

GreatHearts Forest Heights

Upper School

5538 Research Dr.
San Antonio, TX 78240



Family Handbook

2026-2027 Academic Year

2026-27



Family Handbook 2026-2027

Table of Contents

LETTER FROM THE HEADMASTER	2
CHAPTER 1: ACADEMICS AND ACCOUNTABILITY	3
SECTION 1.1. CLASSICAL EDUCATION AND THE LIBERAL ARTS	4
1.1.1. Truth, Goodness, and Beauty	4
1.1.2. Great Hearts' Approach to Classical Education	4
1.1.3. The Socratic Method and Teaching Through Questioning	5
1.1.4. Focus on the Western Tradition	5
1.1.5. Classics to Keep	5
1.1.6. Humane Letters	6
1.1.7. Classical Languages	6
SECTION 1.2. ACADEMIC PROGRAM AND CURRICULUM	6
1.2.1. Classical Liberal Arts Curriculum	6
1.2.2. Alignment with Texas Academic Standards (TEKS)	7
1.2.3. Core Academic Disciplines	7
SECTION 1.3. ACADEMIC STANDARDS, GRADING, AND INTERVENTIONS	8
1.3.1. Academic Expectations	8
1.3.2. Grading, Academic Progress, and Evaluation	8
1.3.3. Depth of Inquiry, Sense of Wonder, and Participation	8
1.3.4. Intervention and Multi-Tiered System of Supports (MTSS)	9
1.3.5. Dyslexia Identification and Services	9
SECTION 1.4. STATE ASSESSMENTS AND ACADEMIC ACCOUNTABILITY	9
1.4.1. State Assessment Program	9
1.4.2. Academic Accountability	10
1.4.3. Financial Accountability	10
1.4.4. Accelerated Instruction	10
1.4.5. Accelerated Education Plan	11
SECTION 1.5. GRADUATION AND COLLEGE COUNSELING	11
1.5.1. College and Career Counseling	11
1.5.2. Promotion and Retention	12
1.5.3. Foundation High School Program and Personal Graduation Plans	12
1.5.4. End-of-Course Assessments	12
1.5.5. Additional State Graduation Requirements	13
1.5.6. Transcripts, GPA, and Academic Records	13
1.5.7. Graduation Honors, Academic Distinctions, and Class Rank	13
1.5.8. Certificates of Coursework Completion	13
1.5.9. Texas First Early High School Completion Program	14
1.5.10. Armed Services Vocational Aptitude Battery Test	14
1.5.11. State Reporting and Accountability	14
SECTION 1.6. SPECIAL PROGRAMS	14

1.6.1. Student Support Services	14
1.6.2. Special Education Referrals.....	15
SECTION 1.7. ENGLISH LEARNERS AND LANGUAGE PROGRAMS.....	16
1.7.1. English Learners and Language Services	16
1.7.2. English as a Second Language (ESL) Program.....	17
SECTION 1.8. EDUCATIONAL ACCESS AND STABILITY	17
1.8.1. McKinney-Vento Homeless Assistance Act	17
1.8.2. Foster Care Education Rights	17
1.8.3. Scholars of Parents in the Military.....	17
SECTION 1.9. FEDERAL PROGRAM RIGHTS AND NOTICES	17
1.9.1. Every Student Succeeds Act (ESSA) Parent Notices	17
1.9.2. Parent and Family Engagement (Title I).....	18
1.9.3. English Learner Identification (Title III).....	18
SECTION 1.10. SCHOLAR SURVEYS AND INSTRUCTIONAL MATERIALS	19
1.10.1. Notice Regarding Instructional Materials	19
1.10.2. Protection of Pupil Rights Amendment (PPRA)	19
CHAPTER 2: CAMPUS PROCEDURES.....	19
SECTION 2.1. ACADEMICS AND ACCOUNTABILITY.....	19
2.1.1. Academic Honor Code.....	19
2.1.2. Grading Policy.....	20
2.1.3. Homework Policy	20
2.1.5. Semester Exam Policy	22
2.1.6. Tutoring.....	23
2.1.7. Summer School	23
2.1.8. STAAR Assessments.....	23
2.1.9. Academy Advisory Committee	24
2.2.10. Biological Sex and Gender.....	24
SECTION 2.2. GENERAL INFORMATION	24
2.2.1. Hours of Operation and Campus Access	24
2.2.2. Community Investment.....	25
2.2.3. Parent Service Organization	26
2.2.4. Visitors and Volunteers	26
2.2.5. Extra-Curricular Activities	27
2.2.6. Lockers and Backpacks.....	28
2.2.7. Food and Drink on Campus.....	28
2.2.8. Lost and Found	29
2.2.9. Student Fees	29
2.2.10. Uniform & Dress Code	30
SECTION 2.3. SAFETY AND SECURITY	38
2.3.1. General Traffic Guidelines	38
2.3.2 Vehicles on Campus	39
2.3.3 Carline- Drop Off & Pick Up Procedures.....	40
2.3.4 Student Sign-out Guidelines.....	45
2.3.5. Families with Custody Agreements.....	46
2.3.6 The Health of Our Scholars	46

2.4 GHFH DISCIPLINE	47
2.4.1. Detentions.....	47
2.4.2. Personal Photography, Public Internet Postings, Social Media.....	47
2.4.3. Additional Prohibited Items	48
2.4.4. Searches	49
2.4.5. School Security Camera Footage.....	49
2.4.6. Law Enforcement and Child Protective Services	50
CHAPTER 3: GENERAL INFORMATION	50
SECTION 3.1. ADMISSIONS.....	50
3.1.1. Great Hearts Texas as an Open-Enrollment Charter School	50
3.1.2. Eligibility for Admission	50
3.1.3. Open Enrollment Period	51
3.1.4. Admissions Lottery.....	51
3.1.5. Admissions Preferences.....	51
3.1.6. Waitlists.....	51
3.1.7. Denial or Rescission of Admission	51
SECTION 3.2. ENROLLMENT.....	52
3.2.1. Enrollment Process	52
3.2.2. Enrollment Documentation	52
3.2.3. Residency Verification	52
3.2.4. Immediate Enrollment Protections	53
3.2.5. Re-Enrollment of Returning Students	53
SECTION 3.3. ATTENDANCE.....	53
3.3.1. Compulsory Attendance	53
3.3.2. Excused and Unexcused Absences.....	53
3.3.3. Attendance for Credit	54
3.3.4. Tardiness	54
3.3.5. Truancy	54
3.3.6. Release of Students from School	54
SECTION 3.4. WITHDRAWAL	55
3.4.1. Voluntary Withdrawal.....	55
3.4.2. Student Records Transfer	55
SECTION 3.5. STUDENT RECORDS.....	55
3.5.1. Family Educational Rights and Privacy Act (FERPA)	55
3.5.2. Student Recruitment and Military Access.....	55
3.5.3. Student Privacy and Online Data Protection	56
SECTION 3.6. TRANSPORTATION	56
3.6.1. School-Sponsored Transportation	56
3.6.2. General Traffic Guidelines and Vehicles on Campus.....	56
3.6.3. Student Trips Away from Campus.....	57
SECTION 3.7. FACILITIES MANAGEMENT.....	57
3.7.1. Pest Management Notice.....	57
3.7.2. Asbestos Management Notice (AHERA)	57
3.7.3. Environmental Safety and Hazard Reporting.....	57
SECTION 3.8. CIVIL RIGHTS AND NONDISCRIMINATION.....	58

