your scheduled wave time or pass Story Road while traveling northbound on the TX-161 Frontage Road, use one of these re-entry routes:

- **Walnut Hill Loop** (Red Dotted Arrows on Area Map): Use the turnaround to proceed southbound on the TX-161 Frontage Road. Turn left onto Walnut Hill Lane, then turn left again to head back northbound on the TX-161 Frontage Road.

- **Beltline Road Loop** (Black Lines with Red Dotted Arrows on Area Map): Turn right onto Beltline Road. Pass Story Road, then turn right onto Walnut Hill Lane. This route will bring you back northbound on the TX-161 Frontage Road.

If approaching the school from north or east during carline, such as heading southbound on Beltline or eastbound on Story Road, do not attempt to turn onto Story Road and make a left into the school lot, as left turns are prohibited from this direction by the traffic officers. They are trying to keep vehicles moving on Story Rd. Instead, use Walnut Hill Lane to loop around the block and approach the school via the TX-161 Frontage Road.

Essential Safety Regulations:

- **Do not use unmarked side roads, private business properties, or nearby neighborhoods as shortcuts or turnarounds. These areas are not part of the school's approved traffic plan and must be respected.**
- **Using a cell phone while driving is illegal in Texas, including within school lots.**
- **U-turns on Story Road and Beltline Road are dangerous and illegal.**
- **Vehicles must not be left unattended during pick-up and drop-off. Drivers must remain inside their vehicles.**
- **All instructions from faculty and law enforcement officers must be followed without exception.**

Car Placards:
Each student will receive a car placard with a unique CurbSmart family number. Please display the placard on your dashboard where it's easily visible from outside your vehicle. These placards help traffic captains quickly identify cars and students, especially those with siblings or in carpools. **Vehicles not displaying a valid physical carline placard will not be permitted to pick up students in carline and will be directed to the front office to present identification and sign them out.**

Our unique placards are the primary method by which we ensure students are being dismissed to authorized persons during carline. Families should take care that placards are only shared with persons whose names are on file with the front office as having authorization to pick up their children. Families must NEVER modify or attempt to make copies of their carline placards as modified, photocopies or pictures of car placards will not be accepted as valid and the vehicle will be directed to the front office. Additional placards may be requested from the front office or via email at ghilsinfo@greatheartstxschools.org

Wave Times and Why They Matter:
GREAT HEARTS IRVING LOWER SCHOOL has over 900 students and following your assigned wave time is crucial to prevent traffic backups onto the 161 Frontage Road. Wave times are designed to

reduce your wait time and spread-out arrival so as not to create a bottleneck and back up on the frontage road or nearby stoplights.

If you're coming directly from home or work, you should not turn onto the 161 Frontage Road prior to your wave time. Students with later wave times will be supervised with an opportunity to read, listen to a story, or work on homework.

Drop Off

Drop off will run from 7:15-7:50AM. Please **do not arrive or queue in the lot before 7:10AM** so that faculty may enter the lot unrestricted. Do not unload until the traffic captain is present and gives the direction to unload. Vehicles should not leave until directed to do so and all students are clear.

Wave	Wave Start Time	Student Priority
First Wave	7:15AM	Working Parents, tutoring assigned by teacher
Second Wave	7:25AM	General student body

Drop off will conclude at 7:53AM to give students time to transition to their class. **Families arriving after 7:53AM will need to park in the Lower School Lot and sign in with their children at the front desk.** Vehicles and students who are not in the carline by 7:53AM will be considered tardy. The lower school will begin the pledges and morning announcements promptly at 7:55AM. There will be a two-week grace period at the beginning of the year as we anticipate it will take time before everyone (faculty, parents, and students) is operating efficiently.

Pick Up

Pick up will run from 3:30PM – 4:10PM in both lanes (1:25PM – 2:05PM on early release days).

Please be aware that access to the lot will be restricted at 3pm. All appointment pickup and volunteers need to leave before 3pm. Anyone arriving after this time will be asked to wait and join the regular pick-up process.

Please note your wave time arrival and when we will dismiss students. Families should not be entering the lot early. Your family's wave time is determined by the grade of your oldest child.

Lower School	Wave Arrival (*ER*)	Release	Grades
Orange Wave	3:20PM(*1:15PM*)	3:30PM	Kindergarten Only (no siblings)
Red Wave	3:25PM(*1:20PM*)	3:30PM	1st – 2nd Grade (and any younger siblings)
White Wave	3:30PM(*1:25PM*)	3:35PM	3rd – 4th Grade (and any younger siblings)
Blue Wave	3:35PM(*1:30PM*)	3:40PM	5th Grade (and any younger siblings)

All students **MUST** be picked up by 4:10PM (2:05PM on early release days) unless they are enrolled in an after-school activity (please be aware clubs will not begin until September). **Parents arriving after 4:10PM (2:05PM early release) will need to park and sign their child out at the front desk.** Parents regularly picking up after the dismissal window will be required to attend a meeting with administration

to address afternoon carline expectations. If the late pickups continue after the parent meeting, the school may be required to submit a report with Child Protective Services due to the child(ren) regularly being left at school outside of the school's communicated operating hours. A grace period will be extended for morning tardiness and for the pickup cut off time for the first two weeks of the school year to give families and faculty time to become familiar with the new routines.

More information will be forthcoming and available at Back to School/Meet the Teacher Night on August 7th. Please email Charles.brogan@greatheartstxschools.org with any questions and feedback that you may have.

Adherence to the guidelines is required for all drop-off and pick-up operations to maintain safety and efficiency. For additional information on carline, please see our school webpage at: https://irving.greatheartsamerica.org/lowerschoolcarline/

2.2.17. Student Walkers and Closed Campus

As Great Hearts Irving Lower School is situated on a street with commercial traffic, we discourage students from walking or biking as sidewalks do not completely span our street. We have the below policy for students who live within a mile of the area. Students who do not live within a mile of safe walking distance of school should follow the regular dismissal process. Please be aware that upper school has a slightly different student walker policy. Students may not walk to or off campus unsupervised by either an adult or upper school sibling.

Walkers can meet at the front desk, exit out the front entrance, and exit out the north side gate to Story Road. They must follow the path of the sidewalk out of the Lower School lot.

For families living within a mile of the school premises, parents granting permission for a child to walk to and from campus, the parent/guardian accepts full responsibility for the safety and welfare of the child and all liability of any kind that may arise from the child walking to or off campus. Concurrently, the parent/guardian waives all rights to assert a claim against Great Hearts Irving Lower School and its Board of Directors, officers, administrators, employees, agents, representatives, volunteers, insurers, assigns and successors.

These students who walk or bicycle to school must arrive no earlier than 7:15AM and no later than 7:50AM. They must always obey the traffic lights and Walk/Don't Walk signals. Students may lock up bicycles at the bike racks, but all bicycles must be removed at the end of the school day; no bikes should be left on campus after hours or on weekends. The Academy is not responsible for any bicycles or other personal property left on the campus after hours or on weekends.

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2.2.18. Student Pick-Up Permission Policy

Custodial guardians of GHILS students are automatically approved at all times for student pick-up. Any additional contacts must be added to each student's PowerSchool account. Additional pick-up contacts must include name, relationship and contact phone number.

Pick-up in Carline:
Any non-custodial pick-up contacts must be added in PowerSchool, our school data system. All contacts added to the student's PowerSchool account will automatically be added to CurbSmart, our carline pick-up system. *Note*: Manually adding contacts to CurbSmart will NOT approve them for in-school pick-ups. CurbSmart is our pickup app and not the official school data system.

Pick-up During the School Day:
If a student will be picked-up during the school day, this must be done from the Lower School Front Desk. Missing instructional time is highly discouraged as it is impossible to replicate the classroom learning experience and every moment in a Great Hearts classroom matters. This is not hyperbole; please limit absences and tardies if you want the full effect of this excellent educational opportunity. Only contacts added in PowerSchool for a specific student will be permitted to sign-out and pick-up that student. Be sure to check all students, as contacts are not shared between siblings without guardian authorization. All contacts, including custodial guardians and parents, should be prepared to present your placard, Driver's License, or other government issued identification prior to the release of the student.

If a student does require pick-up during the school day, it must take place prior to 3:00PM on regular days and 1:00PM on Early Release Days. This is to allow ample time for the student to be released prior to the start of carline. Pick-up will not be allowed after these times until dismissal begins, so please plan accordingly.

Emergency Pick-Ups
In the event that a student must be picked-up during the school day by a contact that has not been added to PowerSchool, notification must be sent to GHILSinfo@greatheartstxschools.org or a phone call to the front desk is required. This information will then be shared with the necessary parties. Please CC the teacher but recognize that due to their teaching schedule, the teacher may not see the email in time.

2.2.19. Families with Custody Agreements

Great Hearts Texas will honor valid court orders regarding student custody, access, and educational records. Students will be released, and student information will be disclosed, only in accordance with verified legal documents. The Academy is not authorized to modify or interpret court orders.

2.2.20. Physical Education Exemption

Short-term exemptions from physical education are possible for students who have physical handicaps, illnesses, or other incapacities that a physician deems severe enough to warrant exemption or severe

enough to warrant modified activity in such classes. Each case is handled on an individual basis as follows:
All notes for Physical Education exemption or modification must come through the nurse's clinic regardless of the amount of time requested.

1. A parent/guardian note will be accepted for exemption or modification for a duration of three days or less. This note must include: student's name, date(s) of non-participation, reason for non-participation, parent/guardian signature, and a phone number that the parent/guardian can be reached during the day.
2. After three days of missed Physical Education class the student must present the school nurse with a signed physician's certificate.
3. A request for long-term exemption must be accompanied by a physician's certificate. Such certificates are honored but must be renewed each year.
4. When the physician's certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
5. Following a long-term exemption, the student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.

2.2.21. Holidays and Celebrations

At Great Hearts Irving, our students work diligently in pursuit of what is good, beautiful, and true. Our course of study is rich and rigorous and demands our students spend every minute of the school day working toward the highest goods while they are here with their teachers and classmates.

Popular holidays like Valentine's Day, St. Patrick's Day, Halloween, and Christmas can be divisive and focused on popular culture or materialism. That said, festivals and celebration have an important role in any community. As a result, at Great Hearts Irving, instead of holidays, we choose to celebrate what we are learning about. In each grade level, celebrations occur throughout the year at the culmination of certain units of study. Celebrations like Community Helpers, Animal Kingdom, Dinosaurs, Ancient Rome, Texas History, and Renaissance Festival have become traditional over the years, and our students look forward to them eagerly each year. Teachers communicate in advance about when these celebrations occur so that parents can see when there may be opportunities for students to wear a themed costume to school or for parents to volunteer on campus and help out with these fun and exciting days.

2.2.22. Spirit Shirt Days

Students can wear spirit shirts on the last Friday of each month. Spirit shirts include any shirt that include the Great Hearts Irving logo or name. Appropriate uniform bottoms must still be worn. Additionally, spirit shirts may be worn on PSO-sponsored spirit days. These special days will be announced in advance through the "Week Ahead" email. Parents will need to bring proper uniform attire

if students are in spirit shirts on non-designated days.

2.2.23. Student Birthdays

Students may bring special edible treats on their birthday to their homeroom, including one for every student. Small, non-perishable treats that do not require utensils are preferred such as mini-cupcakes, small (un-iced) cookies, or donut holes. High sugar items such as a full cake, ice-cream, and soda are not appropriate for a school related treat.

You may send the treats in with your student at drop-off time. If you need to drop them off later in the morning, please have them at the front desk by 9:00am. Please provide at least 48-hours advanced notice as the teacher will plan when during the day it would be most suitable to share them with the class. If school is not in session on the student's actual birthday, the parent should coordinate a day with the teacher in which their child will bring in treats.

Parents may NOT bring food to share at lunch to, in a sense, host a mini party (such as pizza or catering). Students with special food allergies may bring in a box of allergy free treats that are non-perishable for the teacher to keep for the student on those days in which birthday treats being served do not meet their dietary restrictions. Students may not bring in gifts or party favors.

Another way to recognize a student's birthday in the classroom is through the donation of a "Birthday Book." In lieu, or in addition to, birthday snacks brought in on the scholar's birthday, parents may purchase a book to donate to the school library in honor of their scholar's birthday. The scholar is welcome to bring in the book to the classroom on their birthday, if they want to share why they selected it, i.e. favorite fairy tale, they can briefly share it with the class. For younger scholars with shorter books, the teacher could even read it aloud, if time allows. Please see a list of approved books on the school website.

We will have a special bookplate to be completed by the teacher – scholar's name, birth month and birthday – and adhered in the front cover the book. When that book is checked out, it will be known it was a special donation. This is not limited to a one-time donation, if parents choose to buy a book every year for their child's birthday, what a wonderful impact that child leaves at the school!

We will include a summary each week with donated Birthday Books in the Week Ahead.

2.2.24. Major Events: Athletic Field Day, Storybook Festival, Friendship Day, Assemblies

In an effort to foster community, the faculty hosts several cultural activities during the school day throughout the year that celebrates and enhances the mission, vision and curriculum of GREAT HEARTS IRVING LOWER SCHOOL. These activities are meant for the students and their teachers and do not allow for parent spectators. From time-to-time parents may be asked to help organize or execute portions of these events.

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2.2.25. Field Trips

Each grade level team of teachers in coordination with school leadership arranges one field trip a year for each grade that in some way enhances or compliments an area of study in that year's curriculum. A small number of parents will be asked to volunteer to help with the monitoring of students on the day of the event. If the location of the field trip is also open to the public that day, any parent may show up at the same time as the class and pay the entrance fee to "tagalong" with their student, otherwise, only parent volunteers sanctioned by the school may attend and assist. Parent volunteers may not ride in the provided school transportation. (See school transportation guidelines for further info.)

2.2.26. Library

Students will have the opportunity to visit the school library with their class on a biweekly or monthly basis. Students may check out one book at a time. The following guidelines pertain to checked out books:

- Two-week loan period
- No fines for late books
- Email sent to the classroom teacher listing all students with overdue books
- Replacement fees will be issued for the cost of lost or damaged books unless parents would rather purchase a replacement copy to provide to the school.
- At the close of the school year, library accounts that have books that are not returned will be assessed a fee or provided a replacement option. The family Configio account may have a hold placed upon it until the account has been reconciled.

2.2.27. Extra-Curricular Activities

We believe that students are happier and more successful at the Academy if they are involved in one or more of our extracurricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extra-curricular participation also builds teamwork and school spirit among the community of learners. Still, we recognize that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. Nonetheless, some of our most accomplished students at our schools have professed that the discipline gathered from participation (in terms of time management and personal habits) has greatly helped their academic growth. There is a range of supervised activities to select from: after school clubs, Chess Tournaments, and 5th grade intramurals. We encourage parents to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

Great Hearts Irving Lower offers a structured plan for After-School Clubs. Clubs are led by faculty and are open to student participation by registration. Each club offering must reach the minimum enrollment

of 10 students. Maximum enrollment is 20 students with a few exceptions. Three club sessions are offered throughout the year: Fall, Winter, and Spring clubs. Each session is 10 weeks long. The club offerings are based on the preferences of the teachers that are available to lead a club. Clubs meet once a week, 4:00-5:00pm on Tuesday, Wednesday or Thursday, as determined by the teacher's availability. The cost for each club session is $75 per student. Students are welcome to register for multiple clubs during the same session, provided they occur on different days of the week. At 5:00 pm students will be dismissed through the Turf Gate at Blue Carline. To ensure the safety and security of all students, parents or authorized guardians must present their carline placard to pick up their child.

The 5th Grade Intramural program is designed with two very intentional goals. The first goal is that Great Hearts Irving Lower wants to create an opportunity to form habits of excellence in the part of one's character that can only be tested in competition and one's ability to work on a team.

We seek to create an environment where students can experience winning and losing, while coming to see the correct and humble response that both require. We seek to create an environment where the individual can come to find their place on a team; where the needs of interpersonal communication and individual effort meet in the beautiful crescendo of the perfect pass or excellent play that is completed in the goal or win.

