



WINFREE ACADEMY  
CHARTER SCHOOLS  
*Success tomorrow starts today...*

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# LEARNER RESOURCE GUIDE

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## **CONGRATULATIONS**

We applaud your personal decision and commitment to attend Winfree Academy Charter Schools (WACS). WACS provides a unique educational experience that combines the power of technology with a caring staff that prepares individualized learning plans for each learner.

We are committed to provide you with the environment and the tools you need to be successful.

This resource guide contains information pertinent to WACS standards and operations, which you will need to know throughout the course of this school year. It is important that you and your parent(s)/guardian(s) carefully read the information it provides and find a place for this document in your home so you can readily refer to it for any questions you might have.

**Most importantly, remember that all of WACS staff is here to serve you. If you have any questions at any time, feel free to ask for our help.**

## **Charter Schools**

In February 1996, the Texas Legislature authorized the creation of state-chartered schools. Charter schools are public schools that have the flexibility to adapt to the educational needs of individual learners. They vary in mission and model, serving a wide-range of learners, many with needs beyond the one-size-fits all traditional public school. Each charter school fulfills the specific educational mission set forth in their contract with the state. Charter schools are required to meet state accreditation requirements. Charter schools are accountable to the State Board of Education and are monitored by the Texas Education Agency to ensure that they meet both state and federal guidelines.

## **Non-Discrimination**

“Winfree Academy Charter Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, academic or artistic or athletic ability, or school district the learner would otherwise attend in providing educational services, activities, and programs, including vocational and career technology programs. Winfree Academy Charter Schools complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 (“ADA”), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

Any provision referring to discrimination because of race or on the basis of race includes discrimination because of or on the basis of hair texture or protective hairstyle commonly or historically associated with race. The term ‘protective hairstyle’ includes braids, locks, and twists.

Any questions or concerns about Winfree Academy Charter School’s compliance with these federal programs should be brought to the attention of the following persons designated as being responsible for coordinating compliance with these requirements:

- The Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender, is Deirdre Staples, Executive Director of Compliance, 1840 Hutton Drive Suite 130, Carrollton, TX 75006.
- The ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability, is Morgan Przybylski, Director of Special Education, 1840 Hutton Drive Suite 130, Carrollton, TX 75006.
- The Age Discrimination Coordinator, for concern regarding discrimination on the basis of age, is Deirdre Staples, Executive Director of Compliance, 1840 Hutton Drive Suite 130, Carrollton, TX 75006.

- All other concerns regarding discrimination may be directed to Deirdre Staples, Executive Director of Compliance, 1840 Hutton Drive Suite 130, Carrollton, TX 75006.

## **Drug-Free Statement**

WACS supports a zero-tolerance drug policy. Any learner who intentionally sells, gives, possesses uses or is under the influence of illegal drugs, narcotics, or alcohol in or on school property shall be subject to (1) suspension from the school, (2) removal, expulsion from school, and/or (3) being reported to the appropriate law enforcement agencies for possible legal action. Learners may not possess, distribute, give, or sell drug paraphernalia. Possession and/or use of drugs or alcohol on school grounds or at school-related functions will result in disciplinary action. The use or possession of tobacco/nicotine devices on school property is also prohibited and will result in appropriate disciplinary action.

The definition of a drug which we will use is: “ANY SUBSTANCE THAT ALTERS PERCEPTION OR BEHAVIOR REDUCING THAT INDIVIDUAL’S ABILITY TO FUNCTION APPROPRIATELY IN THE ACADEMIC ENVIRONMENT.” Any learner arriving at school in this unsafe condition will be removed from class and dealt with according to the Learner Code of Conduct.

Under the influence shall mean: “A learner’s mental and/or physical faculties are noticeably impaired by exhibiting characteristics of public intoxication as defined in case law pursuant to the Penal Code.” Such characteristics include, but are not limited to, slurred or incoherent speech, staggering, bloodshot eyes, uncontrollable or violent behavior, or a smell or odor of a controlled substance (e.g., marijuana), an intoxicant, or alcoholic beverage. Under the influence does not require that a learner be legally intoxicated. Any learner arriving at school in this unsafe condition will be removed from class and dealt with according to the Learner Code of Conduct.