3.8.1. Great Hearts Texas Nondiscrimination Statement.....	58
3.8.2. Disability Access and Accommodations.....	58
3.8.3. Sexual Harassment and Sex-Based Harassment.....	59
SECTION 3.9. GRIEVANCES AND FORMAL COMPLAINTS.....	60
3.9.1. Formal Grievance Process	60
3.9.2. Level 1: Campus-Level Grievance.....	60
3.9.3. Level 2: Appeal to the Executive Director	61
3.9.4. Level 3: Appeal to the Superintendent.....	61
3.9.5. Level 4: Appeal to the Board of Directors	62
CHAPTER 4: SAFETY AND SECURITY	62
SECTION 4.1. SAFETY AND SECURITY AT GREAT HEARTS TEXAS.....	63
4.1.1. Safety and Security Measures.....	63
4.1.2. Threat Assessment and Safe and Supportive School Team	63
SECTION 4.2. EMERGENCY PROCEDURES AND CRISIS RESPONSE.....	64
4.2.1. Multi-Hazard Emergency Operations Plan (EOP).....	64
4.2.2. Standard Response Protocol (SRP).....	64
4.2.3. Reporting Safety Concerns	65
4.2.4. Emergency Communication and Alerts.....	65
4.2.5. Employee Safety and Emergency Response Training.....	65
SECTION 4.3. FREEDOM FROM BULLYING AND CYBERBULLYING.....	66
4.3.1. Great Hearts Texas and No Tolerance for Bullying.....	66
4.3.2. Definition of Bullying in Texas	66
4.3.3. Cyberbullying	66
4.3.4. Bullying Prevention, Reporting, and Response	66
4.3.5. Investigating Reports of Bullying	67
SECTION 4.4. STUDENT PROTECTION AND SAFEGUARDS	67
4.4.1. Hazing.....	67
4.4.2. Dating Violence.....	67
4.4.3. Sexual Abuse, Trafficking, and Other Maltreatment of Children	68
SECTION 4.5. HEALTH SERVICES AND EMERGENCY CARE	68
4.5.1. The Health of Our Scholars	68
4.5.2. Preparedness Training.....	69
4.5.3. Alcohol, Tobacco, E-Cigarettes, Drugs, and Anabolic Steroids	69
SECTION 4.6. IMMUNIZATIONS AND COMMUNICABLE DISEASE	69
4.6.1. Immunizations and Communicable Disease	69
4.6.2. Required Documentation.....	70
4.6.3. Vaccine Exemptions	70
4.6.4. Bacterial Meningitis.....	70
4.6.5. Head Lice	71
SECTION 4.7. MEDICATIONS AND MEDICAL SUPPORTS	71
4.7.1. General Medication Requirements	71
4.7.2. Prescription and Over-the-Counter Medications.....	71
4.7.3. Self-Administration of Medication.....	72
4.7.4. Seizure Management Plan	72
4.7.5. Diabetes Management Plan	72

SECTION 4.8. MENTAL HEALTH AND COUNSELING	73
4.8.1. <i>Mental Health and Counseling</i>	73
4.8.2. <i>School Counseling Services</i>	73
4.8.3. <i>Crisis Intervention and Risk Assessment</i>	73
SECTION 4.9. REQUIRED SCREENINGS AND PHYSICAL ASSESSMENTS	74
4.9.1. <i>Vision and Hearing Screenings</i>	74
4.9.2. <i>Screening Notice and Communication</i>	74
4.9.3. <i>Scoliosis Spinal Screening</i>	75
4.9.4. <i>Acanthosis Nigricans Screening, Diabetes Risk Indicator</i>	75
4.9.5. <i>Physical Fitness Assessment</i>	75
SECTION 4.10. NUTRITION, HEALTH, AND PHYSICAL ACTIVITY	75
4.10.1. <i>Great Hearts and Student Health</i>	75
4.10.2. <i>School Meal Programs</i>	76
4.10.3. <i>Smart Snacks and Competitive Foods</i>	76
4.10.4. <i>Physical Activity Requirements</i>	76
4.10.5. <i>Participation in Athletics and Certain Extracurricular Activities</i>	77
CHAPTER 5: CODE OF CONDUCT AND DISCIPLINE	77
SECTION 5.1. VIRTUE AND MORAL FORMATION OF CHARACTER	78
5.1.1. <i>Living Well Together Towards the Common Good</i>	78
5.1.2. <i>The Formation of Habits and Virtues</i>	78
5.1.3. <i>Ordered Joy and the Role of Discipline</i>	79
SECTION 5.2. STUDENT CODE OF CONDUCT	79
5.2.1. <i>In Pursuit of the Good</i>	79
5.2.2. <i>Great Hearts Texas Honor Code</i>	80
5.2.3. <i>Guiding Virtues of the Honor Code</i>	80
5.2.4. <i>Behavioral Standards and Expectations</i>	81
5.2.5. <i>Academic Integrity</i>	82
5.2.6. <i>Student Use of Technology and Artificial Intelligence</i>	82
5.2.7. <i>Personal Communication Devices</i>	83
SECTION 5.3. DRESS CODE AND UNIFORM GUIDELINES	83
5.3.1. <i>Uniforms and Citizenship</i>	83
5.3.2. <i>No Pop-Culture Rule</i>	84
SECTION 5.4. PARENTAL RESPONSIBILITY AND PARTNERSHIP	85
5.4.1. <i>The Role of Primary Educator</i>	85
5.4.2. <i>Responsibility to Uphold a Safe Learning Environment</i>	86
SECTION 5.5. JURISDICTION AND SCOPE OF AUTHORITY	86
5.5.1. <i>Scholar Rights and Responsibilities</i>	86
5.5.2. <i>Code of Conduct and Jurisdiction</i>	86
5.5.3. <i>Due Process and Fair Treatment</i>	87
5.5.4. <i>Compliance with State and Federal Law</i>	88
SECTION 5.6. PROHIBITED CONDUCT AND ITEMS	88
5.6.1. <i>Prohibited Conduct</i>	88
5.6.2. <i>Prohibited Items</i>	88
SECTION 5.7. LEVELS OF OFFENSES AND CONSEQUENCES	89
5.7.1. <i>Behavioral Supports and Restorative Practices</i>	89

<i>5.7.2. Procedures for Use of Restraint and Time-Out.....</i>	<i>89</i>
<i>5.7.3. Participation in School Activities During Suspension.....</i>	<i>90</i>
<i>5.7.4. Levels of Offenses</i>	<i>90</i>
<i>5.7.5. Level 1 Offenses</i>	<i>91</i>
<i>5.7.6. Level 1 Consequences.....</i>	<i>91</i>
<i>5.7.7. Level 2 Offenses</i>	<i>92</i>
<i>5.7.8. Level 2 Consequences.....</i>	<i>93</i>
<i>5.7.9. Level 3 Offenses</i>	<i>94</i>
<i>5.7.10. Level 3 Consequences</i>	<i>94</i>

Letter from the Headmaster

Dear Forest Heights Families,

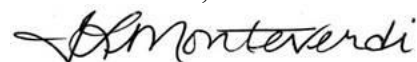
Welcome to Great Hearts Forest Heights Upper School. Whether you are joining our community for the first time or returning for another year, thank you for entrusting us with the education of your child. It is a privilege to partner with families during these important years of intellectual, moral, and personal growth.