Our secondary goal is to support our upper school athletic program by introducing Great Hearts students to athletics in a controlled, friendly, and peer-based environment. Coaches will approach practice and competition with Great Hearts' intentional athletic philosophy, with a major goal being the mastery of fundamental and basic skills of each offered sport. We want the intramural program to be both a source of competition, but also one of fun and joy. Intramural implies that we will be playing with the school community. There will not be any traveling, and our students will practice and play games here on campus.

It is important that we begin the academic year correctly and form our classroom habits without disruption; we therefore plan to begin our first practices starting in the first week of September. In order not to overwork or overload students who are still coming to terms with up to an hour or more of homework each night, we plan to run one-hour practices twice per week, with a game held once every other week. We will complete each season with a playoff tournament in which each team will have a final chance to play for the championship.

There will be a $150 fee per intermural season for each student (this will cover the cost of equipment, coaching, and referee costs). Students may purchase a shirt for $20 and use it all year. Student athletes must be eligible to participate by maintaining passing grades, passing a physical examination (see forms

on the school's athletic site), and demonstrating excellent moral choices in the classroom and during practice.

Participation

Participation in school extracurricular activities, both athletic and non-athletic, is a privilege and not a right. Students can be suspended from extracurricular activities for academic or behavioral reasons at any time by decision of the coach, the athletic director, or the school administration.

Fees

Activities will require a fee for supplies, rented venues, and equipment. Checks are to be made out to the school and not any particular coach. All extra-curricular programs at the Academy are required to be self-supporting through income from fees and tax credits. The primary academic budget of the school is not able to manage such costs. The Academy maintains an official extracurricular fee schedule, set annually and consistently throughout the Great Hearts network.

The fee for an extra-curricular activity must be paid prior to the student joining the team or activity, even for practice. The school is not able to carry balances for fees or manage payment plans by parents. The school, however, does take a credit card as a form of payment for fees.

2.2.28. Food and Drink on Campus

Refrigerators and microwaves are not available for student use, please pack lunches accordingly. We encourage students to bring their lunch to school using insulated containers or thermoses to keep items hot or cold.

Lunchtimes vary by grade level. We encourage families to send lunch with their child each morning unless they plan to purchase a school lunch. While we discourage parents from dropping off lunches during the school day, we understand that circumstances occasionally make this necessary. If you need to bring a lunch to campus, please be mindful of your child's lunch schedule and allow sufficient time for faculty members to deliver the lunch to your child before their lunch begins (i.e. one hour minimum ahead).

If a child forgets to bring their lunch, the school will provide the student with a school lunch. Studies show that improved nutrition has a direct impact on academic performance, memory, and other positive learning behaviors. Parents will be charged for a provided lunch through LINQConnect.

Great Hearts will not deny a student a meal unless a guardian has specifically requested us to do so. If a guardian needs to restrict a student's a la carte or extra item purchases for financial or any other reason, they may do so online or by contacting the school. To restrict meal purchases or to set an overall account balance limit, please email the campus Director of Operations or the Child Nutrition Director.

The only liquid approved for students to drink at school is water. There are several water fountains available throughout the campus. Students are encouraged to bring durable water bottles to school with their names printed on them. Students may refill these bottles from any of the drinking fountains on campus. Please ensure these bottles include a non-spill lid. Many popular bands with straws still spill. You need to be able to turn the bottle upside down while still retaining water for it to be approved.

As a precaution against sickness and potential allergic reactions, students should not share or drink from the same bottles nor share food with one another while on campus.

2.2.29. Lost and Found

The Academy maintains a lost and found area near the front office. Anyone who finds books, clothing or other personal items left unattended should bring these items to the lost and found. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that all personal items be marked with the student's name. Uniform clothing should have the family name on the inside label; we recommend that student-owned consumable books have the student's name prominently displayed either on the front cover or on one of the four sides of the book.

Section 2.3. Safety and Security

2.3.1. Visitors on Campus

All visitors to campus should report to the front desk by entering the building through the Main Entrance, Door A1. All other doors and gates should only be accessed by staff with an assigned keycard. At the front desk, visitors are required to check-in and receive a visitor's badge which must be worn on their person in a visible manner for the duration of the time they are on campus. Any visitors encountered without a badge will be immediately escorted to the front vestibule for proper check-in.

2.3.2. Vehicles on Campus

To ensure the safety of all students, staff, and visitors, Great Hearts Texas has established clear expectations for the operation and parking of motor vehicles on school property. Vehicles entering campus must follow all posted signs and directions from school personnel directing traffic. These rules apply to all parents, guardians, visitors, and students who operate a vehicle on campus. All student drop-off and pick-up must adhere to the academy's established procedures. The school reserves the right to regulate vehicle access in accordance with the Texas Education Code, which grants public schools the authority to control traffic and parking on school property.

The speed limit on campus is 5 miles per hour unless otherwise posted. Drivers must yield to pedestrians at all times. All vehicles must park in designated visitor, parent, or staff parking areas. Parking in fire lanes, car line, loading zones, or unmarked areas is strictly prohibited and may result in citation or towing at the owner's expense. Fire lanes must remain unobstructed at all times. Blocking a fire lane is a violation of the Texas Transportation Code, subject to fines and towing. To promote student health and environmental responsibility, vehicle idling is discouraged. Scholars are expected to follow all safety

instructions provided by school staff while traveling to or from school-sponsored activities. Seat belts must be worn when available, and scholars must remain seated while vehicles are in motion.

2.3.2. Drills: Fire, Tornado, and Other Emergencies

From time to time, all members of the school community will participate in drills of emergency procedures. When a drill is initiated (either by an alarm or announcement), students should follow the instructions from their teachers or other individuals in charge quickly, quietly, and in an orderly manner.

2.3.3. Law Enforcement and Child Protective Services

Great Hearts Texas cooperates with law enforcement agencies and child protective authorities as required by law. School administrators may permit authorized officials to interview students at school, take a student into lawful custody, or otherwise carry out their legal duties. When appropriate and permitted by law, the Academy will make reasonable efforts to notify a parent or guardian. In matters involving child abuse or neglect investigations, the Academy will follow all applicable legal requirements, which may limit or prohibit parental notification.

2.3.4. Searches

To maintain a safe, secure, and orderly learning environment, Great Hearts Texas may conduct searches of students, their personal property, lockers, desks, vehicles parked on school property, and other areas under the Academy's control as permitted by law. Searches of a student's person or personal belongings will be conducted only when authorized by law and supported by the appropriate legal standard. Students are expected to cooperate with lawful searches conducted by school officials.

Lockers, desks, and other school property remain the property of the Academy and may be inspected at any time, with or without notice. The Academy may also conduct periodic safety inspections, including the use of trained detection dogs to inspect school property and vehicles, in accordance with applicable law. Prohibited or illegal items discovered during a lawful search may be confiscated, disciplinary action may be taken, and law enforcement may be notified when appropriate.

Students have full responsibility for the security of their desks and shall be held responsible for any prohibited items found during a search. The student's parent shall be notified if any prohibited articles or materials are found in a student's desk or on the student's person as a result of a search conducted in accordance with this policy.

Random Drug Searches:
In order to ensure a drug-free learning environment, the Academy conducts random drug searches of all school facilities. The Academy may use or contract for specially trained nonaggressive dogs to sniff out and alert school officials to the current presence of concealed prohibited or illegal items, including drugs and alcohol. Canine visits may be unannounced. The dogs shall be used to search vacant classrooms, vacant common areas, the areas around student desks, and the areas where vehicles are parked on the

Academy property or at school-related events. The dogs shall not be asked to alert on students. A dog alert to a desk, vehicle, or item in a classroom constitutes reasonable grounds for a search by school officials.

Section 2.4. Code of Conduct

2.4.1. Overview of Student Code of Conduct and Discipline

All of the information below is directed toward the common good of the Academy and its maintenance as a place of learning and moral development. We believe that habits of behavior play a significant part in forming habits of mind. The Academy's teachers will make every effort to enforce the rules below consistently, informatively, and with a heart of mercy for the student's overall well-being.

Students at the Academy strive to make the most of their educational opportunities. No less than their parents and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness. As many students and parents will gratefully attest, the Academy is a very good place to be.

Nevertheless, our students are young and human, and they will make mistakes in speech or behavior—they are still learning how appropriately to comport themselves. Many such behavioral mistakes, while requiring correction, need not be punished. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of the Academy is that students are young adults in the making who will learn civil, polite and respectful conduct by the example of their teachers and other adults. Consequently, students will be treated with respect and courtesy by the Academy staff and will be expected to treat not only all adults on campus with such respect, but one another as well. Several very obvious signs of such respect are a student's willingness to refrain from talking in class when others have the floor; a respect for the property of the school and of other students; a willingness to refrain from sarcastic or critical comments towards others; and a willingness to ask (and give) forgiveness when someone has been wronged.

In conjunction with parents, the Academy has the goal of developing not only habits of good scholarship and critical inquiry, but the character traits of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students and will not be specially rewarded at school.

The Academy's guiding policy is to be fair, firm, and consistent in the application of discipline for inappropriate behavior. However, the following guidelines for discipline are not intended to be exhaustive. The school reserves the right to exercise reasonable judgment as an individual circumstance might dictate.

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To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, the Academy has established this Student Code of Conduct ("the Code") in accordance with state law. The Code outlines prohibited behaviors and consequences for such behavior.

The Code has been adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the Headmaster. Parents will be notified of any violation that may result in their student being suspended or expelled from the school.

Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Code does not define all types and aspects of student behavior, as the Academy may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.

Great Hearts Irving is proud of our Student Code of Conduct that promotes a caring and respectful school environment for all scholars, faculty, and staff. We want our school to be permeated with love and learning. We focus on an atmosphere that is open and welcoming, culturally affirming and equitable within the context of a community of life- long learners.

For children and youth, the Student Code of Conduct speaks to appropriate relationships, essential to their formation. It also means we plan for the physical and emotional needs of scholars, faculty, and staff in times of crisis.

Mission Statement

Great Heart's mission statement expresses the view that:

- Education in the Western Tradition is the lifelong process of seeking and coming to know the True, the Good, and the Beautiful.
- The purpose of Great Hearts Irving is to assist parents and the local community in the formation of students in heart, mind, and body.

The Mission Statement commits Great Hearts Irving to the following principles:

- We are to inspire hope by encouraging the growth and affirming the worth of each person.

- We are to celebrate learning illuminated by the Western Tradition and formed by traditional values.
- We are to assist scholars to interpret social and human relationships in the light of virtuosity.
- We are to encourage the professional and personal growth of staff members and foster the educational and moral development of each child.

These principles express the vision of Great Hearts Irving and provide the framework for all policy and practices.

2.4.2. Student Behavioral Expectations

A Code of Conduct defines the values and vision of the school in which all relationships are conducted in a respectful and dignified manner. Great Hearts Irving shares with parents the responsibility to develop students' personal and social skills to achieve this vision; consequently,

- Each person within a school has the right to feel emotionally and physically safe.
- Each person has the personal responsibility to contribute to a safe, positive learning environment.

Expectations:

The Leadership Team of Great Hearts Irving has the following expectations:

For Scholars

- Scholars will attend school regularly and conform to the rules of the school,
    - We will be respectful.
    - We will be prepared.
    - We will be attentive.
    - We will follow directions.
    - We will strive for excellence.
- Scholars will participate willingly in their learning,
- Scholars will respect others' safety, well-being, and property,
- Scholars will be accountable for their behavior and responsive to consequences,
- Scholars will participate in creating a safe, positive environment conducive to learning.

For Parents/Guardians

- Parents will support their child(ren) in regular and punctual attendance at school,
- Parents will participate in creating a safe, positive, learning environment at their school,
- Parents will support and cooperate with the school to resolve concerns involving their child(ren),
- Parents will support their child(ren) in taking **personal responsibility** for their actions,
- Parents will interact with school personnel with goodwill and charity.

Scholar Discipline as a basis for the Student Code of Conduct

Classical education is based on the principles of traditional values. These principles include exercising good judgment and understanding in personal and social relationships. Great Hearts Irving supports the following ideals:

- Discipline us used "to disciple" and to help students learn (*DISCERE*)
- Discipline is a set of skills that allows for effective learning; discipline is not punishment; it is habit formation.
- Discipline enhances self-knowledge, self-esteem, and self-confidence.
- Discipline is part of the total teaching-learning process, which promotes the development of integrity, accountability, personal ethics and self-management.
- Discipline recognizes and respects cultural diversity and individual differences.
- Discipline policies adhere to generally accepted principles of fairness and equity.
- Discipline policies are dynamic and specific to each scholar's need

Examples of Appropriate and Expected Behaviors
With-in the learning environment, scholars will:

- Raise hand and wait to be called on
- Remain in seat unless otherwise directed
- Be prepared for class with all necessary materials
- Allow one person to speak at a time
- Have a positive and cooperative attitude
- Wear a clean and neat uniform
- Show Respect

Outside the classroom, scholars will:

- Engage in safe and respectful actions
- Walk at all times through the hallways
- Demonstrate care to all scholars and school property
- Obey instructions given by school faculty and staff
- Not engage in rough play

**This is not a comprehensive or exhaustive list but gives a sense of overall expectations.

2.4.3. Discipline

Faculty and staff are not expected to tolerate any form of disrespect or inappropriate behavior. Neither should any class have to tolerate a lesson being interrupted by a disruptive classmate. Discipline is administered in an atmosphere of love, with the purpose of moral and social development.

Dependent upon the grade level, classroom specific management practices are used to support the learning and safety of all scholars. Outside of these practices, consequences for violating the school rules are the same for all scholars. This list is not exhaustive, and other consequences may be given.

- Scholar will be warned.
- Scholar will take time to reflect on their actions

- Scholar will lose a privilege
- Parents will be contacted by a member of our faculty
- A detention will be assigned
- A parent conference will be held
- Suspension will be assigned after an accumulation of 3 detentions

**These consequences may not occur in this order.

The seriousness of the infraction will be taken into consideration when giving a consequence. The School Leadership Team will use their judgment and knowledge of prior infractions to make a final determination regarding an appropriate consequence.

Following multiple infractions, a conference will be held with the scholar and their parents. At the conference, the stakeholders will discuss a behavior plan.

Conclusion

This Student Code of Conduct is intended to assist scholars, school personnel, and parents/guardians in establishing appropriate expectations for personal and social conduct. This will happen if all individuals accept personal responsibility for their attitudes and actions. At Great Hearts Irving our intention is to guide our scholars to be safe, positive and virtuous individuals.

Thank you to our faculty and families who have committed to this mission, raising safe, happy, and virtuous children. We know that Great Hearts is a school of choice.

Choosing to attend our school comes with a commitment to our standards and a willingness to partner with us in the formation of your child and the development of virtuous habits.

2.4.4. Note Concerning Detention

Any student who fails to report to detention at the scheduled time will receive additional penalties (typically an additional detention). Students should not ask to have a detention rescheduled; detentions are by their very nature inconvenient, and students should view the inconvenience that detention causes to be a direct result of the misbehavior that incurred the consequence in the first place. Exceptions may be made in the event of a family emergency or serious scheduling conflict. All matters pertaining to the scheduling and serving of detentions should be directed to the faculty member.

Detentions can be serious in nature, and a high number of detentions can indicate a student's general unwillingness to cooperate with the school. The accumulation of numerous detentions may result in a suspension based on the judgment of the Headmaster. A student may be suspended if many of the detentions are received for the same offense, or if the Headmaster determines that the detentions are of a serious nature and warrant immediate action.

In the case of more serious misbehavior, such as forging a parent's signature, lying, dishonesty on exams and/or academic assignments, fighting, theft, willful destruction of property, defiance, disrespect, leaving campus without permission, skipping class, or any other serious offense listed in the Student

Code of Conduct, the parent will be contacted and other disciplinary measures taken, up to and including suspension or expulsion.

Threats of violence and physical, verbal or sexual harassment are illegal and will result in parent contact and, depending on the nature of the offense, may result in other disciplinary measures, including notification of law enforcement authorities, suspension, and expulsion.