## **Professional Qualifications Notice**

This notice is to remind you that according to Public Law 107-110, all parents have the right to know the professional qualifications of your learner’s educators. Professional qualifications include whether the educator is certified in the grade level or subject he/she is teaching, the baccalaureate and or graduate degree he/she holds, and the field of discipline of his/her degree or certification. WACS prides itself on hiring qualified individuals who are outstanding educators for all our learners. If you wish to know any of this information regarding your learner’s educator, please make a written request to the Principal.

## **Professional Staff Notice**

**Winfree Academy campuses may employ a full-time counselor. Winfree Academy does not employ nurses on its campuses. For immunization needs, please visit with your campus attendance clerk. For medication or medical concerns, please visit with your campus principal or assistant principal.**

## **Right to Request a Different Teacher**

Parents of learners who did not pass STAAR exams in the prior year have the right to request a different teacher for their learner in the subject area that was not passed. In the event that a campus only has one content area teacher, the request will not be able to be honored.

## **Visitors**

Parents and other visitors with legitimate educational interests are welcome to visit WACS. The campus principal shall ensure conspicuous signs are posted at each campus entrance requiring all visitors to sign-in at the school campus administrative office. Winfree Academy Charter Schools campuses are closed campuses. Visitors will be required to state their business through the intercom at the entrance to each campus prior to being granted entry to the campus. Visitors will be required to follow health and safety protocols that are in place at the time of entry. Parents and guardians must schedule appointments to speak with school staff ahead of entering the campus if they wish to meet about their learner. Walk-ins will not be permitted throughout the year.

All visitors shall submit a photo ID and sign-in on the visitor roster. A Visitor Badge is required for all visitors. Visitors must be escorted by a staff member at all times.

Visitors who do not submit a form of identification of their name and date of birth for the purpose of checking sex offender status shall not be allowed on school grounds. Registered sex offenders are prohibited from entering school grounds.

A parent of a learner enrolled at WACS who does not provide identification or name and date of birth or is a registered sex offender may enter school grounds for the following limited purposes:

1. To attend a conference at the school with school personnel to discuss the academic and/or social progress of the parent/guardian's child;
2. When the Principal has requested the parent/guardian's presence for any other reason concerning the parent/guardian's child; or
3. To pick up their child from school.

The parent/guardian must notify the Principal of the purpose of the visit and when the visit will occur, including date and time, before the parent/guardian enters the school grounds. The Principal shall notify the administrative office of the parent/guardian's intent to visit. The parent/guardian must check in at the campus administrative office upon arrival and departure from the school. The parent/guardian must remain under the direct supervision of staff at all times.