At Great Hearts Forest Heights, we believe education is about more than preparation for college or a career. Through a classical liberal arts education, we cultivate the minds and hearts of our students in the pursuit of Truth, Goodness, and Beauty. Our goal is to graduate young men and women who possess academic excellence along with the wisdom, integrity, and virtue to lead lives of purpose and service. This Family Handbook outlines the policies, expectations, and procedures that guide our school community. The standards contained in this handbook apply to every aspect of student life at Forest Heights Upper School, including academics, athletics, clubs, student organizations, field trips, special events, and all other school-sponsored activities. These expectations create an orderly, respectful, and joyful culture that allows our students to flourish.

Parents are the primary educators of their children, and a strong partnership between home and school is essential to student success. We are grateful for your trust and look forward to working alongside you in support of our shared mission.

Thank you for being part of the Great Hearts Forest Heights community. Together, we will cultivate scholars who pursue truth, practice virtue, and strive for excellence in all they do.

With Gratitude,



Terri Monteverdi
Headmaster, Upper School

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 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 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 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 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 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.

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.

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

Section 2.1. Academics and Accountability

2.1.1. Academic Honor Code

At Great Hearts Texas, academic integrity is the foundation of genuine scholarship. Because truth is the aim of all learning, students are expected to complete all academic work with honesty, diligence, and personal responsibility.

Academic work must reflect a student's own thinking and effort. Giving proper credit to the ideas and words of others is an essential act of intellectual humility and respect. Acts of academic dishonesty—including cheating, plagiarism, fabrication, and any form of deceit—are violations of both personal character and community trust.

Commitment to Integrity

- I will complete all academic work honestly and submit only my own original work
- I will properly cite all sources used
- I will not copy or misuse another student's work
- I will not use unauthorized assistance
- I will uphold integrity in and out of the classroom

Technology Use Expectations

Students must use school technology responsibly and understand that access is a privilege. Activity may be monitored, and there is no expectation of privacy on school devices.

Artificial Intelligence Policy

The use of artificial intelligence (AI) in academic work is strictly prohibited. Any use constitutes academic dishonesty.

Accountability and Consequences

Violations may result in loss of credit, disciplinary action, and restriction of technology privileges.

2.1.2. Grading Policy

Grade Scale 6-8

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

Grade Scale 9-12

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

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

Note: There is no A+. By state law, a grade equivalent to 70/100 is required for high school credit. When 8th grade Algebra I is taken for HS credit, it is graded according to the F=69 scale.

2.1.3. Homework Policy

Students should expect to do meaningful homework each night. General nightly homework expectations for the average student are as follows:

6th — 8th grades: approximately 90-110 minutes of homework each night

9th — 12th grades: approximately 130 minutes of homework each night

We ask parents to help us communicate to students the importance of establishing a silent and distraction-free environment for completing all homework.

Late Homework Policy:

1 day late receives 70%.

2 days late receives 50%.

3 or more days late receives no credit.

Homework Strategies:

Students should employ strategies that enable them to work on homework efficiently and effectively. Students who struggle often do not systematically employ effective strategies, even though they may, in fact, spend a significant amount of time working/studying. Such strategies could include:

Help-seeking (tutoring), Planning, Goal Setting, Time-management, Self-monitoring, Reducing Distractions (put phones and devices in another room), Questioning, Comprehension Monitoring, Using Feedback.

Teachers work carefully in measuring a proper amount of work for their class and will coordinate with other teachers of a section of students in scheduling their major tests and projects. Thus, students will have no more than two major tests on the same day.

2.1.4. Absences and Missed Homework

In the event of a student absence, we ask that parents email ghfattendance@greatheartstxschools.org by 7:15 am. If email is not accessible, call the attendance line by 7:15 am. Upon returning to school after a medical appointment, the student must bring a note signed by the physician.

Absences are considered excused if they are due to illness or medical appointment with a corresponding doctor’s note. Absences are considered unexcused for vacation, family travel, etc. Absences, whether excused or unexcused, will affect the due dates and grading of assignments in the following ways:

	Daily Assignments	Long-term Assignments
Examples	Homework, reading check quizzes, annotation checks, etc.	Papers, projects, formal lab reports, etc.
Excused Absence	Students have one day to complete work for each day they were absent.	Deadlines are unaffected (barring extreme circumstances cleared by admin). If a student is absent on the due date, it is due upon return with no penalty.
Unexcused Absence	Assignments due on the day of absence will receive no credit. Work assigned on the day of absence is due on the date assigned for the rest of the class.	Deadlines are unaffected. If a student is absent on the due date, the assignment will be counted late in accordance with the late work policy.

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, he or she should contact a classmate for that information, not the school office.

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. Several “R and R” weekends are scheduled throughout the year. 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.

After three absences within a four-week period, the Academy will send an “Attendance Warning Notice” to the parents. This notice will state that it is the parent’s duty to monitor the student’s school attendance and require the student to attend school. The parent is subject to prosecution for contributing to nonattendance under Texas Education Code § 25.093. If a student continues to accrue absences, the parent will receive additional notifications and be advised that a meeting with the attendance committee is required. Because excessive absences are considered truancy under state law, the school reserves the right to take extreme absence cases to court.

2.1.5. Semester Exam Policy

At the end of each semester, students will take cumulative semester exams. On-time and full attendance on these exam days is essential for students to have the best opportunity to demonstrate their cumulative knowledge.

We know that illness is unavoidable and that the health of the community is paramount. Therefore, make-up exams will only be offered for those with a doctor's note for their current illness. A student who is absent or tardy for an official exam period for any other reason (including vacation and non-emergency appointments) will receive a zero on any missed exams.

Exceptions to this policy for emergency situations are made by the headmaster on a case-by-case basis.

2.1.6. Tutoring

All Great Hearts teachers offer regularly scheduled tutoring sessions before school at no cost. Tutoring is an important opportunity for students to receive academic guidance and support. Students are strongly encouraged and may be required to see teachers for tutoring. Tutoring services are available for students receiving special education services.

Private tutoring is the responsibility of a student's parents. Teachers employed by the Academy are not permitted to privately tutor their own students for pay.

2.1.7. Summer School

The Academy may offer summer school classes designed for students who did not complete all required work for the previous school year and for students who would like to take an additional course toward graduation.

2.1.8. STAAR Assessments (State of Texas Assessment of Academic Readiness)

Grades 3–8: In addition to routine tests and other measures of achievement, students at certain grade levels will take state- mandated assessments, **such** as the STAAR, in the following subjects:

- Mathematics & Reading Language Arts, annually in grades 3–8
- Science in grades 5 and 8
- Social studies in grade 8

STAAR Alternate 2 will be made available for qualifying students receiving special education services, as determined by the students' ARD committee.

End-of-Course (EOC) Assessments - Grades 9-12 (or students in lower grades taking the courses below):

- Algebra I
- English I and English II

- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation.