2.4.5. Family-Teacher Academic Partnership

Communication Roles:
Student: Students are responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. We strongly encourage students to meet with their teachers regularly for tutoring if they are having difficulty understanding specific concepts or material. It is also the job of the students to communicate honestly to their parents about their day-to-day performance and academic standing.

Teacher: Teachers are responsible for clearly communicating to the student what is expected of him or her. Teachers are also responsible for notifying parents when their student is struggling considerably with the material or is not performing as expected. See **Academic Notices** above.

Parent: The primary means by which parents can assist their children are:

1. Encouraging their children in their development in Academy goals, namely the growth of character and wisdom; and
2. Providing a distraction-free study environment.

When students are experiencing significant academic struggles, our desire is for parents to generally seek to encourage the student to communicate their difficulty directly to the teacher. The teacher and student will create an action plan for addressing the struggle. If the difficulty persists, the parent can contact the teacher or vice versa. The teacher, parents, and possibly student, can then meet to discuss and address the issue. If the difficult persists, parents and/or teacher may contact the Assistant Headmaster who will facilitate a conference with the parents and teacher.

Parents of students in all grades are encouraged to talk with the faculty as soon as they think their son or daughter might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. Teachers are best reached via email; individual e-mail addresses are found on the school's website. To contact a teacher by phone, send an email to the teacher or call the school office to set up an appointment with the teacher in which he/she is available to have a phone conversation. Teachers will respond to phone calls and emails by the end of the next school day. It is not appropriate to stop by the classroom before school starts to meet with the teacher unless an appointment has been made. In the morning, teachers are monitoring students and it is important that they not be distracted from this duty. Our teachers' lunch time and prep time is also valuable and should be protected. If you would like to meet during the school day, please make an appointment.

Note: We ask that students and parents not enter faculty or administrative offices without invitation. This is a private workspace which contains confidential school records. Stopping by the faculty office before or after school is not a good time to meet with teachers.

While on campus, parents should always conduct themselves in a civil manner. Hostility, disrespectful speech, and vulgarity that Great Hearts determines is disruptive to the educational environment will not be permitted on campus, including in the parking lot. If parents are upset about a matter involving a teacher, we ask that they contact the school office to set up an appointment with the appropriate teacher, Assistant Headmaster, or the Headmaster as the situation warrants.

2.4.6. Student-Teacher Relationships: On-Campus and Off-Campus

The Academy highly values the working relationship between teachers (or staff) and students. This is a relationship best characterized as a *professional* friendship grounded in mutual respect. Teachers will treat each student as a unique individual and will serve the student with a heart of charity. Students, on their part, will treat each teacher with the respect properly accorded his or her role as an authority figure and leader here at the Academy. With this in mind, students should address teachers by their formal title, i.e. Mrs., Ms., Mr., Dr., and their last name.

Our teachers, staff members, and coaches will maintain a proper professional boundary between him or her and the student. They will not be overly familiar with the student or get involved in the details of the student's personal life. (If a teacher senses that a student requires counseling for a social or family issue, that issue will be referred confidentially to the administration and/or parents). The faculty/staff/coaches of the Academy will insist on maintaining appropriate physical boundaries, and will not meet in a room alone with a student with the door closed. It is also Academy policy that faculty/staff do not transport students in their personal vehicles. This is excepting, of course, when transporting his/her own children, or when acting in some other capacity (for example as a camp counselor or church leader) *and* parental permission for such transportation is explicitly granted.

Many of our teachers and staff live in the same neighborhoods as our students, hence it is appropriate to offer a word regarding off-campus relationships. Students should not "friend request" or contact school faculty or support staff on any social media outlet. ***The same professional rules governing on-campus relationships apply to off-campus relationships or chance meetings between students and faculty.***

It is not appropriate for students and teachers/staff to interact as anything other than students and teacher/staff, regardless of the location, time, or day of the week. Furthermore, students should not contact or visit teachers or staff members off campus unless the teacher or staff member has spoken with the parents and explicitly invited such contact, nor should teachers or staff contact students off-campus (other than phone calls regarding academics or school-sponsored activities), unless such contact has been approved by the parents.

Parents, students, and Great Hearts Texas staff are advised that once a Great Hearts Texas employee has separated from employment, the separated employee no longer represents Great Hearts Texas in any personal, professional, or political activities or relationships.

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2.4.7. Guidelines for all Academy Social Activities

Students and families **only** (no guests) will be allowed to attend school functions unless otherwise specified prior to the event. All school functions will be closed. No 'in and out' privileges. Entrances and exits will be monitored.

Dress code regulations for each function will be outlined prior to the function and will be enforced.

- Vulgar, obscene, or profane language will not be tolerated. Respectful behavior will be expected:
- All adults are treated with equal respect—DJ, chaperones, teachers, etc.
- All fellow students will be treated with respect: no fighting, roughhousing, or bullying.
- All attendees will be respectful of the facility and the grounds.
- Alcohol use or intoxication, tobacco, drug use (legal or illegal), and weapons are prohibited.

All behavioral/social guidelines outlined in the *Handbook* will be enforced as applicable. Chaperones/teachers may take actions they judge necessary to enforce these guidelines, up to and including removal of a student from the event. Parents will be notified if a student is denied entry or ejected for violations.

Misconduct at a school-sponsored social event can result in disciplinary sanctions at school.

Young men and women

Although the Academy does sponsor social events, these events should not be viewed as the promotion of romantic relationships between our young men and young women. The Academy believes that young men and women should be friends. We encourage their socializing together and the development of healthy relationships among them. Romantic relationships, on the other hand, can take up an enormous amount of the consciousness of young people. This absorption can be a direct challenge to focusing their consciousness on learning and thinking. This is why the Academy prohibits activities like holding hands, kissing, and other overt forms of romantic behavior among students while on campus and at all Academy-related events.

Chapter 3: General Information

Section 3.1. Admissions

3.1.1. Great Hearts Texas as an Open-Enrollment Charter School

The Family Handbook provides families with essential information regarding the policies, procedures, and expectations that guide the life of the Academy. This handbook is intended to support a shared

understanding between the school and families concerning the structure, operation, and responsibilities of the school community.

Great Hearts Texas operates as an open-enrollment public charter school authorized by the Texas Education Agency. As such, the Academy is governed by applicable provisions of the Texas Education Code, the terms of its charter contract with the State of Texas, and applicable federal law. This chapter describes the operational policies and procedures that govern enrollment, attendance, school operations, and parent communication. It is intended to provide families with important information regarding the day-to-day administration of the Academy.

The policies contained in this handbook apply to all Great Hearts Texas academies unless otherwise noted. As an open-enrollment charter school, tuition is not charged for admission, and enrollment is open to eligible students residing in the State of Texas. Admission is determined through a public lottery when applications exceed available seats.

Great Hearts Texas operates independently from local independent school districts while remaining subject to certain state and federal education laws. The Academy admits students without regard to race, color, ethnicity, religion, national origin, sex, disability or ability, academic, artistic, athletic or otherwise. Admission is also not determined based on the geographic district the student would otherwise attend.

3.1.2. Eligibility for Admission

To be eligible for admission to Great Hearts Texas, a student must reside in the State of Texas and meet applicable age requirements for the requested grade level. Completed applications must be submitted during the designated open enrollment period. Admission is subject to space availability and compliance with applicable provisions of the Texas Education Code governing open-enrollment charter schools.

3.1.3. Open Enrollment Period

Great Hearts Texas establishes an annual open enrollment period during which families may submit applications for admission. The dates of this enrollment period are publicly announced through the Great Hearts Texas website, campus communications, and community outreach efforts. Applications submitted during this window are eligible to participate in the annual admissions lottery if necessary.

3.1.4. Admissions Lottery

If the number of applications received during the open enrollment period exceeds the number of available seats, admission will be determined through a random admissions lottery. Each eligible applicant is assigned a unique identifier, and applicants are randomly selected for available seats. Following the lottery, remaining applicants are placed on a waitlist in the order drawn. The lottery is

conducted in a fair and transparent manner and does not consider academic ability, test scores, athletic ability, or any selective criteria.

3.1.5. Admissions Preferences

State law allows open-enrollment charter schools to grant limited enrollment preferences if authorized by the school's charter. These preferences are applied prior to the general lottery drawing. Consistent with the Great Hearts Texas charter, preference may be given to siblings of students who are already admitted or attending a particular Great Hearts Texas campus. Children of Great Hearts Texas employees are also given preference, so long as the total number of students allowed under this exemption constitutes only a small percentage of Great Hearts Texas' total enrollment. Current Great Hearts Texas students applying for transfer to a different Great Hearts Texas academy may also be given preference.

3.1.6. Waitlists

Applicants who are not offered admission during the lottery are placed on a grade-level waitlist in the order determined by the lottery drawing. If a vacancy occurs, admission is offered to the next student on the waitlist, and families are contacted using the information provided in the application. Waitlists remain active only for the school year for which the application was submitted.

3.1.7. Denial or Rescission of Admission

Under limited circumstances permitted by law, Great Hearts Texas may deny admission or rescind an offer of admission if enrollment documentation is falsified or specified residency requirements are not satisfied. Admission may also be denied if a student has engaged in conduct outlined in the Texas Education Code Chapter 37 related to placement in a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program. A student may be denied admission if they have engaged in conduct outlined in Education Code 37.007 related to expulsion, or if convicted of a criminal offense or has a juvenile court adjudication. Families will receive written notice if an offer of admission is rescinded.

Section 3.2. Enrollment

3.2.1. Enrollment Process

Admission to Great Hearts Texas does not constitute enrollment. Enrollment occurs only after all required documentation has been submitted and verified. Following acceptance of an offer of admission, families must complete the registration process. Enrollment is confirmed once all required forms are submitted, required documentation has been verified, and registration deadlines are met. Failure to complete registration within the designated timeframe may result in forfeiture of the admission offer.

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3.2.2. Enrollment Documentation

State law requires families to provide documentation verifying student identity, age, residency, and health records. Required documents typically include documentation of identity and age (such as a birth certificate, passport, or similar document), parent or guardian identification, proof of Texas residency, immunization records or exemption documentation, and previous school records, when applicable. Additional documentation may be requested to ensure compliance with state law.

3.2.3. Residency Verification

In accordance with the Texas Education Code, Great Hearts Texas must record the name, address, and date of birth of the person enrolling the student at the time of enrollment. As with all public schools in Texas, charter schools are required to obtain and maintain verifiable documentation of a student's Texas state residency upon enrollment. Residency documents are different from citizenship or immigration documents. Great Hearts Texas ***cannot and does not*** request or require documentation regarding a student's citizenship or immigration status in connection with enrollment or at any other time; enrollment is not in any way conditioned on whether a child is legally admitted into the United States.

Proof of Texas residency and residency within the geographic boundaries in which Great Hearts Texas operates may be demonstrated by one item from the list below:

- Mortgage statement
- Rental agreement or lease (including Section 8 agreement). The parent or enrolling guardian must be listed as the lease holder or occupant.
- Utility bill (water, electric, gas)
- Cable bill
- Internet service bill
- Bank or credit card statement (account numbers may be redacted)
- Payroll stub showing current address
- Homeowner's/Renter's insurance bill
- Military orders, plus proof of residence within 90 days

3.2.4. Immediate Enrollment Protections

Certain federal law requires immediate enrollment of students even when typical documentation is unavailable. Students may be enrolled immediately if they are experiencing homelessness, in foster care, or transferring between schools where records are pending. The Academy will work with families and prior schools to obtain necessary records. While enrollment should be immediate upon an enrollment offer, enrollment for students in these categories does not bypass the lottery system.

3.2.5. Re-Enrollment of Returning Students

Students currently enrolled in Great Hearts Texas must complete an annual re-enrollment process in order to secure placement for the following academic year. Failure to complete re-enrollment within the designated window may result in loss of seat availability or requirement to reapply through the general admissions process. For more information, please visit our website for the full GHTX Enrollment Policy, https://texas.greatheartsamerica.org/enroll/policies-and-procedures/

Section 3.3. Attendance

3.3.1. Compulsory Attendance

Students enrolled in Great Hearts Texas are expected to attend school regularly and arrive on time each day. In accordance with Texas law, most students between the ages of six and nineteen are subject to compulsory attendance requirements. Regular attendance is essential to academic progress and participation in the Academy's educational program.

Parents and guardians may be notified when a student accumulates unexcused absences, and the Academy may implement truancy prevention measures and other interventions as permitted by law. Students who voluntarily enroll after their nineteenth birthday remain subject to applicable attendance requirements and may be subject to enrollment consequences for excessive unexcused absences in accordance with Texas law and district procedures.

3.3.2. Excused and Unexcused Absences

Absences may be classified as excused or unexcused in accordance with state law and district procedures. Excused absences generally include illness, medical appointments, religious holy days, court appearances, and other circumstances authorized by law. Parents may be required to provide documentation to verify an absence, particularly when absences are frequent or extend over multiple school days.

3.3.3. Attendance for Credit

In accordance with Texas law, students must attend at least 90 percent of the days a class is offered in order to receive credit for a course or grade level. Students who fall below required attendance thresholds may be required to complete an attendance recovery plan or satisfy other requirements established by the Academy.

Each campus shall maintain an Attendance Committee in accordance with state law and district procedures. Attendance Committees generally consist of three to five members and may include relevant teachers, campus administration, and the registrar. The committee is responsible for reviewing attendance matters for students who do not meet attendance requirements and determining eligibility for

credit, promotion, or attendance recovery. Committee decisions will be made in accordance with applicable law, district policy, and the student's educational interests.

3.3.4. Tardiness

Students are expected to arrive at school on time and prepared for instruction. Because tardiness disrupts the orderly operation of the classroom and may interfere with student learning, repeated tardiness may result in appropriate administrative intervention in accordance with district procedures. Students are encouraged to arrive before the campus's official attendance-taking time (OATT).

3.3.5. Truancy

Regular school attendance is required by Texas law. When a student accumulates unexcused absences, Great Hearts Texas may implement truancy prevention measures and other interventions designed to improve attendance and support student success.

Under Texas law, if a student is absent from school without excuse on ten or more days or parts of days within a six-month period in the same school year, the parent may be subject to prosecution, and the student may be referred to truancy court. Great Hearts Texas will provide notice to a parent when a student has accumulated three unexcused absences within a four-week period and may require a conference to discuss attendance concerns and applicable truancy prevention measures.

3.3.6. Release of Students from School

For the safety and security of students, a student may be released during the school day only to a parent, legal guardian, an individual authorized by the parent or guardian, or emergency personnel acting in accordance with law. Identification may be required before a student is released from the Academy.

Section 3.4. Withdrawal

3.4.1. Voluntary Withdrawal

Parents or guardians may withdraw a scholar from Great Hearts Texas at any time. A voluntary withdrawal may occur when a scholar transfers to another school, relocates, or otherwise discontinues enrollment. Parents should notify the campus office as soon as possible and complete required withdrawal procedures so that student records may be transferred promptly to the receiving school.

Withdrawal from the Academy does not relieve families of responsibility for outstanding obligations related to school-issued materials, lost items, or program fees.

3.4.2. Student Records Transfer

In accordance with state and federal law, the Academy will transfer scholar records to another school or educational institution in which the student seeks to enroll. Parents may be asked to complete

withdrawal documentation to facilitate the timely release of records. Scholars withdrawing from the Academy must return all school-issued materials, including textbooks, technology devices, identification cards, and other school property.

Section 3.5. Student Records

3.5.1. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records, including the right to inspect and review education records, request amendment of inaccurate records, consent to certain disclosures of personally identifiable information, and file a complaint concerning alleged violations of FERPA. Additional information regarding these rights may be obtained from the Academy upon request.

Great Hearts Texas designates the following as directory information: student name, grade level, participation in officially recognized activities and athletics, honors and awards received, dates of attendance, photograph, and the most recent school previously attended. Directory information may be disclosed as permitted by law unless a parent or eligible student submits a timely written request to withhold such information. Information regarding the directory information opt-out process is available on the Great Hearts Texas website.