# Winfree Academy Charter Schools

## 2025-2026 School Calendar



WINFREE ACADEMY  
CHARTER SCHOOLS  
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August / Agosto							Key Calendar Dates							February/ Febrero							
S	M	T	W	T	F	S	First Day of School: August 6, 2025 Last Day of School: May 29, 2026 AM Session: 7:45 am - 12:00 pm (255 minutes) MID Session: 12:30pm - 4:45 pm (255 minutes)  Total Days: 174 * 255 minutes = 44,370							S	M	T	W	T	F	S	
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24	25	26	27	28	29	30															
31							18														
September / Septiembre							Grading Periods							March / Marzo							
S	M	T	W	T	F	S	First Six Weeks (30 days) August 6-Sept. 18, 2025 Second Six Weeks (24 days) Sept. 22 - Oct. 30 2025 Third Six Weeks ( 30 days) Nov. 3 - Dec. 19, 2025 Fourth Six Weeks (29 days) Jan. 7 - Feb 20, 2026 Fifth Six Weeks (27 days) Feb. 23-April 10, 2026 Sixth Six Weeks (34 days) April 13-May 29, 2026							S	M	T	W	T	F	S	
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October / Octubre							Labor Day September 1, 2025							April / Abril							
S	M	T	W	T	F	S	Educator Development October 13, 2025 Thanksgiving Break Nov. 24-28, 2025 Winter Break Dec. 22, 2025 - Jan. 2, 2026 Educator Development January 5-6, 2026 Martin Luther King Jr. January 19, 2026 Educator Development February 16, 2026 Spring Break March 16-20, 2026 Bad Weather Day April 3, 2026 Bad Weather Day April 6, 2026 Memorial Day May 25, 2026							S	M	T	W	T	F	S	
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November / Noviembre							FRIDAYS OFF							May / Mayo							
S	M	T	W	T	F	S	Testing Dates: STAAR EOC - All Tests Dec 2-12, 2025 TELPAS Feb. 16-Mar. 27, 2026 STAAR English I and II April 7-17, 2026 STAAR Biology and US History April 14-24, 2026 STAAR Algebra I April 21-May 1, 2026							S	M	T	W	T	F	S	
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December / Diciembre							Proposed Graduation Day May 31							June / Junio							
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January / Enero							Legend							July / Julio							
S	M	T	W	T	F	S	NE New Educator/Employee Orientation H Holiday for Learners and Educators PD Professional Development/Learner Holiday WD Work Day BW Bad Weather/Make Up Days ( ) Beginning/Ending Six Weeks Graduation							S	M	T	W	T	F	S	
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							Board Approved: April 15, 2025														

## **MISSION STATEMENT**

Winfree Academy Charter Schools' mission is to create a supportive, safe environment that educates, motivates, and trains learners so that they can graduate from high school prepared with the skills and abilities needed for higher education, employment, and life.

## **VISION STATEMENT**

We create outstanding leaders by nurturing individuality, encouraging challenge, and valuing our learners for who they want to be.

We inspire learners and ignite their hearts and minds to achieve the future of their choice.

## **CORE BELIEFS**

All learners have promise and the right to multiple opportunities for success.

Staff, parent, and community connections are essential.

Everyone has value.

Dear Parents, Educators, Building Occupants, and Employee Organizations:

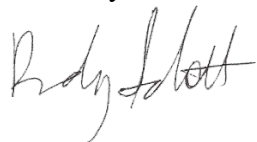
In the past, asbestos was used extensively in building materials because of its insulation, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970's contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected and identify any asbestos containing building materials. Suspected asbestos containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Winfree Academy has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. WACS developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the location of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in all of Winfree Academy's locations. It is the intention of Winfree Academy to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure learners and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school administrative offices or campus administrative office during regular business hours. Doyle Elkin is our designated asbestos program coordinator and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at (972)869-3250.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brandy Schott".

Brandy Schott Superintendent

**CONTACT US**  
**SCHOOL BOARD**

Chair  
Vice Chair of Operations  
Vice Chair of Special Programs  
Secretary  
Treasurer

Mikeela Hudson  
Mark Hoffman  
Gabrielle McCormick  
Susan Younger  
Greg Ward

**WINFREE ACADEMY CHARTER SCHOOLS ADMINISTRATION**

1840 Hutton Drive Suite 130  
Carrollton, Texas 75006  
Phone (972)869-3250 Fax (972)869-3282  
[www.winfreeacademy.com](http://www.winfreeacademy.com)

Superintendent  
Assistant Superintendent of Business  
Executive Director of Compliance

Brandy Schott  
Carrie Alexander  
Deirdre Staples

**CAMPUS ADMINISTRATION**

Irving Principal – Julie Bertolino  
3110 Skyway Circle South  
Irving, Texas 75038

[jbortolino@wacsd.com](mailto:jbortolino@wacsd.com)  
Phone (972)251-2010  
Fax (972)251-4310