TSI (Texas Success Initiative) Assessment: Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (“TSI”) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities.

2.1.9. 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.

2.1.10. 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.

Section 2.2. General Information

2.2.1. Hours of Operation and Campus Access

The school office is open from 7:15am – 4:15pm each day when school is in session. Summer hours vary and will be announced each summer. The school office will be closed for two weeks at the end of June/beginning of July.

The school's main phone number is 210-892-3665. Messages may be left on voicemail at any time. Messages left after hours will be returned the next working day. Families may also contact the administration via e-mail (please, refer to our website for contact information).

School starts daily at 7:50 am and ends at 3:30 pm. For safety reasons students should not arrive on campus earlier than 7:15 am nor stay later than 4:00 pm; unless attending an organized program associated with the school. Students must leave campus immediately after school dismisses in the afternoon, unless involved in an activity under the supervision of a teacher or sponsor. Students involved in after-school activities must remain in the area where it is scheduled to take place and may not go to any other area of the school without permission from the adult overseeing the activity.

The Academy has a closed campus. 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. The unauthorized presence of this kind may constitute trespassing. During the school day (excepting official school activities such as field trips and athletic contests) a student may not leave the campus except under parental supervision (including written permission for student drivers). Students may not receive any peer or adult visitors to the campus during the school day, including before school, during lunch, or after school.

2.2.2. 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.

2.2.3. 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.

2.2.4. Visitors and Volunteers

Visitors

To ensure faculty and administrators can carry out their daily duties properly, we ask that any substantive meetings be scheduled ahead of time rather than taking place without appointment, including directly before or after school. It is therefore strongly recommended that appointments be made during teacher-free periods.

Former students are not allowed to visit on campus during school hours unless the headmaster has given expressed and confirmed permission.

All campus visitors are required to enter through the upper school front doors and follow sign-in procedures through the Raptor Technologies visitor management system and are subject but not limited to:

- Requirements for the visitor to present/display his or her driver's license or another form of identification issued by a governmental entity containing the person's photograph. So that an approved badge may be created and always worn while on campus by the visitor.
- Verification of whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by GHFH.
- Adherence to the highest standards of courtesy and conduct; disruptive behaviors (including inappropriate clothing) will not be permitted.
- Required to be in the presence of staff during the visit.

Volunteers

Every volunteer must have an approved background check on file prior to volunteering on campus or chaperoning a field trip. These forms are valid from July 1st - June 30th and expire each year. You must submit a new one every school year.

STEP 1: The background check process is simple and takes less than 5 minutes to complete. There is a small processing fee. Be sure to save the email confirmation that Raptor sends you. Click [here](#) to get

started. Save your confirmation email.

You will receive two automated emails from Raptor after completing your volunteer application (background check). The first email indicates your volunteer application was received. The second email indicates your volunteer application (background check) was either approved or disapproved.

If approved, your name will appear in the Raptor system at the school, and you will be able to get a volunteer badge upon check-in to volunteer at the school. If you are not approved, your name will not appear in the Raptor system at the school, and you will not be able to.

STEP 2: Contact the campus for information on the next steps needed to become a certified campus volunteer.

- Online volunteer training
- In-person training
- [30-minute Civil Rights Training](#) - Lunch/Hallway volunteers
- Sign the FERPA Family Educational Rights and Privacy Act agreement.

Volunteer slots are managed by the individual campus. You must contact them to ascertain volunteering positions. Walk-ins are not permitted.

2.2.5. Extra-Curricular Activities

GHFH offers a variety of extracurricular opportunities for students. Follow the links below for additional information.

- Athletics
- Clubs
- Special Events :Dances/Literature Celebrations/Fine Arts Events
- [PSO Events](#)

2.2.6. Lockers and Backpacks

As permitted by space and facilities, each student is assigned a locker. Locks and combinations are provided by the school and kept on file with the school office. The Academy requires students to keep their lockers locked throughout the day and is not responsible for the loss or theft of items stored in lockers. It is the student's responsibility to ensure their lockers are always locked, and to conceal their combination to avoid locker sharing.

The Academy reserves the right to inspect student lockers at any time, with or without notice, with or without reason. If there is a compelling reason to open a locker and the lock cannot be opened, school staff may cut the lock. Families will not be compensated for a cut lock.

Students are not permitted to write on or otherwise deface school lockers, inside or out. They may tape non-offensive posters or photos inside their lockers, but may not glue or paste stickers, nor decorate outside of any locker except with GHFH provided decor.

Students may bring backpacks, gym bags, and purses to and from school. These must be stored inside lockers during the school day and should not be brought into classrooms nor left on the floor/ground. All bags should be free of messages or shapes that are offensive or inappropriate to the academy environment. Backpacks and pencil cases must be free of brand logos. Exceptions are made for small logos of backpack brands (e.g. L.L. Bean) and athletic brands (e.g. Adidas).

2.2.7. Food and Drink on Campus

Refrigerators are not available for student use, so care should be taken in packing lunches to prevent spoilage.

GHFH does not permit any food to be consumed in classrooms or hallways except when required by a scholar's IEP/Section 504 plan or when directed by a teacher for Humane Letters designated breaks. Water fountains are available on campus. Only water (without flavor additives) is allowed to be consumed in the hallways and classrooms.

Students may refill their bottles from any of the drinking fountains on campus. As a precaution against sickness, students should not share or drink from the same bottles.

Squeezable water bottles are prohibited on campus. This includes improvised ones from poking holes in plastic caps.

Energy drinks, Sodas, Sports drinks, Coffee, Tea, Juices, and Flavor Additives may only be consumed during lunchtime at the designated eating tables.

2.2.8. Lost and Found

The Academy maintains a lost and found cabinet. It is strongly recommended that personal items be marked with the student's name.

Uniform clothing, calculators, and water bottles should have the student's name clearly labeled. All unidentified clothing, school supplies, lunch boxes, etc. not claimed will be donated on a regular basis. Anyone finding books, clothing or other personal items left unattended should bring these items to the receptionist. Hallways are inspected each evening, and all unsecured items are placed in the lost and found.

2.2.9. Student Fees

Materials which are part of the basic educational program are provided with state and local funds at no charge to students. Scholars are expected to provide their own consumable items, such as pencils, paper, pens, erasers, and notebooks. Students may be required to pay certain fees or deposits, including:

- Membership dues in voluntary student clubs or organizations, and admission fees for extra-curricular activities.
- Security deposits for the return of materials, supplies, or equipment.
- Fees for personal physical education or athletic equipment and apparel (although a student may

provide his or her own equipment or apparel if it is deemed necessary for health or safety reasons).

- Fees for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, and graduation announcements.
- A fee for items of personal apparel used in extracurricular activities that become the property of the student.
- A fee for parking
- A fee for an identification card
- A fee for an optional course offered for credit which requires the use of facilities not available on campus or the employment of an educator, not part of the School's regular staff.
- A fee for summer school courses which are offered tuition-free during the regular school year.
- A reasonable fee, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program.
- A fee for replacing or repairing damage to school property.
- A fee specifically permitted by any other statute.

Notification of eligibility for waived or reduced costs is determined using the same standards as those of Free and Reduced Lunch.