3.5.2. Student Recruitment and Military Access

Federal law requires public schools to provide military recruiters and institutions of higher education access to certain student contact information unless a parent or eligible student requests otherwise. Parents wishing to prohibit the release of such information may submit the applicable opt-out form available on the Great Hearts Texas website.

3.5.3. Student Privacy and Online Data Protection

Great Hearts Texas is committed to protecting student information and promoting the responsible use of educational technology. Student data collected through digital learning platforms is used only for legitimate educational purposes and is protected in accordance with applicable law, including FERPA, COPPA, and CIPA.

The Academy utilizes technology safeguards, including internet filtering and monitoring systems, to help protect student information and restrict access to online content that is unlawful, obscene, pornographic, harmful to minors, or otherwise inappropriate for educational use. School-issued devices and network resources are subject to these protections and may be monitored in accordance with district policy.

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Section 3.6. Transportation

3.6.1. School-Sponsored Transportation

Public charter schools in Texas are not required to provide transportation to and from school for students. As a result, Great Hearts Texas does not provide daily bus transportation or other routine transportation for scholars to and from school. Parents or guardians are responsible for arranging transportation and ensuring that students arrive on time and are picked up promptly at the end of the school day. Unless a scholar is participating in a supervised school program or activity, such as Athenaeum, the Academy does not provide supervision outside designated school hours.

3.6.2. General Traffic Guidelines and Vehicles on Campus

To promote the safety of students, staff, and families, each Academy maintains procedures governing student arrival, dismissal, vehicle access, and traffic flow. Families are expected to follow all traffic, parking, and student release procedures established by their campus. Students may be released only to a parent, legal guardian, or an individual authorized by the parent in accordance with district procedures. Once a student has arrived on campus, the student may not leave except as authorized by the Academy.

All persons operating vehicles on school property must comply with posted signs, directions from school personnel, and applicable traffic laws. Drivers must operate vehicles safely, yield to pedestrians, park only in designated areas, and keep fire lanes and emergency access routes clear at all times. Local law enforcement retains jurisdiction over public roadways and may enforce applicable traffic and safety laws on and around school property. For more information related to traffic guidelines at your Academy, see the chapter on Campus Procedures.

3.6.3. Student Trips Away from Campus

Scholars may have opportunities to participate in school-sponsored trips, events, or activities that take place away from campus. Written parental consent is required for any scholar to participate in a school-sponsored trip. Scholars will not be permitted to participate in an off-campus activity without a signed permission form on file, except in emergencies as permitted by law. Transportation for school-sponsored trips may be provided by chartered buses, school vehicles, or other approved transportation providers. In certain circumstances, approved parent drivers may assist with transportation in accordance with school procedures.

All school-sponsored trips will be supervised by school staff and authorized adult chaperones. While participating in off-campus activities, students remain subject to the Student Code of Conduct and all school policies. Failure to follow conduct expectations during a school-sponsored trip may result in disciplinary action and/or exclusion from future activities.

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Section 3.7. Facilities Management

3.7.1. Pest Management Notice

Great Hearts Texas utilizes Integrated Pest Management (IPM) procedures in accordance with Texas law to manage pests in a manner that minimizes risks to students, staff, and the environment. Pest management activities on campus are conducted under the supervision of a licensed applicator. Parents and guardians may request advance notification of pesticide applications that may occur on campus. Requests for notification may be submitted to the campus administration.

3.7.2. Asbestos Management Notice (AHERA)

Great Hearts Texas is committed to providing a safe and healthy environment for all students, staff, and visitors. In accordance with the Asbestos Hazard Emergency Response Act (AHERA) and applicable state guidance, school facilities have been inspected for asbestos-containing materials by a licensed AHERA inspector.

An Asbestos Management Plan (AMP) has been developed for applicable campus facilities to identify, monitor, and manage any asbestos-containing materials present in school buildings. The AMP outlines procedures for response actions and maintenance designed to minimize disturbance of asbestos and protect building occupants. Copies of the AMP are maintained by the Academy and are available for review upon request during normal school hours.

3.7.3. Environmental Safety and Hazard Reporting

Great Hearts Texas is committed to maintaining school facilities that are safe and well maintained. Facilities personnel routinely inspect buildings, grounds, and equipment to identify potential environmental or safety concerns. Scholars, parents, and staff are encouraged to report facility-related concerns, such as water leaks, structural hazards, or environmental conditions to campus administration so that they may be addressed promptly.

Section 3.8. Civil Rights and Nondiscrimination

3.8.1. Great Hearts Texas Nondiscrimination Statement

Great Hearts Texas is committed to providing an educational environment in which all students are treated with dignity and respect. In accordance with federal and state law, the Academy does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, or any other status protected by law in its educational programs, services, or activities.

This commitment to equal educational opportunity applies to all aspects of school operations, including admissions, academic programs, extracurricular activities, and access to school services and facilities.

Great Hearts Texas complies with applicable civil rights laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as well as the nondiscrimination provisions governing open-enrollment charter schools under the Texas Education Code.

Retaliation against individuals who report discrimination or participate in an investigation is strictly prohibited. Great Hearts Texas will take reasonable steps to ensure meaningful access to school information for parents and guardians with limited English proficiency, including providing translation or interpretation services when feasible.

3.8.2. Disability Access and Accommodations

Great Hearts Texas is committed to ensuring that students with disabilities have equal access to educational programs and services. In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act, the Academy provides appropriate accommodations, supports, and services to eligible students with disabilities so that they may participate fully in the educational program.

Parents who believe their child may require accommodations or specialized services should contact campus administration to request an evaluation or to discuss available supports. The Academy will review such requests in accordance with applicable law and established procedures. Great Hearts Texas seeks to work in partnership with families to ensure that all students are afforded meaningful access to educational opportunities.

3.8.3. Sexual Harassment and Sex-Based Harassment

Great Hearts Texas prohibits discrimination on the basis of sex in any educational program or activity and responds promptly and equitably to reports of sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking, and other conduct prohibited under Title IX. This non-discrimination requirement applies to admission and employment with Great Hearts Texas. Any student, parent, employee, or third party may report concerns to a campus administrator or the District Title IX Coordinator. Reports may be made at any time, including outside normal business hours. Upon receiving a report, Great Hearts Texas will conduct an initial assessment to determine the appropriate response under applicable law and District policy.

Great Hearts Texas may offer supportive measures designed to preserve equal access to the educational environment and support student safety and well-being. Supportive measures may be provided regardless of whether a formal complaint or investigation proceeds. When appropriate, the district will

conduct a prompt, fair, and impartial investigation using trained personnel free from conflicts of interest or bias. Both parties will have an equal opportunity to present relevant information and respond to evidence gathered during the process. The respondent is presumed not responsible unless and until a determination is made at the conclusion of the grievance process.

Great Hearts Texas uses the preponderance of the evidence standard when determining responsibility under Title IX. Retaliation against any individual for reporting concerns or participating in a Title IX process is strictly prohibited. The district may resolve certain matters through an informal resolution process when permitted by law and agreed upon by the parties. Both parties will also be informed of available appeal procedures following a determination or dismissal. Additional information regarding the district's complete Title IX grievance procedures, reporting options, supportive measures, and contact information for the District Title IX Coordinator is available on the Great Hearts Texas website.

Inquires on issues related to Title IX may be referred to the Title IX Coordinator identified below, to the Assistant Secretary for Civil Rights of the Department of Education, or both. Questions or concerns about the school's compliance with these non-discrimination requirements should be brought to the attention of the following persons designated as responsible for coordinating compliance by Great Hearts Texas.

All concerns regarding discrimination may be directed to:
Brandon Aniol
Senior Manager of Governance and Compliance
Great Hearts Texas, 310 W. Ashby Pl., San Antonio, TX 78212
brandon.aniol@greatheartstxschools.org
(210) 888-9475

Individuals who believe they have experienced discrimination or unequal treatment may report concerns through the appropriate compliance coordinator listed above or through the grievance procedures described in this handbook.

Section 3.9. Grievances and Formal Complaints

3.9.1. Formal Grievance Process

Great Hearts Texas encourages families to share concerns informally with the appropriate administrator as an initial step toward resolving issues at the lowest appropriate level whenever possible. Many concerns can be resolved promptly through a collaborative conversation with the campus. If a parent disagrees with a campus-level action or decision, the parent may submit a formal complaint in

accordance with Great Hearts Texas grievance process. Formal complaints and grievances are addressed through a structured process that includes multiple levels of review.

The grievance process is an administrative review of the concerns presented and is intended to provide a fair and orderly process for resolving disputes. It is not a disciplinary investigation, employee misconduct proceeding, or formal evidentiary hearing, and therefore may not require a response to every allegation raised. Determinations issued through the grievance process will address the concerns presented and provide an overall conclusion based on the totality of the information available. In reaching a determination, the reviewing administrator will consider whether the information presented substantiates a violation of Great Hearts Texas policy or applicable law, and whether any corrective action or additional response is warranted. Great Hearts Texas reserves the right to determine the scope and manner of review reasonably necessary to address the concerns presented. The Great Hearts Texas grievance process is designed to provide a fair, structured, and good-faith review of the issues raised.

3.9.2. Level 1: Campus-Level Grievance

At Level 1, the Headmaster has an opportunity to review the issue in question and provide a determination. All formal complaints must be submitted in writing using the official district grievance form, available on the Great Hearts Texas website, within ten (10) business days of the decision or action that led to the concern.

- Great Hearts Texas seeks to resolve grievances as promptly as reasonably possible without unnecessary delay. Upon receipt, the Headmaster will review the concern and issue a determination letter within ten (10) business days upon receipt of the formal complaint.

- If appropriate, the Headmaster may schedule a conference with the complainant to better understand the concerns raised and allow the complainant to provide additional information for the record. The conference may be scheduled for up to thirty (30) calendar days following receipt of the formal complaint. If a conference is held, the timeline is then extended, and a determination will be issued within ten (10) business days of the conference. Regardless of whether a conference is held, the reviewing administrator will issue a written determination in a timely manner.

- Formal complaints should first be reviewed at Level 1 by the campus Headmaster before advancing to the next level. However, the District reserves the discretion to admit a complaint beginning at Level 2 when appropriate based on the nature of the allegations, the individuals involved, or other relevant circumstances.

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3.9.3. Level 2: Appeal to the Executive Director

If the complainant disagrees with the outcome after having received the Level 1 decision from the campus Headmaster, the matter may then be appealed to the Executive Director at Level 2. All appeals must be submitted in writing within ten (10) business days of the previous administrative decision using the official district grievance form available on the Great Hearts Texas website.

- The appeal will be reviewed by the Executive Director or designee and will be limited to the issues previously raised and considered in the prior grievance record. Any new concerns or allegations raised during the appeal process, even if related to an existing grievance, must be submitted separately and admitted as a new formal complaint.

- If appropriate, the Executive Director or designee may schedule a conference with the complainant to better understand the concerns raised and allow the complainant to provide additional information for the record. The conference may be scheduled for up to thirty (30) calendar days following receipt of the appeal. If a conference is held, the timeline is then extended, and a determination will be issued within ten (10) business days of the conference. Regardless of whether a conference is held, the reviewing administrator will issue a written determination in a timely manner. Any recordings made during the conference, if applicable, will be kept as part of the official grievance record.

3.9.4. Level 3: Appeal to the Superintendent

If the complainant disagrees with the outcome after having received the Level 2 decision from the Executive Director, the matter may then be appealed to the Superintendent at Level 3. A formal complaint may be appealed to Level 3 only after the complainant has first fully exhausted all other available administrative levels of the grievance process. All appeals must be submitted in writing within ten (10) business days of the previous administrative decision using the official district grievance form available on the Great Hearts Texas website.

- The appeal must be submitted in writing within ten (10) business days of the Level 2 decision. The appeal will be reviewed by the Superintendent and will be limited to the issues previously raised and considered in the prior grievance record. Any new concerns or allegations raised during the appeal process, even if related to an existing grievance, must be submitted separately and admitted as a new formal complaint.

- The Superintendent will issue a written decision within ten (10) business days of receiving the appeal. The Level 3 determination constitutes the Great Hearts Texas's final administrative decision unless timely appealed to the Board of Directors in accordance with District policy.

3.9.5. Level 4: Appeal to the Board of Directors

If the complainant disagrees with the outcome after having received the Level 3 decision from the Superintendent, the matter may then be appealed to the Great Hearts Texas Board of Directors. A formal complaint may be appealed to Level 4 only after the complainant has first fully exhausted all other available administrative levels of the grievance process. All appeals must be submitted in writing within ten (10) business days of the previous administrative decision using the official district grievance form available on the Great Hearts Texas website.

- Great Hearts Texas will determine whether the appeal will be presented in open or closed session in accordance with the Texas Open Meetings Act and other applicable law. The Superintendent or designee will inform the parent of the date, time, and place of the next regularly scheduled Board meeting at which the appeal will be placed on the agenda for consideration by the Board.

- If the Board requests a presentation by the parent and the administration, the presiding officer may set reasonable time limits and guidelines for any presentation of evidence, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors.

- The Board of Directors will 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 decision being appealed shall be upheld. The Board of Directors may not delegate its authority to issue a decision. Any decision by the Board of Directors is final and may not be appealed through any other Great Hearts Texas review process.

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Chapter 4: Safety and Security

Section 4.1. Safety and Security at Great Hearts Texas

4.1.1. Safety and Security Measures

Great Hearts Texas is committed to maintaining a learning environment that is safe, orderly, and conducive to intellectual and moral development. Academy security measures are designed to promote vigilance while preserving an orderly and nurturing campus essential to the Academy's educational mission. Depending on the campus, security practices may include perimeter fencing, secured vestibules, controlled access to school buildings, locked exterior doors during instructional hours, and security camera systems. All campus visitors are required to follow sign-in procedures through the Raptor Technologies visitor management system. Academies also utilize classroom emergency response resources, anonymous reporting systems, and emergency communication and notification systems. All Great Hearts Texas academies appoint personnel as trained campus safety coordinators along with commissioned peace officers or other school resource officers that work in coordination with local law enforcement and emergency responders.

Some operational details of campus security procedures are not publicly disclosed for safety reasons. Security protocols are maintained in Board policy and administrative regulations consistent with Texas law and Texas School Safety Center guidance.

Safety is sustained through the shared vigilance and cooperation of scholars, families, faculty, and staff. Scholars are expected to follow safety procedures and contribute to an orderly school environment. Disruption of school operations is prohibited and may result in disciplinary consequences or referral to law enforcement. Certain criminal offenses, including gang-related crimes, may be subject to enhanced penalties under applicable law when committed within a gang-free zone.

In accordance with Texas law, Great Hearts Texas maintains a comprehensive school safety program that includes emergency operations planning, regular safety audits, and staff training. State law requires criminal history background checks for employees, contractors, and certain volunteers who have direct contact with students. These measures are intended to ensure the safety and well-being of students entrusted to the Academy's care.

4.1.2. Threat Assessment and Safe and Supportive School Team

Each Academy maintains a Threat Assessment and Safe and Supportive School Team in accordance with Texas law. The team works to identify and assess potential safety concerns, recommend appropriate interventions and support services, and promote a safe and supportive school environment. Threat assessment is preventive in nature and is intended to facilitate early identification and intervention rather

than punishment. As required by Texas law, each campus also designates a Campus Behavior Coordinator (CBC), who may be the Headmaster or another campus administrator. The CBC is responsible for coordinating student discipline and implementing applicable provisions of the Student Code of Conduct.

In accordance with Texas law, the Board has established duties and responsibilities for campus security personnel. Great Hearts Texas utilizes off-duty, local peace officers or other authorized security personnel to assist in protecting scholars, staff, and property. Security personnel operate within the scope of authority established by law and Board policy. Through prudent planning, lawful authority, and shared responsibility, the Academy seeks to maintain a campus environment where scholars may grow in safety, confidence, and virtue.

Before conducting a threat assessment of a student, the Safe and Supportive School Team will provide notice to the student's parent and an opportunity to participate in the process and share relevant information regarding the student. Upon completion of the assessment, the team will communicate its findings and recommendations to the parent in accordance with applicable law and district procedures.