Campus Color: Maroon

Lewisville Principal – Dr. David Stubblefield  
341 Bennett Drive  
Lewisville, Texas 75057

[dstubblefield@wacsd.com](mailto:dstubblefield@wacsd.com)  
Phone (214)222-2200  
Fax (214)222-0201

Campus Color: Purple

Richardson Principal – Madge Ennis  
1661 Gateway Boulevard  
Richardson, Texas 75080

[mennis@wacsd.com](mailto:mennis@wacsd.com)  
Phone (972)234-9855  
Fax (972)234-9975

Campus Color: Green

Grand Prairie Principal – Corrine Johnson  
2985 SH 360, #160  
Grand Prairie, Texas 75052

[cjohnson@wacsd.com](mailto:cjohnson@wacsd.com)  
Phone (214)204-2030  
Fax (214)204-2034

Campus Color: Yellow

North Richland Hills Principal – Deirdre Staples  
6311 Boulevard 26  
North Richland Hills, Texas 76180

[dstaples@wacsd.com](mailto:dstaples@wacsd.com)  
Phone (817)590-2240  
Fax (817)590-8724

Campus Color: Silver

Dallas Principal - Meiosha Fuller  
2550 Beckleymeade Ste. 150&170  
Dallas, Texas 75237

[mfuller@wacsd.com](mailto:mfuller@wacsd.com)  
Phone (469)930-5199  
Fax (469)930-5206

Campus Color: Sky Blue

**School Mascot: Osprey (an eagle often referred to as a Seahawk) School  
Colors: Navy and Ivory**

# ACADEMICS

## Accelerated Instruction

For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2025-2026 school year. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 (87R) requirements

We have designed our master schedule to include time in the regular school day for this supplemental tutoring so that your learner will not be pulled from any regular classes or activities and will receive high-quality tutoring for at least 30 hours during the school year in the respective subject matter which was not passed. Ideally, tutoring groups will not have an instructor to learner ratio greater than 1:4. Parents may allow their child to participate in groups with a higher ratio by signing a consent waiver.

Parents and/or learners may not opt out of accelerated instruction if they failed or did not participate in one or more STAAR exams during the prior year.

## Career and Technical Education

WACS offers Career and Technology Education (CTE) programs. Admission to these programs is based on grade level. Your campus registrar will notify you of the Program of Study offerings by grade level.

CTE learners are strongly encouraged to enroll in dual credit courses that lead to a degree, license, or certification. Dual credit courses are listed within your Learner Resource Guide. Your Counselor will be able to provide you with information regarding dual credit partnerships for your campus. The CTE educator has information regarding certification programs available.

It is the policy of WACS not to discriminate on the basis of race, color, national origin, sex, or handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. WACS will take steps to ensure the lack of English language skills will not be a barrier to admission and participation in career and technology programs. For information about your rights or grievance procedures contact Deirdre Staples at 1840 Hutton Drive Suite 130, Carrollton, Texas 75006 or at (972)869-3250.

## Career Readiness

Whether a learner is first going to a four-year university, career training, trade school, or work, they must be prepared to enter the workforce with employability skills and a plan for the path they choose. Upon enrollment, parents and learners will select a Program of Study which includes elective courses designed to provide exploration and hands-on learning experiences in a select career field. The Programs of Study offered at WACS are:

- Arts, A/V, Technology, and Communications
- Business, Marketing, and Finance
- Health Services
- Hospitality and Tourism
- Information Technology

Additionally, courses are available through Human Services and Transportation, Distribution, and Logistics. Experiences available within each Program of Study may include the following:

- Career Fairs
- Career Focused Field Trips
- Career Preparation Courses (work based learning experiences in which the learner can receive up to 2 elective credits)

## College Readiness

Those learners whose post-high school plan includes entering a college or university upon graduating from high school will receive a focused education that prepares them for college.