2.2.10. Uniform & Dress Code

Great Hearts 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 in our school community, a visible signature of our school to the larger community, and an indicator of our unity and 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 the wearer of one's responsibility for that purpose.

While students are responsible for their clothing and appearance, it is parents and caregivers who are responsible for providing the conditions required to meet the standard, i.e. correct shoes and properly fitting clothing. The adults in our students' lives are urged to understand the uniform requirements and ensure that their children go to school each day in the correct attire, from head to toe.

Our uniform is the basis of a dress code with a professional, business-like standard. Students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and properly fit. If a scholar is deemed to be wearing inappropriate attire, the parent will be notified, and a change of clothing may be required for attendance on that day. If in doubt about the appropriateness of an article of clothing, check with the Dean of Students prior to purchasing.

Judgement of appropriateness of apparel may be referred to the Headmaster, whose decision 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 Dean of Students before the second week of

school.

Students must stay in uniform whenever they are on campus (including the parking lot) during the school day. This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts tucked in, ID, etc.). Students may only change into practice uniforms after school with teacher/coach permission to participate in an approved curricular or extracurricular activity.

Parents must provide their student(s) 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 may be made through the [FRL program](#).

Student IDs:

School provided IDs are part of a student's uniform and professional appearance. They must be attached to the school provided lanyard, always worn around the neck and unobscured by clothing or accessories while on campus. Medical or religious accommodations should be discussed with the Dean of Students. Missing, modifying, trading or defacing school IDs will result in a uniform infraction.

Shirts:

Polo and Oxford Shirts must stay tucked both in front and back. Shirts should fit properly: too tight a shirt will gap in the front, and small shirts will expose skin at waistline during natural movement throughout the day. No more than the top two buttons may remain unbuttoned.

Blouses:

Long sleeved Oxford blouses must stay tucked in front and back. Tailored-cut blouses may be untucked but must extend past the waistband of the uniform bottoms enough so that normal movement does not reveal skin. All blouses should fit properly: too tight a shirt will gap in the front, and small shirts will expose skin at waistline during natural movement throughout the day. No more than the top two buttons may remain unbuttoned. If the current fit of a blouse prevents modesty a student may wear a camisole under the blouse until she is able to correct the fit.

Skirts:

The skirt hem must be no higher than 2" above the knee, both in front and in back. Skirts must be worn at the waist.

Pants:

All pants must reach the shoe but should not drag on the ground. Pants must have belt loops and a solid (non-woven); black or brown leather belt must be used. No jeans (including khaki-colored denim) or pants with externally sewn pockets, rivets, or other jean-like characteristics are permitted. Cargo pants, oversized pants, super-baggy or tight pants, dungarees, extra pockets, extra zippers, or extra seams will not be permitted. Pants should not have visible reinforced knee patches.

Shorts:

Shorts should hit just above the knee but not below, and neither excessively tight nor loose fitting.

Shorts are to be worn on the waist. Boxers and/or undergarments may not be visible (including sports practices and games). Shorts must have belt loops, and a solid (non-woven), black or brown leather belt must be used. No jean shorts (including khaki-colored denim) or shorts with externally sewn pockets, rivets, or other jeanlike characteristics are permitted. Cargo shorts, oversized shorts, super-baggy or snug shorts, extra pockets, extra zippers, and extra seams will not be permitted.

Outerwear:

Inside the Academic Building

Official school sweaters as described in the uniform guidelines are the only outerwear allowed to be worn in the school building. The uniform sweaters, vest, and quarter-zip sweatshirt and half-zip fleece may be worn year-round throughout the school day over the uniform Shirt or Blouse. Wearing outerwear with only a t-shirt underneath is prohibited. Blankets are prohibited.

Outside the Academic Building

Outerwear should be tasteful, in good repair, and free from any pop-culture reference. Only GHFH sweatshirts and “hoodie” options are permitted on campus. Students must store their outerwear in their lockers before the start of first period. Outerwear (including spirit jackets/hoodies with the GHFH logo) may only be worn outside for warmth. Non GHFH outerwear winter coats are permitted outside only in winter months or extreme cold weather conditions and free from pop-culture reference.

Hats and sunglasses will not be worn in the building. Hats and sunglasses worn outside are allowed but it is up to the faculty on duty to determine if the item worn has become a distraction to GHFH purpose and mission by being tattered, distasteful, or referencing pop culture

PE & Team Athletics:

Standard:

- Gray Tee Shirt with Great Hearts logo
Vendor: Tommy Hilfiger or FlynnO’Hara
- Navy Athletic Shorts with Great Hearts logo
- Vendor: Tommy Hilfiger or FlynnO’Hara

Optional Cold Weather Items:

- Sweatshirt with Great Hearts logo
- Vendor: Tommy Hilfiger or FlynnO’Hara
- Sweatpants with Great Hearts logo
- Vendor: Tommy Hilfiger or FlynnO’Hara

Specific athletic team uniforms will be provided for each member by coaches. Coaches, at their discretion, may adjust team game and practice uniforms as needed.

Students may choose to wear the PE uniform or GHFH Athletic Practice uniform.



All shirts worn for athletic practices and field day should be modest, loose fitting, in good repair (no holes, torn sleeves, etc.), either tucked in or well over the waist of the pants/shorts if not tucked in. No midribs, tank tops, camisoles, or sports bras may be worn as outer garments.

Pants/shorts should be modest, in good repair (no holes, torn sleeves, etc.). Pants/ shorts should be worn at the waist and should be no shorter than mid-thigh, 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.

Footwear should be athletic in nature: no sandals, open-toed, or platform shoes. Hats and sunscreen may be appropriate, if the students will be in the sun. Hat styles should follow the same guidelines as above.

Dress Code for School Concerts:

Specific guidelines for attire can be provided by teachers or concert coordinators.

Boys: Black dress pants. Black belt. White long sleeve Oxford style shirt. Dark necktie. Black socks black dress shoes.

Girls: Black or dark, modest-length dress, skirt, or dress pants with a white blouse top. A sweater must be worn over sleeveless tops or dresses. Dress shoes or dress sandals.

Semi-Formal Events Dress Code:

Special moments in the life of the Academy, including dances and end-of-year ceremonies (such as promotion), are signified by semi-formal dress. Specific guidelines for attire for semi-formal events will be communicated as events are scheduled and announced.

Tattoos:

No tattoos, temporary or permanent, are permitted to be seen- including ink/marker drawings on skin.

Upper School Uniform: Male Specifics

Required:

6th-8th Grade Boys Shirt

- Polo Shirt with Logo - Short or Long Sleeved [OBJ]
Color: White or Navy
Vendor: Tommy Hilfiger or FlynnO'Hara



9th-12th Grade Boys Shirt & Tie (the tie is not worn daily)

- White Oxford Shirt with Logo - Short or Long Sleeved
Vendor: Tommy Hilfiger or Flynn O'Hara



6th-12th Grade Boys

- Student Id attached to GHFH provided lanyard
- Khaki Shorts or Pants
Vendor: Any
- Belt -Leather/Vegan Leather with Buckle
- Color: Black or Brown
Vendor: Any



Shoes:

Approved Options



Solid black or white, non-high-top, athletic shoes. Dark brown or black laced leather or vegan leather dress (Oxfords, Derbys) or loafer dress shoes (slip-on). Students will be required to wear dress shoes for certain school events.