Section 4.2. Emergency Procedures and Crisis Response

4.2.1. Multi-Hazard Emergency Operations Plan (EOP)

Great Hearts Texas exists for the formation of young minds and hearts, and such formation requires an environment characterized by safety, order, and calm. Prudence therefore requires thoughtful preparation for emergencies. In accordance with Texas law, the district and each Academy maintain a comprehensive Multi-Hazard Emergency Operations Plan (EOP) designed to protect scholars, staff, and visitors and to support an effective response to critical incidents.

The EOP addresses prevention and mitigation strategies, threat assessment and behavioral intervention procedures, emergency response protocols, coordination with law enforcement and first responders, crisis communication, family reunification, and recovery following significant events. These plans are developed in alignment with guidance from the Texas School Safety Center and are reviewed and updated as required by law. For the security of the school community, certain operational details of the EOP are confidential and are not publicly disclosed.

4.2.2. Standard Response Protocol (SRP)

Great Hearts Texas utilizes the Standard Response Protocol (SRP), developed by the *I Love U Guys Foundation* and adopted by the Texas School Safety Center, to provide a common language for emergency response. The SRP consists of five standard actions: Hold ("In Your Room or Area"), Secure

("Get Inside. Lock Outside Doors."), Lockdown ("Locks, Lights, Out of Sight."), Evacuate ("To a Location"), and Shelter ("For a Hazard Using a Safety Strategy").

Through periodic safety drills and established procedures, students and staff learn to respond calmly and consistently during emergencies. Campuses conduct drills and safety exercises throughout the school year in accordance with Texas law, Texas Education Agency requirements, and guidance from the Texas School Safety Center.

4.2.3. Reporting Safety Concerns

Great Hearts Texas encourages students, families, and employees to report concerns regarding threats, violence, bullying, unsafe behavior, self-harm, or other situations that may affect the safety of the school community. Reports may be made to a teacher, counselor, administrator, or other school employee, or through anonymous reporting systems adopted by the Academy, including the Say Something Anonymous Reporting System (SS-ARS).

All reports will be reviewed and addressed in accordance with district procedures and applicable law. Early reporting allows the Academy to respond proactively, provide appropriate support, and help prevent harm. Retaliation against any individual who reports a concern in good faith is prohibited.

4.2.4. Emergency Communication and Alerts

Great Hearts Texas utilizes multiple communication systems to provide emergency notifications and updates to families. Depending on the circumstances, communications may be distributed through text messages, automated phone calls, email, emergency notification systems, district or campus websites, telephone hotlines, and official media statements.

During an emergency, families may be instructed not to approach the campus until emergency personnel have secured the site. When necessary, the Academy will implement student reunification procedures and provide instructions regarding reunification locations, identification requirements, and student pickup. Families are asked to follow official communications and directions from school personnel and emergency responders.

4.2.5. Employee Safety and Emergency Response Training

Preparedness depends not only upon written plans, but upon well-trained adults who understand their duties in moments of urgency. For this reason, the Academy maintains ongoing training and compliance programs to ensure that all employees are equipped to protect and serve students responsibly.

All employees receive training appropriate to their role in the Academy's emergency operations plan. Local campus administrators and designated safety personnel receive additional training in emergency

management, incident command structures, and post-incident recovery planning in accordance with Texas School Safety Center guidance.

Section 4.3. Freedom from Bullying and Cyberbullying

4.3.1. Great Hearts Texas and No Tolerance for Bullying

Great Hearts Texas is committed to cultivating a community ordered toward what is true, good, and beautiful. Bullying is contrary to the formation of virtuous character and undermines the peace and dignity necessary for learning. In accordance with Texas law and district policy, bullying is prohibited in all forms.

Each Academy strives to prevent bullying by promoting a culture of respect through fostering healthy relationships between faculty and scholars. We encourage prompt reporting, including anonymous reporting, and investigating and addressing concerns with seriousness and care.

4.3.2. Definition of Bullying in Texas

Great Hearts Texas is committed to maintaining a school environment marked by dignity, respect, and charity toward others. Under Texas law, bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written, verbal, electronic, or physical conduct that causes harm, creates a threatening or abusive educational environment, substantially disrupts school operations, or infringes upon a student's rights at school. Bullying may occur on campus, at school-sponsored activities, in school vehicles, or through electronic means when the conduct affects a student's educational environment.

4.3.3. Cyberbullying

Cyberbullying is bullying carried out through electronic communication, including text messages, email, social media, websites, online platforms, or other digital technologies. Because electronic communications can be rapidly shared, widely distributed, and permanently preserved, cyberbullying may cause significant harm and will be addressed with appropriate seriousness.
Prohibited conduct may include threats, harassment, hazing, taunting, teasing, assault, extortion, destruction or theft of property, rumor-spreading, social exclusion, or other conduct that meets the definition of bullying under Texas law.

4.3.4. Bullying Prevention, Reporting, and Response

Great Hearts Texas prohibits bullying and will promptly investigate reports of alleged bullying in accordance with district policy and applicable law. Students and families who believe they have experienced or witnessed bullying should report the concern to a teacher, counselor, administrator, or other school employee as soon as possible. Reports may also be submitted through reporting procedures established by the district, including anonymous reports where permitted.

The Academy will review reported concerns, conduct appropriate investigations, and provide notice to the parents of students involved as required by law. When bullying is substantiated, the Academy may implement appropriate disciplinary, corrective, and supportive measures designed to protect students and maintain a safe educational environment. The Academy may also provide guidance and other preventive measures designed to promote respectful conduct, responsible citizenship, and a positive school culture.

The district's anti-bullying policy applies to conduct occurring on school property, at school-sponsored activities, in school vehicles, and to certain off-campus electronic conduct as provided by Texas law.

4.3.5. Investigating Reports of Bullying

Reports of bullying will be investigated promptly by the Headmaster or designee in accordance with district policy and applicable law. During the investigation, the Academy may implement interim measures reasonably designed to protect students and maintain a safe educational environment. When appropriate, parents will be notified and law enforcement may be contacted.

If bullying or other misconduct is substantiated, the Academy may implement disciplinary, corrective, restorative, or supportive measures, including counseling and other interventions for students involved. Responses involving students with disabilities will be administered in accordance with applicable state and federal law.

To the extent permitted by law, the Academy will respect the privacy of students and witnesses involved in an investigation. Retaliation against any individual who reports bullying, participates in an investigation, or provides information in good faith is prohibited. A student or parent who is dissatisfied with the outcome of an investigation may utilize the district's grievance procedures.

Section 4.4. Student Protection and Safeguards

4.4.1. Hazing

Hazing is incompatible with the dignity of the human person and the orderly life of the Academy. Great Hearts Texas strictly prohibits hazing in any form. In accordance with Texas law, hazing includes intentional, knowing, or reckless acts directed against a student for the purpose of initiation into, affiliation with, or membership in a student organization that endanger a student's physical or mental health or safety. Consent, acquiescence, or a student's willingness to participate does not excuse or justify hazing. Reports of hazing will be investigated promptly. Students who engage in hazing may be subject to disciplinary consequences in accordance with the Student Code of Conduct and, when appropriate, referral to law enforcement.

4.4.2. Dating Violence

Scholars flourish in an environment ordered toward justice, respect, and personal dignity. Great Hearts Texas prohibits dating violence and will respond to reports of dating violence in accordance with applicable law and district procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, emotional, or psychological abuse to harm, threaten, intimidate, or control another person. Reports of dating violence will be investigated promptly, and parents of involved students will be notified as required by law.

4.4.3. Sexual Abuse, Trafficking, and Other Maltreatment of Children

In accordance with Texas Education Code §38.0041, Great Hearts Texas has adopted and implemented policies addressing child sexual abuse, trafficking, neglect, and other maltreatment of children. All district employees receive training regarding the prevention, recognition, and reporting of suspected abuse, trafficking, neglect, and other maltreatment in accordance with applicable law. Students may receive age-appropriate safety guidance related to abuse prevention, trafficking awareness, and reporting concerns in accordance with Texas law. Any person who suspects that a child has been abused, trafficked, or neglected has a legal duty under Texas law to make a report to law enforcement or the Texas Department of Family and Protective Services (DFPS). Reports may be made by calling the Texas Abuse Hotline at 1-800-252-5400 or online at www.txabusehotline.org. Additional information regarding district procedures and available resources may be obtained from the Headmaster or district administration.

Section 4.5. Health Services and Emergency Care

4.5.1. The Health of Our Scholars

Great Hearts Texas recognizes that care for the body supports the cultivation of the mind and the formation of character. The Academy maintains health services and procedures designed to safeguard student well-being while recognizing that parents bear primary responsibility for their child's health and medical care.

Parents are responsible for providing current emergency contact and health information and for notifying the Academy of significant medical conditions, allergies, or other health concerns. In the event of a medical emergency, school personnel will seek appropriate medical assistance and notify a parent or emergency contact as soon as practicable.

Students who become ill during the school day may be evaluated by the school nurse or designated health personnel and, when appropriate, may be sent home. Parents are expected to keep students home

when illness would interfere with learning or pose a risk of spreading illness to others. Students may be excluded from school or required to satisfy applicable readmission criteria in accordance with public health guidance, district procedures, and the judgment of the school nurse or other qualified health personnel.

4.5.2. Preparedness Training

In accordance with Texas law, Great Hearts Texas provides instruction on cardiopulmonary resuscitation (CPR), automated external defibrillators (AEDs), and bleeding control techniques. Students will receive CPR and AED instruction before graduation, and students in grades 7–12 will be offered annual instruction on bleeding control and response to traumatic injury.
To support student safety and emergency preparedness, employees receive training in emergency medical response and related health and safety procedures, which may include CPR, AED use, bleeding control, bloodborne pathogens, anaphylaxis response, naloxone administration, and other trainings required by law or district policy.

4.5.3. Alcohol, Tobacco, E-Cigarettes, Drugs, and Anabolic Steroids

Great Hearts Texas is committed to maintaining a safe, healthy, and substance-free learning environment. Students are prohibited from possessing, using, selling, giving, delivering, or being under the influence of alcohol, tobacco products, e-cigarettes or other vaping devices, as defined by Section 161.081 of Health and Safety Code, illicit drugs, controlled substances, look-alike substances, synthetic substances, or other prohibited intoxicants on school property or at any school-sponsored or school-related activity. As such, all Great Hearts Texas campuses are Alcohol-Free, Tobacco and E-Cigarette Free, and Drug-Free Zones.

In accordance with Texas Education Code § 38.006, students may not possess, use, sell, give, or deliver tobacco products, e-cigarettes, or other vaping devices on school property or at school-related activities. State law also prohibits the possession, dispensing, delivery, or administration of anabolic steroids except as prescribed by a licensed physician for a valid medical purpose. Great Hearts Texas does not permit the unlawful use of anabolic steroids and will post notices regarding anabolic steroid use in locations required by law.

Violations may result in disciplinary action under the Student Code of Conduct and, when appropriate, referral to law enforcement as permitted by law.

Section 4.6. Immunizations and Communicable Disease

4.6.1. Immunizations and Communicable Disease

To protect the health and safety of the school community, students must comply with immunization requirements established by Texas law unless a lawful exemption applies. Parents are responsible for

notifying the Academy of communicable diseases when required and for providing health information necessary to protect student's well-being.

Students with certain communicable diseases may be excluded from school and may be required to satisfy applicable readmission criteria established by public health authorities or state law. During a communicable disease outbreak, the Academy may implement health and safety measures and exclude students when required or recommended by applicable health authorities.

4.6.2. Required Documentation

The person enrolling a scholar must provide a valid immunization record reflecting required doses, proof of lawful exemption, or documentation qualifying the scholar for provisional enrollment. Scholars may not attend school until acceptable immunization documentation has been submitted, unless the scholar qualifies for provisional enrollment under state law.

Immunization records must include the vaccine name and the day, month, and year administered. Acceptable documentation includes a physician's signature or stamp, official registry records, or certified school records. Immunization compliance is reviewed and monitored by school health personnel in accordance with Texas Department of State Health Services requirements. Immunization records may be inspected by the Texas Education Agency (TEA), local health departments, and TDSHS, and may be transferred when a scholar enrolls in another school. A scholar may be provisionally enrolled if the record shows at least one dose of each required vaccine and the scholar continues to receive subsequent doses on schedule and as medically feasible.

Immunization status of provisionally enrolled scholars will be reviewed at least every 30 days. Failure to remain compliant results in exclusion from attendance until compliance is restored. Temporary 30-day provisional enrollment is also permitted for scholars experiencing homelessness, scholars in foster care, military dependents awaiting records, or transfer students awaiting immunization documentation.

4.6.3. Vaccine Exemptions

Texas law permits exemptions from immunization requirements for certain medical reasons, reasons of conscience (including religious beliefs), and other circumstances authorized by law. Parents seeking an exemption must provide the documentation required by the Texas Department of State Health Services and applicable law. Students who receive an exemption remain subject to applicable public health requirements and may be excluded from school during an outbreak, epidemic, or other public health emergency as permitted by law.

4.6.4. Bacterial Meningitis

In accordance with state law, Great Hearts Texas provides information regarding bacterial meningitis, including symptoms, transmission, prevention, and vaccine requirements for certain grade levels and for college enrollment. Parents are encouraged to consult their physician or local health authority with questions.

4.6.5. Head Lice

Head lice are common among school-aged children and are not considered a communicable disease. In alignment with current public health guidance, scholars are not automatically excluded solely due to the presence of lice or nits. Parents will be notified and expected to initiate prompt treatment using FDA-approved products.

Section 4.7. Medications and Medical Supports

4.7.1. General Medication Requirements

The Academy affirms that parents bear primary responsibility for the medical care of their children. Medication should be administered at home whenever possible. When a student's medical needs require medication to be administered during the school day, Great Hearts Texas will do so in accordance with applicable law and district procedures. All medications must be delivered to the nurse or designated health office in the original, properly labeled container, and be stored in the health office unless authorized for student self-carry under district policy.

Medications sent in unlabeled containers, envelopes, or plastic bags will not be administered, and only the amount necessary for the specified period should be provided. Any changes in medication will require written physician instruction along with written parental authorization. Medications prescribed or filled outside the United States will not be administered in accordance with Texas nursing regulations. Medication remaining at the end of the school year must be retrieved by a parent or will be disposed of in accordance with applicable guidelines.

4.7.2. Prescription and Over-the-Counter Medications

A designated employee may administer prescription medication when a written parental request is on file. The medication must be prescribed by a licensed physician or advanced practice nurse. The container must include the scholar's name, medication identification, dosage and time, prescribing physician, pharmacy, and date filled.

Controlled substances must be delivered directly to the nurse by a parent or guardian and will be counted upon receipt. Non-prescription medication requires written parental authorization and, when required by campus policy, healthcare provider authorization. All medications must be FDA-approved.

The Academy does not administer herbal remedies or dietary supplements except when required by a scholar's IEP or Section 504 plan.

4.7.3. Self-Administration of Medication

Only medications specifically authorized by law and district policy may be carried and self-administered by scholars. The medication must remain with the student and may not be stored in lockers, backpacks, or other locations unless authorized by the school nurse. Students may not share or administer their medication to another person. The school nurse may revoke self-carry privileges if the medication is used improperly or if the student is unable to safely self-administer. In accordance with Texas law, scholars with asthma or anaphylaxis may possess and self-administer prescribed inhalers or epinephrine auto-injectors if the physician and parent provide written authorization, the scholar demonstrates the ability to self-administer, and the medication remains in its original labeled container.

Texas law also permits trained school personnel to administer certain emergency medications maintained by the school for individuals reasonably believed to be experiencing a medical emergency. Consistent with the Texas Education Code, authorized and trained personnel may administer albuterol or other designated medication to individuals reasonably believed to be experiencing respiratory distress. Trained personnel may administer epinephrine to a person reasonably believed to be experiencing anaphylaxis. Authorized personnel may administer an opioid antagonist to a person reasonably believed to be experiencing an opioid-related overdose. Each campus maintains trained personnel present during regular school hours.