### **Dual College Credit**

WACS provides an opportunity for learners to earn college credit while enrolled through our Dual Credit program. Dual credit is a process through which a learner may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course. Dual credit learners must have the approval of the high school Principal or other official designated by WACS, must meet the entrance requirements of the participating institution of higher learning, and must be in grade 11 or 12. WACS has agreements with North Central Texas College, Dallas College, McMurry University, Tarrant County Community Colleges, UT Permian Basin, and TxVSN. University course catalogs can be obtained from your CCMR Counselor.

### **Texas Virtual School Network**

The Texas Virtual School Network (TXVSN) has been established to provide learners with a method of distance learning, as well as dual credit opportunities. Learners may earn college credit by taking online courses through this Texas Public University. Learners should see their campus Counselor for more information.

## College Preparation Courses

College Preparatory classes in English Language Arts and Mathematics will be offered in the 2023-24 school year through Texas College Bridge. Successful completion of the course(s) will allow your student to receive a Texas Success Initiative (TSI) exemption, which means college developmental education courses will not be required if a student enrolls in a participating higher education institution within 24 months from the day of graduation.

Student performance data may indicate your student may not be ready to perform entry-level college coursework. While the College Preparatory courses are not mandatory, they are recommended as an option for a student to be considered “college-ready.” Both college preparatory courses earn one credit each and count as a fourth credit for ELA or Math.

For questions, additional details regarding these courses, please contact Alex Troxtell, CCMR Counselor, at [atroxtell@wacsd.com](mailto:atroxtell@wacsd.com).

## **Computer Usage Acceptable Use Agreement**

The purpose of this document is to set forth the policies governing the use of all Winfree Academy Charter Schools (“WACS” or “Winfree”) technology resources by learners while on or near school property, in school vehicles and at school-sponsored activities on- or off-campus, as well as the use of all WACS technology resources via off-campus remote access.

Please read the following Acceptable Use Policy carefully before signing the attached acknowledgement form. Winfree reserves the right to modify the terms and conditions of this document at any time. The latest version of this document will be made available at each campus and on the Winfree website.

### **INTRODUCTION**

Winfree is pleased to offer learners access to WACS computers, communications systems,<sup>1</sup> the Internet, and a wide array of other technology resources to promote educational excellence and enhance the classroom experience. Technology can expand a learner’s access to educational materials, prepare learners by providing workforce skills and college readiness, and lead to personal growth. Winfree recognizes, however, that access to technology must be given with clear guidelines, expectations, and supervision to protect learners. This policy is designed to allow parents/guardians, educators and administrators to be partners while instructing learners on how to be responsible users of technology.

Communication systems” as used throughout this Policy include educational-related communications between and among WACS and learners by e-mail, web sites, cell phones, pagers, text messaging, instant messaging, blogging, podcasting, listservs, and/or other emerging technologies.

WACS will educate all learners about appropriate online behavior, including interacting with other individuals on social networking websites, chat rooms, and cyber-bullying awareness and response.

WACS will hold all learners responsible for their use of technology, whether WACS-provided or personal, and they are expected to act in an appropriate manner in accordance with campus procedures, Board policy and procedures, and legal requirements. This applies to the use of all WACS technology resources by learners while on or near school property, in school vehicles and at school-sponsored activities on- or off-campus, as well as the use of all WACS technology resources via off-campus remote access.

This Policy shall be used in conjunction with any Board policy that deals with learner rights and responsibilities, and the Learner Code of Conduct adopted by the Board and found in the Learner Resource Guide.

### **USING THE INTERNET AND COMMUNICATIONS SYSTEMS**

WACS provides technology resources to learners for the express purposes of conducting research, completing assignments, and communicating to the faculty, staff, and others to complement their educational experience. Just as learners must demonstrate proper behavior in a classroom or school hallway, they must also behave appropriately when using any WACS computer networks, software or websites sanctioned or used by WACS, and any personal technology used in an educational setting. Access to WACS technology is a privilege, not a right. Learners must comply with all WACS standards set forth in this Policy at all times in order to retain the privilege of using its technology resources.