Prohibited



Semi-casual shoes, shoes that are a cross between dress shoes and sneakers (Sketcher's and similar styles), boat shoes, suede shoes, high-top shoes, boots (including cowboy), two-toned tennis shoes, canvas shoes, etc.

Optional:

- Navy Pullover Sweater or Sweater Vest with Logo
Vendor: Tommy Hilfiger or Flynn O'Hara
- Navy Quarter-zip Sweatshirt with Logo
Vendor: Tommy Hilfiger or Flynn O'Hara
- Navy Full Zip Fleece Jacket with Logo
Vendor: Tommy Hilfiger or Flynn O'Hara



Male Accessories:

- White undershirts may be worn underneath the school uniform but not be visible.
- Socks must be a solid color: white, black, navy, or dark brown, extend above the ankle and be free of visible brand logos, patterns, or decorations.

Jewelry:

- Piercing Jewelry of any kind is not permitted. Holes requiring spacers must be clear and inconspicuous.
- Clip-on/magnetized ear, facial or body studs/rings are also strictly prohibited.
- Teeth Jewelry, “Fronts”, “Grillz”, or similar items are strictly prohibited.
- Chokers, beaded necklaces, leather necklaces, shells, large or elaborate chain-link, large or elaborate pendants are not permitted.
- Approved Jewelry
 - o A single chain/necklace-thin, silver or gold chain (16”-20”) with or without a small (1”) pendant.
 - o A simple watch - smart watches are not permitted
 - o One simple, tasteful bracelet without logo
 - o One simple, tasteful ring per hand

Grooming for Males:

Hair should be neatly combed or styled so that it does not fall below the eyebrows or past the midpoint of the ear. Hair must be above the bottom of the shirt collar, not touching the shoulders. Hair must be natural looking and conservative in its color and cut. No bleaching or unnatural streaking/highlighting. No artificial unnatural coloring including jet-black, crayon red or premature graying. Hair that is too long to meet the above standards may be kept in a tight, tidy (no ‘fly-away’ strands of hair), conservative ‘bun’ or ponytail on the back of the head. Accommodations for religious reasons are permitted.

Facial hair should be clean shaven daily. Beards, goatees and/or mustaches are prohibited. Noticeable facial hair such as “stubble,” “peach fuzz,” and “5 o’clock shadows” are not allowed upon arrival. Students will be given one warning, and if he has not shaved before the start of school the next day, he will be required to shave with provided materials before permitted to class.

Make-up/Concealers: males are not allowed to wear make-up of any kind including nail polish. Clear Hydrocolloid Patches sometimes referred to as spot dots or pimple patches are permitted but only if clear or the skin tone of the person wearing them.

Upper School Uniform: Female Specifics

Required:

6th-8th Grade Girls Shirt

- Polo Shirt with Logo - Short or Long Sleeved
Color: White or Navy
Vendor: Tommy Hilfiger or FlynnO'Hara



9th-12th Grade Girls Shirt/Blouse

- White Short Sleeve Blouse/Long-Sleeve Oxford Shirt w/ Logo
Vendor: Tommy Hilfiger or FlynnO'Hara



6th-12th Grade Girls

Student Id attached to GHFH provided lanyard

Plaid (navy blue and khaki) skirt with modesty short

Vendor: Tommy Hilfiger or FlynnO'Hara

Shoes:

Approved Options:



The shoes may have a simple ornament with the same color of the shoe, silver or gold color; no rhinestones, glitter, or patterned uppers. Solid black or white, non-high-top, athletic shoes. Black, dark brown, or dark navy with dark soles; leather or vegan leather dress shoe with a heel of less than 1.5 inches and low sole Oxfords or penny loafers; leather or vegan leather; Saddle shoes that are white and black/blue.

Prohibited:



Semi-casual shoes, shoes that are a cross between dress shoes and sneakers (Sketcher's and similar

styles), boat shoes, suede shoes, high-top shoes, boots (including cowboy), two-toned tennis shoes, canvas shoes, etc.

Optional:

- Khaki Shorts or Pants with Belt
Vendor: Any
- Navy Cardigan Sweater with Logo
- Navy Pullover Sweater or Sweater Vest with Logo
- Quarter-zip Sweatshirt with Logo
- Navy Full Zip Fleece Jacket with Logo
Vendor: Tommy Hilfiger or FlynnO'Hara



Female Accessories

- Nylons or tights must be non-patterned, opaque, and solid black or navy in color.
- Socks may be solid navy, white, or black in color. No-show socks are not permitted.

Approved jewelry:

- One pair of short/stud earrings on the ear lobes only.
- One simple ring on each hand
- One wrist bracelet,
- One watch - smart watches are not permitted
- One necklace: thin, silver or gold chain (16"-20") with or without a small (1") pendant.

Unapproved Jewelry:

- Upper ear, lip, nose or any other facial or body piercing jewelry is strictly prohibited. Holes requiring spacers must be clear and inconspicuous.
- Clip-on/magnetized upper ear or facial studs/rings are also strictly prohibited.
- Teeth Jewelry, "fronts", "Grillz", or similar items are strictly prohibited.
- Hoops may not be larger than the size of a nickel and dangling or distracting earrings are not permitted.
- Chokers, beaded necklaces, leather necklaces, shells, large or elaborate chain-link, large or elaborate pendants are not permitted.

Grooming for Girls:

- **Hair** should be neatly combed or styled. Neat small bows, barrettes, headbands, and hair ties that coordinate with the uniform are permissible. Hair must be natural looking and conservative in color and cut (no bleaching or unnatural streaking/highlighting, no artificial crayon red or jet-black coloring, and no unnatural colors including premature graying). Accommodations for religious reasons are permitted.
- **Makeup:** Girls may wear subtle makeup only if it is applied tastefully and in moderation. Heavily lined eyes, false eyelashes, glittered or white powdered faces. Unnatural colored lipliner/lipstick, overlining or lip contouring will not be permitted. Clear Hydrocolloid Patches sometimes referred to as spot dots or pimple patches are permitted but only if clear or the skin

tone of the person wearing them.

- ***Fingernails:*** Girls' fake or natural fingernails should not be excessively long or painted garishly. Fingernails' shape may only be round or oval; Stiletto, Coffin, Lipstick or similar variants are prohibited. Fingernails may only be polished in clear, light pink, classic red, GHFH Navy and Gold. Tasteful French manicures are acceptable. No additional shades of blue, green, yellow, purple, orange, red, gray, brown or black are permissible. Glittered, speckled, jeweled or patterned nail polish or stickers are prohibited.

Section 2.3. Safety and Security

2.3.1. General Traffic Guidelines

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.

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.

Student Drivers

Student drivers are permitted to park on campus. Parking is assigned with Seniors having priority. For required forms, rules, and the release information, please see the link provided on our school website [Here](#).