4.7.4. Seizure Management Plan

In accordance with the Texas Education Code, a parent of a scholar with a seizure disorder may submit a Seizure Action Plan (SAP) developed and signed by the physician responsible for the scholar's care. Upon receipt of a Seizure Action Plan, the Academy will implement the plan through an appropriate individualized health plan. The SAP must outline the type of seizures experienced, required accommodations, emergency response procedures, and whether emergency medication is prescribed.

A scholar may possess and self-administer prescribed seizure medication on campus, at school-sponsored activities, and while in transit, if authorized by the physician and parent in the Seizure Action Plan and in compliance with district medication procedures. The Academy will ensure that trained personnel are available during regular school hours to respond appropriately to seizure-related emergencies as required by law. A seizure management and treatment plan must be submitted on the Seizure Management and Treatment Plan Form adopted by the Texas Education Agency.

4.7.5. Diabetes Management Plan

In accordance with the Texas Education Code, a parent of a scholar with diabetes should submit a Diabetes Management and Treatment Plan (DMTP) developed and signed by the physician responsible for the scholar's diabetes care. Upon receipt of a DMTP, the Academy will implement the plan through an appropriate individualized health plan. The DMTP must outline required care, including blood glucose monitoring, insulin administration, and emergency response instructions.

A scholar may perform diabetes self-care tasks and possess necessary supplies, including insulin and glucose monitoring equipment, in the classroom, on campus, at school-sponsored activities, and while in transit, if authorized by the physician and parent in the DMTP. The Academy will ensure that trained personnel are available during regular school hours to provide care as required by law.

Section 4.8. Mental Health and Counseling

4.8.1. Mental Health and Counseling

Great Hearts Texas recognizes that education concerns not only the cultivation of the intellect but also the formation of the whole person. A rightly ordered education attends to reason and conduct. When scholars are strengthened in mind and heart, they are better prepared to pursue truth, love what is good, and live in harmony with others.

The Great Hearts Texas approach to mental health counseling exists to support scholars whose emotional or social challenges impede their ability to flourish within the life of the school. Grounded in the classical tradition and informed by best practices, the program seeks to promote resilience, sound judgment, and self-governance.

School-based counseling is not a substitute for parental guidance. Families remain the primary educators of their children and are essential partners in any counseling process.

4.8.2. School Counseling Services

Each Academy provides access to school-based counseling services designed to support students' social, emotional, behavioral, and academic well-being. Counseling services may include short-term support, crisis intervention, consultation with families and staff, and referrals to community-based providers when appropriate.

School-based counseling is intended to support students in the educational setting and is not a substitute for long-term therapy or clinical treatment. Parental consent is required before counseling services are

provided. Students receiving special education services may receive counseling as a related service when determined appropriate through the ARD process in accordance with applicable law.

4.8.3. Crisis Intervention and Risk Assessment

Great Hearts Texas maintains procedures for responding to students who may be at risk of harm to themselves or others. Reports or behaviors suggesting suicide risk, self-harm, or threats of violence are taken seriously and addressed promptly by trained personnel in accordance with applicable law, district procedures, and recognized safety practices. When concerns arise, the Academy may implement appropriate interventions, including risk assessment, safety planning, increased supervision, parent notification, referral to community-based providers, behavioral threat assessment procedures, and re-entry planning following a crisis. Students identified as being at risk will be provided appropriate support and monitoring during the assessment process.

Staff receive training in suicide awareness, prevention, and response as required by law. Families are encouraged to seek immediate assistance during a mental health emergency by calling 911 or contacting the 988 Suicide and Crisis Lifeline. Threats or behaviors suggesting harm to others may also be addressed through the Academy's behavioral threat assessment process. The formation of young people is a shared endeavor. Families, educators, and counselors work together to promote student well-being, resilience, and safety so that students may flourish in their academic and personal development.

Section 4.9. Required Screenings and Physical Assessments

4.9.1. Vision and Hearing Screenings

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Scholars at designated grade levels shall be screened annually or as required by state regulations. Vision screening may include standard eye charts, photo screening, and electronic visual acuity testing devices. Hearing screening is conducted using state-approved methods, and screening records may be inspected by the Texas Department of State Health Services or a local health department. Screening records may be transferred to another school without parental consent as permitted by law.

Parents will be notified of any abnormal results and encouraged to seek professional evaluation. School screenings are not diagnostic and do not replace evaluation by a licensed healthcare provider. A scholar is exempt from vision or hearing screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination. To qualify, the parent, managing conservator, or guardian must submit a signed affidavit stating the objection on or before the date of admission or screening.

4.9.2. Screening Notice and Communication

If a parent chooses to rely on a private health-care provider for examination in place of a school screening, documentation of the examination must be submitted to the school nurse prior to the scheduled screening date. The district respects parental authority while fulfilling its statutory obligations to safeguard student health. The Academy affirms that physical health supports academic excellence and character formation. Health screenings, fitness assessments, and medical clearance requirements are intended not as burdens, but as prudent safeguards. By identifying potential concerns early, the Academy and families together promote the long-term well-being of each scholar. Parents may request additional information regarding procedures or results. When required screenings are conducted, parents are notified of the screening schedule and will receive notification of any abnormal findings.

4.9.3. Scoliosis Spinal Screening

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate medical follow-up. In accordance with Texas Health and Safety Code and Texas Department of State Health Services (DSHS) guidelines, scholars in designated grade levels will be screened for abnormal spinal curvature before the end of the school year. The screening is non-invasive and conducted according to nationally accepted, peer-reviewed standards.

Early detection is important. When identified early, spinal curvature may be monitored or treated to prevent progression. Parents will be notified of any abnormal findings and advised to seek further medical evaluation. A parent who declines participation in school-provided spinal screening must submit documentation of a professional examination for spinal curvature conducted by a licensed healthcare provider. This documentation must be submitted during the year the scholar is scheduled for screening or, if obtained during the summer, at the beginning of the following school year.

4.9.4. Acanthosis Nigricans Screening, Diabetes Risk Indicator

In accordance with Texas Health and Safety Code and DSHS requirements, scholars in certain grades must be screened for warning signs associated with Type 2 diabetes risk, including acanthosis nigricans. This screening is visual and non-invasive, identifies potential risk factors for further medical evaluation, but does not constitute a medical diagnosis. Parents will be notified if signs are observed and advised to consult a health-care provider.

4.9.5. Physical Fitness Assessment

In accordance with the Texas Education Code and related state requirements, the district annually assesses the physical fitness of scholars enrolled in grade levels designated by law. The assessment evaluates health-related fitness components, is administered in a manner consistent with state guidelines, and may be adapted for students with disabilities or medical conditions when appropriate.

A scholar is not required to participate if, due to disability or another condition identified by law or rule, the assessment is inappropriate. Exemptions from participation are determined for each component of the assessment so that students are given the opportunity to participate as far as possible. Results of fitness assessments are reported in aggregate by campus in accordance with state requirements and may be used to guide campus wellness initiatives.

Section 4.10. Nutrition, Health, and Physical Activity

4.10.1. Great Hearts and Student Health

Great Hearts Texas recognizes that the proper education of a child concerns the whole person. Care of the body supports the work of the intellect and the steady formation of character. Orderly habits of nourishment, rest, and physical activity contribute to attentiveness in study, firmness of spirit, and readiness for the duties of both scholarship and citizenship.

In fulfillment of its obligations under federal and state law, Great Hearts Texas maintains a Local Wellness Policy and accompanying Wellness Plan to guide practices related to nutrition, physical activity, and scholar health. Oversight of this policy is entrusted to the district's School Health Advisory Council (SHAC) and designated representatives, who review and recommend measures consistent with law and the mission of the Academy.

4.10.2. School Meal Programs

Scholars and staff have access to free, safe drinking water throughout the school day, including in cafeterias and other designated areas. All campuses participate in the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the Federal Free and Reduced-Price Meal Program (FRL). Meals served through the district's food services program comply with USDA meal pattern standards, nutrient levels, and calorie requirements for the ages served. School meals are designed to promote scholar health, prepared in accordance with Texas Department of Agriculture (TDA) requirements, and offered in environments intended to encourage participation.

Meals are provided in accordance with applicable federal and state nutrition standards and are designed to support student health and well-being. Scholars are provided sufficient time to eat meals in clean, safe, and orderly facilities, and have access to free drinking water during the school day as required by law. A Negative Balance Policy is implemented when a scholar's meal account carries an outstanding balance, ensuring that the scholar continues to receive access to a nutritious meal while the account is brought current.

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4.10.3. Smart Snacks and Competitive Foods

All foods and beverages sold to scholars during the school day on district property must comply with USDA Smart Snacks in School standards, which includes any a la carte offerings, school stores, fundraisers during the school day, and items marketed to scholars.

Nutrition information for products offered is readily available to families and scholars. No vending machines accessible to scholars will operate on campus unless all items meet Smart Snack standards. Soft drinks are not available for purchase on school grounds. Concession stands operating outside the instructional day may offer items otherwise restricted during the school day.

4.10.4. Physical Activity Requirements

Great Hearts Texas provides physical activity and physical education opportunities in accordance with applicable Texas law and graduation requirements. Students are expected to participate in physical education and related activities unless exempted or otherwise authorized by law. Physical activity is an important component of a well-ordered education. Through exercise, recreation, and physical discipline, students develop habits of health, perseverance, self-mastery, and teamwork that support both academic success and personal flourishing.

4.10.5. Participation in Athletics and Certain Extracurricular Activities

Scholars participating in certain extracurricular activities must submit certification from an authorized health-care provider stating that the student has been examined and is physically able to participate. The medical examination must comply with applicable University Interscholastic League (UIL) rules and Texas law.

Parents and students should be aware of the rare but serious possibility of sudden cardiac arrest in youth athletes, which is often associated with previously undiagnosed heart conditions. Families are encouraged to consult their health-care provider regarding any cardiac history, symptoms, or concerns prior to participation in strenuous activities. Participation may be withheld until appropriate documentation is submitted.

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Chapter 5: Code of Conduct and Discipline

Section 5.1. Virtue and Moral Formation of Character

5.1.1. Living Well Together Towards the Common Good

Great Hearts Texas believes an Academy is ordered toward both the formation of intellect and, inseparably, toward the cultivation of a community in which all may learn to live well together. Genuine education and human flourishing require an ordered, communal life oriented toward truth, not merely technical instruction. Such a community is formed through daily acts in service to others in pursuit of relentless goodwill. To live well in a community is to recognize that we belong to something greater than ourselves, rooted in the Western tradition and affirmed by ancient wisdom echoed across the ages. In this spirit, Great Hearts Texas seeks to foster a place where truth is honored, charity is practiced, and each member learns to give what he or she can for the greater good. Within this shared life, the formation of virtue becomes both personal and communal to all who walk the halls of a Great Hearts Texas Academy. Scholars discover that the habits of a good life take root when nurtured together.

5.1.2. The Formation of Habits and Virtues

Academic excellence and moral virtue are intertwined like strands of a single rope, distinct in purpose yet braided together in pursuit of the common good. Knowledge divorced from goodness fails to serve both the individual and the society. The Academy therefore unites intellectual rigor with moral purpose so that every scholar learns not only how to think, but how to will what is good. Great Hearts Texas teachers, deans, and Headmasters guide scholars in the formation of intellectual and moral habits by modeling prudence, integrity, courage, and respect, thereby demonstrating that virtue leads to both academic success and nourishing relationships with teachers, friends, and family.

In the Lower School, scholars build a foundation in the core virtues of responsibility, perseverance, integrity, and friendship, learning the meaning of citizenship and community life. In the Upper School, their affections are refined through the fine arts and their reason strengthened through the practice of courage and humility. Through this marriage of intellect and character, scholars come to understand the formation of virtue into habit. Happiness and human flourishing arise from ordered desires governed by reason and expressed in service to others.

In classical education, the formation of moral character is pursued through cultivation. Its approach is largely indirect, shaping the heart and mind by creating habits of virtue through thoughtful conversation and the study of the great works of literature. Scholars encounter virtue in action within their teachers, their peers, and the enduring voices of history. Mimesis, a Greek term used by Plato and Aristotle, is the

purposeful imitation of noble individuals or deeds in pursuit of excellence. Through imitation and reflection, moral understanding matures into habit, and habit into character.

5.1.3. Ordered Joy and the Role of Discipline

The harmony between order and joy is pursued every day at a Great Hearts Texas Academy. Discipline, rightly understood, trains desire toward the good rather than suppressing freedom of thought. Predictable routines, clear expectations, and consistent boundaries create safety in which curiosity and wonder can flourish. Habits of personal order create habits of intellectual order. External order cultivates internal order, which establishes habits of prudence, perseverance, and peace. Discipline serves a formative rather than punitive purpose. Scholars learn that freedom is achieved through self-governance and that obedience and reverence are not obstacles to happiness but its foundations.

All of the following expectations serve the common good of a Great Hearts Academy and support its mission as a place of learning and moral formation. We believe that habits of behavior shape habits of mind, and our teachers will enforce these standards with consistency, clarity, and mercy for each scholar's well-being. Scholars, parents, and faculty together sustain an environment of encouragement, respect, courtesy, and helpfulness. While the Academy is a joyful place to learn, scholars being young and human will make mistakes. Many missteps require correction rather than punishment; others, when disruptive, necessitate appropriate consequences for the sake of order and a productive community.

Clear expectations and graduated responses, when appropriate, provide a framework for conduct that supports a wholesome academic environment and each scholar's confidence and success. Scholars are young adults in formation and will learn civil and respectful behavior through the example of teachers and other adults. Accordingly, they are treated with courtesy and are expected to extend the same respect to peers and faculty. Respect is shown through attentive listening, care for property, charitable speech, and a readiness to seek and grant forgiveness. In partnership with families, the Academy aims to cultivate both scholarly habits and the virtues of responsibility, diligence, courage, generosity, and self-control. While good behavior is expected of all, the Academy reserves the right to exercise sound judgment in disciplining inappropriate conduct.

Section 5.2. Student Code of Conduct

5.2.1. In Pursuit of the Good

Great Hearts Texas holds that virtue is cultivated through habit, discipline, and ordered joy. Every classroom becomes a place where scholars actively practice respect and courage for the good of the community. Predictable and just boundaries create the safety in which a sense of wonder and curiosity may flourish. In this shared pursuit, scholars are called to uphold the dignity of others and to strengthen the integrity of the learning environment so that all may thrive.

Each scholar is encouraged to act with honesty and civility to promote the safety and well-being of others. Scholars support the community by bringing integrity to their academic work, adhering to attendance and dress expectations, following established procedures, and contributing to the cleanliness and order of the campus. By practicing these daily habits, scholars help to sustain an Academy where learning, virtue, and joy take root.

Living well together requires attention to conduct that protects instruction and supports the common good. The Academy therefore addresses behavior that disrupts learning or threatens safety, guiding scholars toward responsibility and renewed commitment to the virtues that define our community. The Code of Conduct safeguards the rights and responsibilities of all members of the Great Hearts Texas community and aims to prepare scholars for self-government.

5.2.2. Great Hearts Texas Honor Code

At Great Hearts Texas, each scholar pledges to uphold integrity through the habits of virtue. The Honor Code serves to promote academic honesty and bolster moral fortitude, while establishing the moral and academic foundation of community life. It affirms the harmony between scholarship and virtue, that authentic learning depends upon honesty and responsibility in every pursuit of knowledge.

*I pledge, upon my honor, to live and study with **Integrity** and **Honesty**. I will not lie, cheat, or steal, nor will I seek advantage through deceit or dishonor.*

*I will demonstrate **Responsibility** in all my endeavors, laboring diligently and faithfully to produce work that reflects my own mind and effort. In scholarship, I will give due credit to the thoughts of others and guard against the corruption of plagiarism, which erodes both truth and character.*

*I will approach every task with **Perseverance** and **Humility**, striving not for ease of effort but for excellence. When confronted with wrongdoing, I will act with **Courage** and discernment, upholding justice and the trust of this community.*

*As a member of this Academy, I will practice **Citizenship** and **Friendship**, honoring the dignity of others and contributing to the harmony of our shared pursuit of learning.*

*In all things, I will seek **Wisdom**, joining knowledge with virtue so that truth may flourish, character may be strengthened, and the common good be served.*

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5.2.3. Guiding Virtues of the Honor Code

Virtue is formed through the repeated practice of right action until it becomes second nature. When virtue becomes second nature, the will and the good are no longer in conflict, and one acts rightly with ease, grace, and joy.

While there are many virtues worthy of practice, scholars in the Lower School focus on nine core virtues.

Responsibility teaches scholars to recognize their obligations and to fulfill them with diligence and accountability. ***Perseverance*** strengthens them to meet difficulty without despair, completing what they begin with courage and resourcefulness. ***Integrity*** anchors their choices in moral truth, forming a character that acts rightly even when unseen. ***Honesty*** trains them to speak and act without deception, upholding trust in every circumstance. ***Courage*** emboldens them to do what is just despite fear, hardship, or opposition. ***Citizenship*** inspires respect for lawful authority and devotion to the common good through service and civic understanding. ***Humility*** forms a spirit free from vanity, teaching scholars to strive for excellence without seeking praise. ***Friendship*** nurtures kindness, compassion, and respect for the dignity of others. ***Wisdom*** guides them to learn from experience, think before acting, and draw insight from the great minds of the past. Together, these nine virtues shape scholars into young men and women capable of sound judgment, noble action, and a life oriented toward truth and goodness.

Scholars in the Upper School give deliberate attention to the cardinal virtues, which form the foundation of moral character in the Western tradition. Long honored by philosophers and educators, the cardinal virtues serve as “hinges” upon which the moral life turns, guiding scholars toward right judgment, steadfast courage, and ordered desire. Through study, practice, and reflection, scholars learn to recognize ***Prudence*** as wisdom in choosing the good; ***Justice*** as giving to others what is due; ***Fortitude*** as the courage to persevere in difficulty; and ***Temperance*** as the self-command that governs appetites and passions. These virtues are not taught merely as abstract ideals but are cultivated through literature, history, imitation of noble examples, thoughtful conversation, and the daily routines of school life.

By holding the cardinal virtues before scholars as both models and aims, classical schools seek to shape not only the intellect but the whole person. The goal is a graduate guided by character, one who thinks clearly, acts honorably, and contributes with integrity to the common good. Scholars and families consent to the Honor Code and virtues through enrollment and receipt of the Great Hearts Texas Family Handbook. The Honor Code binds scholars, faculty, and families in a common pursuit of truth, goodness, and beauty.

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5.2.4. Behavioral Standards and Expectations

At Great Hearts Texas, behavioral standards arise from the conviction that a thriving Academy depends upon a community devoted to truth, charity, and the common good. Because moral character and education are inseparable, scholars are expected to act in ways that strengthen both their own formation and the well-being of others. Habits of conduct become habits of mind, and ordered thought cultivates the virtues on which human flourishing depends.

The Student Code of Conduct therefore unites behavior, self-discipline, and citizenship in service of the school's moral and academic life. Discipline is not merely the correction of wrongdoing but the cultivation of virtue through reflection, responsibility, and habit. Scholars learn that liberty is sustained by just laws and that civility supports community. Clear, consistent expectations guide scholars toward right action. Teachers model these virtues, while families partner with the Academy to help scholars grow in self-command and generosity, contributing honorably to the common good.

5.2.5. Academic Integrity

Academic integrity is the foundation of genuine scholarship at Great Hearts Texas. Because truth is the aim of all learning, scholars are expected to complete their work with honesty, diligence, and personal responsibility. Academic tasks must reflect a scholar's own thinking and effort; giving proper credit to the ideas of others is an essential act of intellectual humility and respect. Cheating, plagiarism, fabrication, and any form of deceit undermine both character and community, eroding the trust upon which a flourishing Academy depends.

Integrity is strengthened through habits. Teachers guide scholars in the disciplined practice of careful research, accurate citation, and thoughtful collaboration, helping them cultivate prudence, perseverance, and sound judgment. When scholars act with integrity, they honor the dignity of their peers, uphold the pursuit of truth, and contribute to an environment where wisdom may flourish. Academic integrity thus unites moral purpose with rigorous study in the formation of character.

5.2.6. Student Use of Technology and Artificial Intelligence

Great Hearts Texas is not opposed to technology. Indeed, books, writing, and accumulated wisdom preserved through the written word are among humanity's most important technologies. The Academy seeks instead to cultivate thoughtful and disciplined use of modern technologies in service of learning. Consistent with its commitment to intellectual formation and a distraction-free educational environment, Great Hearts Texas encourages students to use technology as a tool for the pursuit of knowledge rather than as a substitute for attention, effort, or genuine understanding.

Great Hearts Texas provides students access to technology resources, devices, networks, and internet services to support teaching and learning. Use of these resources is a privilege, not a right, and must be

consistent with the Academy's educational mission, the Student Code of Conduct, and applicable law. School technology resources are provided primarily for educational purposes. Students are expected to use technology responsibly, respectfully, and safely. The Academy may monitor, access, and review activity conducted on school-owned devices, networks, and systems, and users should have no expectation of privacy when using such resources.

Students are prohibited from using technology in a manner that is unlawful, disruptive, threatening, harassing, defamatory, sexually explicit, harmful to minors, or otherwise inconsistent with school expectations. This prohibition includes cyberbullying, unauthorized access to technology systems, interference with network operations, and the creation, possession, or distribution of obscene, sexually explicit, or unlawful digital content, including digitally altered or artificially generated images intended to depict another person in a false or inappropriate manner, in accordance with the Children's Internet Protection Act (CIPA).

Electronic conduct occurring off campus may be subject to school discipline when it materially and substantially disrupts the educational environment or interferes with the rights, safety, or well-being of students or staff. The use of artificial intelligence (AI) to complete, assist with, generate, revise, or otherwise facilitate student work is strictly prohibited. Any use of AI in connection with an assignment, assessment, or other academic activity constitutes academic dishonesty. Violations of this section may result in the restriction or revocation of technology privileges, disciplinary action, or referral to law enforcement when appropriate.

5.2.7. Personal Communication Devices

Great Hearts Texas seeks to cultivate habits of attention, presence, and meaningful human interaction by limiting the use of personal communication devices during the school day. Personal communication devices include cell phones, smartphones, smartwatches, tablets, and other devices capable of electronic communication. Students may bring personal communication devices to school, but devices must remain powered off and stored in a backpack, locker, or other designated location while on school property and during school-sponsored activities. Students should not have personal communication devices in their possession or use them during the school day.

Great Hearts Texas defines the term school day as the period beginning when a student arrives on school property and ending when a student leaves school property. Personal communication devices used in violation of this policy may be confiscated, and disciplinary consequences may be imposed in accordance with the Student Code of Conduct. Limited exceptions may be authorized when required by a student's educational plan, documented medical need, or other circumstances permitted by law and

district policy. Great Hearts Texas is not responsible for personal communication devices that are lost, stolen, or damaged while on school property or at school-sponsored activities.

Section 5.3. Dress Code and Uniform Guidelines

5.3.1. Uniforms and Citizenship

Great Hearts Texas seeks to cultivate a community of learners dedicated to high standards of character, scholarship, and citizenship. The school uniform is an important expression of this shared life, promoting dignity, unity, and an orderly environment conducive to learning. By reducing distractions in attire, the uniform helps direct attention toward academic and personal formation rather than outward appearance.

Students are expected to comply with uniform and grooming standards while on campus, at school-sponsored events, and whenever representing the Academy. Parents share responsibility for ensuring that students arrive at school in the proper uniform and maintain a neat and appropriate appearance. Students who do not meet uniform expectations may be required to correct the deficiency before participating in school activities.

The Academy will make reasonable accommodations for religious observance, medical needs, and protected hairstyles as required by law. The Headmaster may authorize modified attire for special events, field trips, athletic activities, or other school purposes. Families experiencing financial hardship may contact the Academy regarding available assistance. Specific uniform expectations for your Academy are featured in the chapter entitled Campus Procedures.

5.3.2. No Pop-Culture Rule

Great Hearts Texas is very intentional about creating a common and civil community among its scholars and in preserving an educational environment free from distractions. This includes manners of speech, habits of respect during discussions with others, attention to the content of the curriculum to the exclusion of references either to current pop-culture personalities, music, movies, and even politics and current events. To further this educational environment, Great Hearts Texas also requires scholars to use back-packs, lunch bags, and other accessories that are free from such images or references.

This policy is intended to move scholars beyond the limited perspectives of contemporary peer culture and to engage them with the enduring truths and lasting concerns of the shared intellectual inheritance of humanity. In this environment of learning, scholars will take authors and artists of historical times and different cultures seriously and better envision and entertain ideas such as goodness, virtue, and heroism from many prior historical and cultural contexts within which they have arisen.

Great Hearts Texas also seeks to avoid cultivating a "chronological snobbery" in our scholars, and in furtherance of this, we avoid contemporary comparisons during classes and school activities. Overall, Great Hearts Texas asks and challenges scholars to step out of themselves and to step out of their times, their familiar idioms, even their preferred styles in art and music, in order to appreciate the goods and virtues of other times and places. This is the essence of classical education.

Great Hearts Texas seeks to develop the unique character and quality of each scholar; however, this uniqueness and true self is not encouraged through participation in consumerism and mass marketing. Great Hearts Texas desires to free the educational environment from consumerism and external marketing influences through this policy of "no pop culture" in school. Its purpose includes:

- To give young people an educational space free from popular examples that may be merely superficial and time-bound, while we try to introduce them to more permanent and universal aspects of human nature and the human community.
- To give them educational space from the peer pressure to be media and celebrity "literate."
- To elevate their imaginations and their thoughts above the low, the base, and the mediocre.
- To create points of reference and a common ground for conversation that transcends the scholar's age, experience, and the biases of his peer group.
- To give them the broadest range of images and ideas from which they will eventually address the concerns of their own time and place.

This policy creates and preserves the desired educational environment and improves the educational process for the benefit of all scholars, and acts as a shield against what is shallow and temporary in popular culture on behalf of what is serious and permanent. Scholars will learn to think for themselves and develop deep critical thinking skills and analytical ability. It is in that ability that we hope to see meaningful distinctions in our scholars and not in clothing or accessories. It is also the intention of this policy to improve scholar learning, to reduce disciplinary referrals, to improve morale, and to instill self-worth and self-confidence in scholars that are lasting traits.

Section 5.4. Parental Responsibility and Partnership

5.4.1. The Role of Primary Educator

Great Hearts Texas values the vital role of parents and guardians as the primary educators and moral guides of their children. The education of a child is a shared moral and civic partnership between the school and the family. While Great Hearts Texas serves as a partner in intellectual and character formation, the ultimate responsibility for a child's education rests with the parent. In accordance with the Texas Education Code, parents retain the right to direct the moral training of their child, make decisions

concerning their child's education, access educational records, and be informed about academic programs, disciplinary matters, and scholar well-being.

Parents also serve as the primary models of civility and respect for their children. Great Hearts Texas asks parents to practice the same habits of prudence and temperance along with their scholars while on school property or at school-sponsored events. Parents and faculty model virtue together for scholars, thereby strengthening the character and harmony of the school community overall. In accordance with Texas Education Code, Great Hearts Texas may restrict access to its campus or events when an individual's behavior endangers the safety of others, disrupts the work of the school, or undermines the dignity of the educational environment. When conduct becomes inappropriate for a school setting, disrespectful or even hostile, the individual may be directed to leave the premises. Great Hearts Texas also has authority to issue a temporary or long-term notice of restricted access with discretion. Such measures, though seldom necessary, are taken to preserve the order, harmony, and common good of the school community. Great Hearts Texas asks all parents to join in this work as exemplars of calm leadership and civility, supporting teachers and staff as they guide scholars toward truth, goodness, and virtue.

As partners in education, parents are encouraged to take an active interest in their scholar's studies and in the life of the school, to discuss report cards and assignments, to communicate regularly with teachers and administrators regarding conduct and progress, and to bring to the school's attention any circumstance that may affect the scholar's well-being or performance. Families are expected to maintain current contact information, to cooperate with faculty and administration in sustaining a disciplined and orderly environment, and to respond promptly when called upon for matters of health, safety, or discipline. In fulfilling these duties, parents affirm the shared calling of home and school to cultivate wisdom, virtue, and a lifelong love of learning in every scholar entrusted to Great Hearts Texas.

5.4.2. Responsibility to Uphold a Safe Learning Environment

Great Hearts Texas believes that a strong partnership between home and school is essential to each scholar's formation. During the school day and at all school-sponsored events, Great Hearts Texas is granted the authority to act *in loco parentis*, exercising the responsibility to ensure the safety and well-being of all scholars, as would a parent. Great Hearts Texas also has the authority to remove scholars whose conduct disturbs the harmony of the classroom, affirming the state's recognition that schools must wield a parent's rightful charge in upholding discipline and order. This delegated authority exists to provide all scholars with an orderly and wholesome learning environment, and it requires scholars to respond respectfully and promptly to the direction of teachers and staff.

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Section 5.5. Jurisdiction and Scope of Authority

5.5.1. Scholar Rights and Responsibilities

Each scholar at Great Hearts Texas is a member of a civic community and therefore enjoys certain rights with corresponding responsibilities. Everyone has the right to learn in a safe and orderly environment, to be treated with fairness, dignity, and respect. Scholars will receive due process before any major disciplinary action to participate fully in a school life free from discrimination or harassment. In turn, scholars are expected to honor the rights of others by ensuring that learning proceeds without disruption, to comply with the Honor Code, classroom expectations, and teacher directives, and to conduct themselves with honesty and civility both on and off campus. They are also entrusted with the care of school property and the duty to uphold the virtues that form the heart of our classical community.

5.5.2. Code of Conduct and Jurisdiction

The Code of Conduct specifies the standards for scholar behavior, outlines disciplinary consequences, and authorizes teachers and administrators to enforce discipline as defined by the Texas Education Code. This jurisdiction includes disciplinary authority over a scholar:

1. During lunch periods in which a scholar is allowed to leave campus;
2. During the regular school day and while the scholar is going to and from school on Great Hearts Texas transportation;
3. For any expulsion offense committed away from Great Hearts Texas property (including but not limited to cyberbullying or other prohibited use of technology away from school) and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
4. For any expulsion offense committed while on Great Hearts Texas property or while attending a school-sponsored or school-related activity of Great Hearts Texas or another school in Texas;
5. For any school-related misconduct, regardless of time or location;
6. When criminal mischief is committed on or off Great Hearts Texas property or at a school-related event;
7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When the scholar commits a felony, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location;
9. While a scholar is participating in any remote / virtual classroom or other period of online instruction provided by Great Hearts Texas;
10. While the scholar is attending any school-related activity, regardless of time or location; and
11. While the scholar is in transit to or from school or to or from school-related activities or events;

The school shall report criminal acts occurring on campus or at school events to law enforcement and will make any additional reports required by state law when electronic or off-campus misconduct presents a threat to scholar safety.

5.5.3. Due Process and Fair Treatment

Before any removal or suspension, scholars shall receive fair treatment and due process when required by law. No scholar shall be disciplined, denied access to educational opportunities, or subjected to different treatment on the basis of race, color, national origin, sex, disability, religion, or any other status protected by law.

In accordance with Title IX, the Academy prohibits all forms of sex-based discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking. Any report of such conduct shall be referred promptly to the Title IX Coordinator and addressed through the Academy's formal grievance procedures.

Teachers and administrators will attempt to employ preventive and restorative interventions as the first step in addressing misconduct, when appropriate. However, please note that progressive discipline is *not* appropriate in all circumstances, and Great Hearts Texas may recommend more serious disciplinary consequences, up to an including potential expulsion, for serious misconduct.

Great Hearts Texas **prohibits** any form of corporal punishment for scholar misconduct.

All employees share responsibility for ensuring just, consistent, and lawful discipline and for maintaining open and timely communication with families.