2.3.3 Carline- Drop Off & Pick Up Procedures

General Traffic Rules

- **Right Turns Only**-All vehicles must make a RIGHT TURN into campus from Prue/Research Road or Legacy Hill. During carline hours, families may ONLY turn right off of Prue Rd. into the school entrance. Vehicles may NOT drive straight through the traffic light nor turn left off of Research Dr. into the campus.
- **Follow Staff & Police Instructions** ○ Always follow directions from traffic captains, faculty, and uniformed police officers. ○ Officers are acting on school-issued instructions, including access times. ○ Arguing with staff or officers is not permitted.
- **No Cell Phone Use**
 - Cell phone use (including hands-free) is not allowed while in carline.
 - Stay alert and watch for students at all times.
- **Remain in Your Vehicle**
 - Do not exit your car unless specifically instructed. ○ Staff will assist students with entering and exiting vehicles.
 - If you need additional time for buckling/unbuckling, pull forward when directed to avoid delaying others.

Thank you for helping us keep the carline safe, smooth, and respectful for all families!

Late Arrivals

- K-5 arrivals after 7:45 AM:

- Park in a designated “Visitor Parking” space. ○ Walk your student to the front desk and sign them in using the iPads provided.
- A tardy pass will be issued. Recording of tardies for K–5 also begins at 7:50 AM. Students must be in class by then to be considered on time.
- Do NOT drop off K–5 students at the upper school. If you arrive late and there is no one directing traffic in the upper parking lot, you must still drive through the Lower School carline for drop-off. K–5 students must always be signed in by a parent if arriving after carline closes.
- 6th–12th arrivals after 7:40 AM:
 - Pull into one of the Visitor Parking spots on the Legacy Hill side of campus and drop off your student.
 - They do not need to be signed in at the front desk.
 - Recording of tardies for 6–12 begins at 7:50 AM.
 - Student drivers must ring the bell at the door near the retention pond (Door C2) to be let in from the parking lot. After entering, they are required to check in at the front desk before proceeding to class.

Afternoon Pick-Up

- Lower School Entry Access
 - Follow your wave time (see below)
 - Officers will begin allowing vehicles into the lower school parking lot at 3:25 PM on regular days and 1:17 PM on early release days. Officers follow school-issued directions and will turn away vehicles that arrive before access times.
 - There should be no driving slowly or waiting on the side of the road until the specified time. This prevents backups on Prue/Research Road and maintains a safe dismissal flow.
- Upper School Gate Closure
 - Follow your wave time (see below)
 - The upper school gate is closed from 2:45–3:25 PM on regular days and 12:45–1:17 PM on early release days.
 - Officers follow school-issued directions and will turn away vehicles that are blocking the road before the gate opening time.
- Lower School Lot (K–5 only, no 6–12 siblings)
 - Teachers release students and escort them to vehicles.
 - When the traffic captain calls a “Load Back,” students will walk to cars.
 - Instruct your students on the color of car you have so they will be actively looking for it.
 - Drivers use thumbs up (ready to leave) or thumbs down (still waiting) to signal the captain.
 - If a student is delayed, drivers must keep the placard visible and may be directed to pull forward near the front doors.
- Upper School Lot (6–12 students and any K–5 siblings)
 - K–5 students join their older siblings in a supervised area under the awning. Older siblings should check out the younger ones from the teacher who is supervising them

at the picnic tables then they should proceed to the upper carline together. Please have the older siblings keep track of their younger ones. They should not be walking alone.

- o Instruct your students to be actively looking for their car.
- o Same “Load Back” and thumbs up/thumbs down signal system applies.
- o If only picking up a K–5 student that day, use the Lower School Lot instead. Make sure to communicate with your child that information.
- o At the end of carline if your student was not picked up by 4:10, they will be walked by an upper school teacher to the lower campus to call you.
- Walk-Up Pick-Up (Lower Front Door)
 - o Eligibility: Only families who live within a one-mile walking radius of campus may use walk-up pick-up at the front doors.
 - o No Off-Site Parking: You may not park in the school lot or any surrounding business/medical/apartment lots and then walk up to pick up or drop off your student.
 - o Prefer Carline: If you do not meet the one-mile criteria, use the carline, which is the safest and most efficient method.
 - o Wave Time: Parents who pick up must arrive during their assigned wave time (same as carline).
 - o Placard: Bring and display your carline placard to the staff member at the front doors.
- Walkers (Upper Front Door)
 - o Eligibility: Only families who live within a one-mile walking radius of campus may use walk-up pick-up at the front doors.
 - o No Off-Site Parking: You may not park in the school lot or any surrounding business/medical/apartment lots and then walk up to pick up or drop off your student.
 - o Prefer Carline: If you do not meet the one-mile criteria, use the carline, which is the safest and most efficient method.
 - o Wave Time: Parents who pick up must arrive during their assigned wave time (same as carline).
 - o Placard: Bring and display your carline placard to the staff member at the front doors.
- Late Pick Up
 - o All students must be picked up by 4:10 PM unless they are enrolled in an after-school activity.
 - o After 4:10 PM (2:10 PM for early release), students who have not been picked up will be walked over to the lower school campus.
 - ♣ There is not any option for any student to wait inside or outside for late pick up at the upper school campus
 - o Late pick-ups will be administered by Athenaeum/Homework Club at the lower school campus, and **a charge of \$1 per minute will be incurred**. Parents arriving after 4:10 PM (2:10 PM for early release) will need to park and sign their child out from the lower school office entrance.
- Practice/Club Pick Up
- All students should be picked up within 15 minutes of the end of practice or club. Siblings of students in clubs and sports must be picked up before 4:10 PM, may enroll in Athenaeum, or incur the late charge. Any student still waiting will fall under the above Late Pick Up policy.

- Wave Times (Pick-Up Schedule)
 - o Do NOT arrive early. Early arrivals create backups and extend wait times.
 - ♣ If you arrive too soon, wait at the Chinese Baptist Church lot on Prue Rd.
 - o Do not park in neighboring business lots, medical offices, or apartment drives to walk to the front door for pick up.
 - o No U-turns allowed on Prue Rd.

Traffic Flow Maps



**ALWAYS USE THE
CARLINE.**



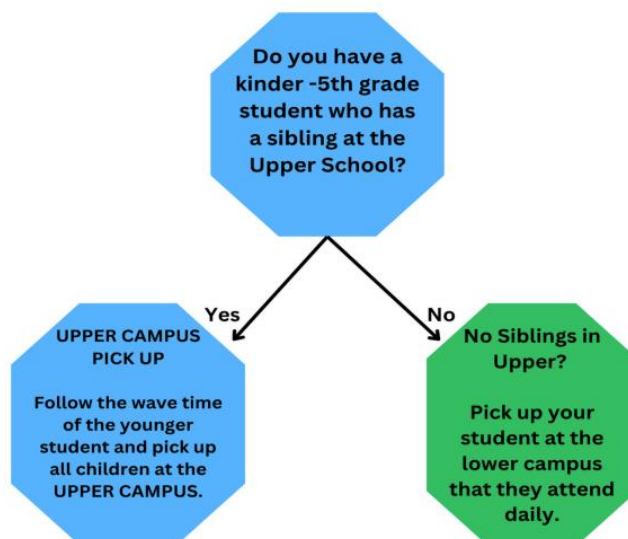
**Walking is for families who
live within one mile of the
school.**

**These are all private
properties.
Do not park in their lots to
walk to and from campus.**

**Do not use businesses to
turn around.**

**Do not make a u-turn on the
street.**

Which building do I pick up my lower school student if they have a sibling at the Upper Campus?



When Is My Wave Time: What is the correct time for my family/carpool to arrive at school?



2.3.4 Student Sign-out Guidelines

Parents wishing to sign out for their children before the end of the school day (e.g. for a doctor's appointment) must park in the designated parking lot and walk directly to the main office to sign their student out in person at the front desk.

Student Driver Sign-Out: Legal guardian(s) must provide written permission to authorize a student driver to check-out a lower-school sibling and drive them to an appointment.

Closed Campus: Students are not permitted to leave campus during school hours or during after school activities, unless accompanied by an authorized adult. Parental requests to excuse students to leave campus on their own for lunch will not be honored.

Non-custodial Parent Pick-up: Non-custodial adults who wish to pick up a student during or after school must have a signed statement from the custodial parent for each occasion, or there must be a statement of permission on file with the office. If you plan on having other adults pick up your child, you must provide a written list of such authorized adults to the main office.

2.3.5. 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.

2.3.6 The Health of Our Scholars

Great Hearts Texas recognizes that the care of the body supports the cultivation of the mind and the formation of character. A well-ordered approach to health enables scholars to pursue their studies with attentiveness and discipline. The Academy maintains policies and procedures consistent with Texas law to safeguard the physical and mental well-being of scholars while preserving the primary responsibility of parents for the health of their children.

Parents are asked annually to complete and update emergency care information, including physician contact information, allergies, and emergency contacts. In the event of a medical emergency at school or at a school-related activity, and when a parent cannot be reached, school personnel will seek emergency medical treatment unless the parent has previously submitted a written statement denying such authorization.

Scholars who become ill during the school day must report to the nurse or designated health office with permission from their teacher. If the school nurse determines that a scholar should return home due to illness, the parent or designated emergency contact will be notified. Parents or their designated emergency contact are expected to arrange prompt pickup, generally within one hour of notification. Families should ensure that emergency contact information remains current throughout the school year.

Scholars awaiting pickup due to illness will remain in the health office or another supervised area until a parent or designated emergency contact arrives. The health office is intended for short-term care while arrangements for pickup are made.

Parents are expected to keep scholars home when illness would reasonably interfere with the scholar's ability to learn or would pose a risk to others. Scholars who exhibit symptoms of illness that interfere with participation in school or pose a risk of spreading illness to others may be excluded from school at the discretion of the school nurse. In particular:

- A scholar with a fever of 100.4°F (38°C) or higher must remain home until fever-free for 24 hours without the use of fever-reducing medication.
- Scholars should not attend school while taking medication intended to mask symptoms of illness such as fever, vomiting, or diarrhea. If symptoms return during the school day, the scholar will be sent home in accordance with school illness policies.
- A scholar who has vomited or experienced diarrheal illness may be required to remain home until symptom-free for 24 hours without the use of symptom-suppressing medication, as determined by the school nurse.

Scholars with certain communicable conditions must meet readmission criteria as determined by a licensed health care provider or the local health authority.

2.4 GHFH Discipline

2.4.1. Detentions

GHFH uses detention as a consequence to students who have violated the student code of conduct. Detention could include:

- Discussion of behaviors that earned the detention and which teacher logged the infractions.
- Writing a letter of apology to those impacted negatively by their behavior. Students may be asked to provide a three-paragraph writing assignment on the school virtue they violated.
- Serving the school community by picking up trash that accumulates around the lunch tables and cleaning surfaces.

Any student who fails to report to detention at the scheduled time will receive additional penalties (typically an additional detention). Students may not reschedule detentions which by their very nature are inconvenient, and students should view the inconvenience that detention causes to be a direct result of violating the code of conduct.

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 detention earning behaviors are of a serious nature and warrant additional immediate action.

Parent notifications of Lunch/Lyceum detentions earned will be attempted the night before the scheduled detention.

2.4.2. Personal Photography, Public Internet Postings, Social Media

Personal Photography

All student personal photography, including the taking of videos, is banned on campus and at school events. No photos of minors may be publicly displayed without the consent of the parent(s) or guardian. Any academy student found to be in violation of these rules is subject to school disciplinary action.

Public Internet Postings

The name and crest of the Great Hearts Forest Heights are the property of the school and may be used only for official school business. Any student who, without written permission from the Headmaster, posts the crest or logo of the Great Hearts Forest Heights on the internet or in any other public forum for purposes of identifying themselves or other students is subject to school disciplinary action.

Social Media

The Academy reserves the right to investigate allegations of bullying, harassment, intimidation, and threats that occur in social media venues, and which disrupt the learning environment of the school. Not everything said or done by students online is the school's business, but actions and words directed against fellow students, parents, or school staff will be considered as such. The school will also notify law enforcement when credible threats of violence are detected.

Any public display or posting by an Academy student, on the internet or in any other public forum, of derogatory, offensive, or harassing speech directed against another student, teacher, or other member of the school community is in violation of the standards of the Academy and is subject to school disciplinary action.

2.4.3. Additional Prohibited Items

Toys and devices

Any item not provided by the school for Special Student Service accommodation or extra-curricular activities/programs are prohibited on campus. This includes but is not limited to: sports equipment, Rubix Cubes, playing cards, tabletop/board games, dice, laser pointers, car replicas, Finger boards, action figures, stuffed animals, Squishies/Slime/Goops/Putty/ "Sticky" items, and any unauthorized fidgets.

*Water/nerf guns in any form, and rubber/plastic blades are considered "look-alike weapons" discussed in 5.6.2 Prohibited Items.

Caffeine Pouches

These products are often packaged in containers that look nearly identical to nicotine pouches, making them difficult to distinguish. For the safety of all students, and because nicotine products are strictly prohibited, caffeine pouches and their canisters are also banned.

Boom Boom Sticks and Similar Aromatherapy

These products are considered medicinal in nature and therefore must be kept in the nurse's office and require a IEP or Section 504 plan. See 4.7.2.

Gum

Gums are prohibited on campus. "Gum" means the substance usually known as chewing gum,

bubble gum or dental chewing gum, or any like substance prepared from a gum base of vegetable or synthetic origin and intended for chewing.

2.4.4. 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.

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

2.4.5. School Security Camera Footage

To provide additional clarity regarding our investigation process, please note that not every incident is captured on video. Investigations are conducted using all available information, which may include video footage, witness statements, student and staff interviews, and other relevant evidence. The Academy evaluates the totality of the information available in reaching its findings and determining any appropriate next steps.

In accordance with applicable student privacy laws, parents may request an opportunity to inspect available surveillance footage only to the extent the footage directly relates to their child and a specific alleged incident involving that child. Requests for general surveillance footage or footage unrelated to the requesting parent's child cannot be accommodated. Because surveillance recordings frequently contain images of other students, they are protected, and the Academy is not permitted to release copies of surveillance video. If video surveillance exists, parents may request an opportunity to inspect relevant footage in-person by contacting the Headmaster.

2.4.6. 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.

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.

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.

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.

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.

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.

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.

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.

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.*

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.

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.

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 and 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.

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.

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.

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

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.

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.