5.5.4. Compliance with State and Federal Law

Great Hearts Texas is an open-enrollment public charter school established under Texas Education Code Chapter 12 and is therefore subject to applicable state and federal laws governing public charter schools. These laws ensure that every scholar is provided with a safe, equitable, and high-quality educational environment, grounded in both the rule of law and the pursuit of moral and intellectual virtue. As a classical public charter school, Great Hearts Texas affirms both its autonomy in educational mission and its fidelity to the legal frameworks that safeguard the integrity of the learning environment.

Section 5.6. Prohibited Conduct and Items

5.6.1. Prohibited Conduct

Great Hearts Texas upholds an environment ordered toward learning, virtue, and the common good. Therefore, scholars and visitors shall refrain from any conduct that disrupts instruction, threatens the safety or dignity of others, or violates state or federal law or local policy. Acts that undermine the

educational environment or impede the scholarly mission of the school community are strictly prohibited. Examples include, but are not limited to:

- Physical aggression, fighting, or threats of violence.
- Bullying, cyberbullying, harassment, intimidation, or hazing, including conduct prohibited under the Texas Education Code and Title IX regulations concerning sex-based harassment.
- Possession, use, or distribution of weapons, dangerous instruments, or any item reasonably perceived as a weapon.
- Possession or use of controlled substances, alcohol, tobacco, vaping products, or related paraphernalia.
- Academic dishonesty, forgery, or falsification of records.
- Vandalism, theft, or misuse of property, public or private.
- Defiance of lawful authority, failure to comply with reasonable directives, or conduct that obstructs school functions.
- Obscene, profane, or abusive language, gestures, or materials.
- Unauthorized recording, publishing, or transmission of images, audio, or digital content that is defamatory, invasive, disruptive, or unlawful.
- Any behavior that violates local, state, or federal law or endangers the orderly operations of the Academy.

5.6.2. Prohibited Items

Students may not possess, use, distribute, or bring onto school property, school transportation, school-sponsored activities, or other locations where they are representing the Academy any item prohibited by law, district policy, or the Student Code of Conduct. Prohibited items include, but are not limited to:

- Firearms, knives, clubs, explosives, ammunition, weapons, or look-alike weapons.
- Tobacco products, e-cigarettes, vaping devices, nicotine products, and related paraphernalia.
- Alcoholic beverages, controlled substances, drug paraphernalia, counterfeit or simulated drugs, and other prohibited intoxicants.
- Pornographic, obscene, discriminatory, unlawful, or otherwise harmful materials.
- Electronic devices or digital media used to create, store, access, or distribute unlawful, harassing, sexually explicit, or otherwise prohibited content.

Possession of a prohibited item may result in confiscation, disciplinary action, removal from school activities, and referral to law enforcement when appropriate.

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Section 5.7. Levels of Offenses and Consequences

5.7.1. Behavioral Supports and Restorative Practices

Great Hearts Texas seeks not only to correct misconduct but also to cultivate character through just, restorative, and educational responses. Consistent with the Academy's commitment to virtue and human flourishing, disciplinary interventions may be designed to promote personal responsibility, repair harm, restore relationships, and strengthen habits of good citizenship. When appropriate, the Academy may utilize restorative practices, behavioral supports, counseling, mentorship, reflective activities, restitution, behavior agreements, loss of privileges, or other educational interventions intended to support student growth and accountability.

5.7.2. Procedures for Use of Restraint and Time-Out

Great Hearts Texas is committed to maintaining a safe and orderly learning environment while respecting the dignity and well-being of every student. In accordance with Texas law, restraint may be used only in emergency situations when necessary to prevent imminent physical harm to a student or others or to prevent serious property damage. Any use of restraint will be implemented in a manner designed to protect the health and safety of all involved and will be documented and reported as required by law.

Time-out may be used as a behavior management intervention in accordance with applicable law and, when required, a student's Individualized Education Program (IEP) or Behavior Intervention Plan (BIP). Time-out may not be used in a manner that deprives a student of basic rights, prevents participation in the educational program, or otherwise violates state or federal requirements. Additional procedures governing the use of restraint and time-out are maintained in district policy and administrative regulations.

In accordance with Texas law, Great Hearts Texas will not withhold recess or other physical activity required as part of the physical education curriculum as a disciplinary consequence for academic performance or student behavior.

5.7.3. Participation in School Activities During Suspension

Students assigned In-School Suspension (ISS) or Out-of-School Suspension (OSS) may not participate in or attend extracurricular activities, athletic events, field trips, competitions, performances, clubs, ceremonies, or other school-sponsored activities during the period of suspension unless on any day for which the student is assigned ISS or OSS unless participation is required as part of the student's academic program or expressly authorized by the Headmaster or designee.

A student assigned OSS may not be present at any school-sponsored activity, whether on or off campus,

during the suspension period. on any day of the suspension. Eligibility to resume participation in school-sponsored activities is restored on the first school day after completion of the assigned consequence, unless otherwise directed by the Academy.

5.7.4. Levels of Offenses

In the formation of character and the preservation of order, justice requires that offenses be judged with discernment and addressed in proportion to their gravity. For this purpose, the Code of Conduct establishes three (3) levels of offenses, each corresponding to the seriousness of the act and the moral development of the scholar.

> **Level 1** offenses are considered minor to moderate infractions and typically reflect lapses in judgment or self-discipline. Level 1 offenses are met with corrective guidance designed to restore responsibility and reflection.
>
> **Level 2** offenses are more severe in nature and often involve repeated misconduct or more deliberate disregard for others. Level 2 offenses call for structured intervention, uniting accountability with the opportunity for moral growth.
>
> **Level 3** offenses constitute grave violations of safety or the law, or represent persistent and egregious level 2 offenses. Level 3 offenses demand formal disciplinary action to uphold the integrity of the community and safeguard the common good.

Through this tiered response framework, discipline becomes not an instrument of punishment, but a means of instruction towards the good. Each response seeks to balance justice with mercy, correction with compassion, so that consequence may lead to restoration, and order may serve the higher purpose of virtue.

Every employee shares responsibility for maintaining order and respect. Parents are essential partners in this process. Administrators shall notify parents of all Level 2 infractions or patterns of Level 1 misconduct and collaborate to restore consistent expectations between home and school. Scholars develop habits of virtue through reflection and choice.

5.7.5. Level 1 Offenses

Level 1 offenses involve minor misconduct that disrupts the orderly operation of the classroom or school environment but does not pose a significant threat to the safety, well-being, or property of others. Level 1 offenses include, but are not limited to:

1. Dress code, uniform, grooming, or appearance violations.

2. Tardiness, truancy, or other attendance-related violations.
3. Being in an unauthorized area or leaving an assigned area without permission.
4. Failure to follow classroom rules, campus procedures, or reasonable directives from school personnel.
5. Disruptive, distracting, or unruly behavior that interferes with instruction, school activities, or the learning environment.
6. Minor disrespect, inappropriate language, profanity, rude gestures, or discourteous conduct toward others.
7. Unauthorized possession or use of a cell phone, smartwatch, personal communication device, or other electronic device.
8. Minor misuse of district technology resources or violation of technology procedures.
9. Minor inappropriate public displays of affection.
10. Minor damage to school property or the property of others.
11. Unauthorized selling, trading, or distribution of non-prohibited items on campus.
12. Failure to participate appropriately in safety drills, assemblies, or other school activities.
13. Violations of in-school suspension procedures or other disciplinary expectations.
14. Unauthorized use of skateboards, scooters, bicycles, or similar devices on school property.
15. Any other conduct that disrupts the orderly operation of the classroom or school but does not rise to the level of a Level 2 or Level 3 offense.

The Academy reserves the right to classify conduct as a Level 1 offense when the nature, severity, and circumstances of the misconduct warrant corrective intervention but do not require more serious disciplinary consequences.

5.7.6. Level 1 Consequences

Disciplinary consequences for Level 1 offenses are discretionary and are not required to follow a specific sequence. Progressive discipline may be used when appropriate; however, the administration reserves the right to impose consequences based on the nature, severity, frequency, and circumstances of the misconduct. Repeated or disruptive Level 1 offenses may result in Level 2 consequences when deemed appropriate by school administration. Consequences for Level 1 offenses may include:

1. Verbal warning, correction, or redirection.
2. Reteaching behavioral expectations.
3. Parent or guardian contact or conference.
4. Classroom management interventions, including seat changes or other corrective measures.
5. Temporary removal from class.
6. Confiscation of prohibited items when appropriate.
7. Loss of privileges or participation in school-sponsored activities.

8. Detention.
9. Restitution for minor property damage.
10. Community service, campus beautification, or other restorative measures.
11. In-School Suspension (ISS), generally up to two (2) days, with longer assignments possible for repeated or disruptive behavior.
12. Out-of-School Suspension (OSS), generally up to one (1) day, with longer assignments possible for repeated or disruptive behavior.
13. Any other corrective measure authorized by district policy or the Student Code of Conduct.

Commented [BA1]: ISS to 3, OSS 3

The Academy may consider a student's age, disciplinary history, intent, degree of disruption, and other relevant factors when determining an appropriate consequence.

5.7.7. Level 2 Offenses

Level 2 offenses involve serious misconduct that substantially disrupts the educational environment, threatens the safety or well-being of others, or demonstrates a significant disregard for school rules and expectations. Level 2 offenses include, but are not limited to:

1. Repeated or persistent Level 1 offenses.
2. Academic dishonesty, cheating, plagiarism, unauthorized use of artificial intelligence (AI), forgery, falsification of records, or false accusations against another person.
3. Bullying, cyberbullying, harassment, intimidation, discrimination, retaliation, dating violence, or other conduct that causes substantial emotional distress or interferes with a student's educational opportunities that does not constitute a Level 3 offense.
4. Fighting, mutual combat, arranging a fight, threatening conduct, or other behavior that endangers the health, safety, or welfare of others but does not rise to the level of a Level 3 offense.
5. Possession, use, misuse, or distribution of prescription medication, over-the-counter medication, drug paraphernalia, fireworks, pepper spray, mace, ammunition, or other prohibited items not requiring expulsion.
6. Theft, possession of stolen property, extortion, coercion, blackmail, criminal mischief, vandalism, graffiti, or damage to school or personal property that does not constitute a Level 3 offense.
7. Insubordination, refusal to comply with reasonable directives from school personnel, failure to comply with disciplinary consequences, or interference with school operations, safety procedures, or disciplinary processes.
8. Possession, viewing, creation, transmission, or distribution of inappropriate, obscene, sexually explicit, harassing, or otherwise prohibited materials, whether in physical or electronic form, that does not constitute a Level 3 offense.

9. Sexual harassment, offensive sexual conduct, indecent exposure, public lewdness, or other inappropriate conduct of a sexual nature that does not constitute a Level 3 offense.
10. Unauthorized access to, misuse of, or interference with district technology systems, networks, accounts, data, or internet resources, including attempts to bypass security measures.
11. Sending, posting, or distributing abusive, threatening, obscene, discriminatory, harassing, or disruptive electronic communications.
12. Gambling, unauthorized exchange of money or property, trespassing, gang-related activity, secret-society activity, or other conduct inconsistent with the orderly operation of the Academy.
13. Conduct related to a criminal offense that does not constitute a Level 3 offense but nevertheless substantially disrupts the educational environment or threatens the safety of others.

The Academy reserves the right to classify conduct as a Level 2 offense when the nature, severity, or circumstances of the misconduct warrant a more serious response than a Level 1 consequence but do not rise to the level of a Level 3 offense.

5.7.8. Level 2 Consequences

Disciplinary consequences for Level 2 offenses are discretionary and not required to follow a specific sequence. A Level 2 offense may also include one or more related Level 1 violations arising from the same incident or pattern of behavior. When this occurs, Great Hearts Texas may impose consequences for both the primary Level 2 offense and any associated Level 1 violations. Depending on the nature, severity, and circumstances of the misconduct, consequences for Level 2 offenses may include:

1. Behavioral contracts, behavior intervention plans, or other corrective measures.
2. Revocation of campus, extracurricular, transportation, or technology privileges.
3. In-School Suspension (ISS), generally up to three (3) days, with longer assignments possible for repeated or disruptive behavior.
4. Out-of-School Suspension (OSS), generally up to three (3) days, with longer assignments possible for repeated or disruptive behavior.
5. Restitution for damaged or stolen property.
6. Referral to counseling, behavioral supports, or other student services.
7. Referral to law enforcement when required or appropriate.
8. Any applicable Level 1 consequence.
9. Any other consequence authorized by law, district policy, or the Student Code of Conduct.

Commented [BA2]: ISS to 3, OSS 3

Certain serious Level 2 offenses may result in Level 3 disciplinary consequences, including expulsion, when permitted or required by law.

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5.7.9. Level 3 Offenses

Level 3 offenses involve the most serious violations of the Student Code of Conduct and may result in expulsion, referral to law enforcement, or other significant disciplinary consequences authorized by law. Level 3 offenses include, but are not limited to:

1. Possession, use, exhibition, sale, or distribution of a firearm, prohibited weapon, explosive device, ammunition, or other dangerous object.
2. Aggravated assault, sexual assault, indecency with a child, arson, or other serious criminal offenses.
3. Conduct punishable as a felony or conduct for which expulsion is authorized or required by the Texas Education Code.
4. Possession, use, sale, distribution, or being under the influence of alcohol, marijuana, controlled substances, dangerous drugs, prescription medications used improperly, intoxicants, or related paraphernalia.
5. Abuse of volatile chemicals or similar substances.
6. Terroristic threats, bomb threats, false alarms, hoaxes, or conduct intended to cause fear, panic, or disruption.
7. Conduct that endangers the health, safety, or welfare of students, employees, or others.
8. Serious acts of bullying, cyberbullying, harassment, dating violence, retaliation, discrimination, sexual harassment, sexual abuse, stalking, or intimidation.
9. Creation or participation in a hit list, gang-related activity, or organized misconduct involving threats, violence, or intimidation.
10. Criminal mischief, burglary, theft, vandalism, destruction of property, or unauthorized access to district facilities, systems, or records.
11. Online impersonation, release of intimate visual material, unlawful recording of another person, deepfake sexual imagery, revenge-porn offenses, or other serious misuse of technology.
12. Deliberate destruction of, interference with, or unauthorized access to district technology systems, networks, or data.
13. Repeated or persistent misconduct that demonstrates a substantial disregard for school rules, safety, or the educational environment.
14. Any other conduct for which expulsion is authorized or required by federal or state law.

The Academy reserves the right to classify conduct as a Level 3 offense when the nature, severity, or circumstances of the misconduct substantially threaten the safety of individuals, disrupt the educational environment or otherwise warrant the most serious disciplinary response permitted by law.

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5.7.10. Level 3 Consequences

Level 3 offenses involve the most serious violations of the Student Code of Conduct and may result in expulsion in accordance with the Texas Education Code and applicable due process procedures. Any Level 3 offense may also include one or more associated Level 1 or Level 2 violations arising from the same incident, and the Academy may impose consequences for all applicable misconduct.

Certain offenses require expulsion under Texas law, including possession, use, or exhibition of a firearm, prohibited weapon, or explosive device, as well as certain serious criminal offenses committed on school property or at school-sponsored activities. Other serious misconduct may result in discretionary expulsion as permitted by law. Consequences for Level 3 offenses may include:

1. In-School Suspension (ISS), generally up to five (5) days, with longer assignments possible for repeated or disruptive behavior, pending disciplinary proceedings or as otherwise permitted by law.
2. Out-of-School Suspension (OSS), generally up to five (5) days, with longer assignments possible for repeated or disruptive behavior, pending disciplinary proceedings or as otherwise permitted by law.
3. Expulsion.
4. Referral to law enforcement or other governmental authorities when required or appropriate.
5. Restitution for damaged or stolen property.
6. Loss of privileges, participation restrictions, or exclusion from extracurricular and school-sponsored activities.
7. Any other disciplinary consequence authorized by law, district policy, or the Student Code of Conduct.
8. Students receiving special education services will be disciplined in accordance with applicable state and federal law.

Commented [BA3]: ISS 5, OSS 5