Learners and their parents/guardians are advised that any information stored on and/or sent through Winfree’s technology resources is the property of WACS. Accordingly, in connection with ensuring learner safety, WACS network administrators and/or other appropriate personnel will engage in periodic reviews and searches of stored files and communications stored on WACS technology resources to maintain system integrity and ensure that learners are complying with this Policy and using technology in a responsible and appropriate manner. Such reviews will include learners’ use WACS-approved educational websites or software to ensure that they are using it in an appropriate manner consistent with Winfree’s expectations for such use. Learners do not have a reasonable expectation of privacy over any information stored on WACS technology.

Winfree remains committed to integrating technology to enrich its curriculum and enhancing learners’ educational experience; thereby allowing for better preparation for job skills and college success. Access to the Internet enables learners to use extensive online libraries, databases and websites selected by WACS for use in instruction.

Although WACS strives to ensure that inappropriate material on the Internet is avoided, learners and their families should be aware that some material accessible on the Internet may contain information that is inaccurate, profane, sexually oriented, defamatory and potentially offensive to some. Winfree does not condone any learner accessing, or attempting to access, such material, and it remains deeply committed to safe Internet use. Winfree takes steps to minimize learners’ opportunities to access such content, including the implementation of extensive content-filtering software. Each WACS device with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for learners, or harmful to minors, as defined by the federal Children’s Internet Protection Act (“CIPA”) and/or as determined by the WACS administration. WACS will also take steps to prevent unauthorized access, including hacking and other unlawful activities, and restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding learners.

Filtering devices or software are not fail-safe, however, and while WACS strives to ensure that learners’ Internet access at school is supervised, it is possible that the software may miss some content, or learners may find a way around the filtering software to access inappropriate material. Users must also recognize that it is impossible for WACS to restrict access to all controversial materials, and users must therefore be responsible for their own actions in navigating the Internet. For this reason, this Policy is strictly enforced, and learners who misuse any WACS technology outside its intended purpose, including the use of Winfree-recommended websites for purposes outside the educational intent, will be in violation of this Policy, which may lead to disciplinary consequences for the learner.

### **PROPER AND ACCEPTABLE USE OF ALL TECHNOLOGY RESOURCES**

WACS requires learners to use all technology resources, including any websites or software used in the classroom, in a manner consistent with the following rules. WACS will hold learners responsible for any intentional misuse of its technology resources, or any other failure to comply with the rules in this Policy. When using WACS technology systems outside the school, parents should strive to ensure that learners do so in compliance with the rules set forth in this Policy, as WACS is unable to supervise learners’ technology use at home. Winfree’s content-filtering software will not work in a learner’s home, so parents/guardians are encouraged to place content-filtering software on their home computers or take any other steps necessary to monitor learners’ Internet usage at home.

Learners who unintentionally access inappropriate material in connection with their use of any WACS technology, including websites and software used in the classroom, shall immediately stop accessing the material and report it to a supervising adult. WACS shall take immediate steps to ensure such material is blocked from further viewing at school by its content-filtering software.

All WACS technology resources, including but not limited to WACS computers, communications systems, and the Internet, including any websites or software used in the classroom, must be used in support of education and academic research and in accordance with the rules set forth in this Policy.

**Activities that are permitted and encouraged include the following:**

- Original creation and presentation of academic work.
- Reporting inappropriate content or harassing conduct to an adult.
- Research for opportunities outside of school related to community service, employment or further education.
- Research on topics being discussed in classes at school.
- Schoolwork and assignments.

**Activities that are barred and subject to potential disciplinary action and loss of privileges include the following:**

- Attempting unauthorized access, or “hacking,” of WACS computers or networks, or any attempts to bypass Internet content-filtering software used by WACS, as well as erasing, renaming, transferring, or making unusable in any fashion any other individual’s files or program
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the learner is not an intended recipient or logging into a server or account that the learner is not expressly authorized to access. For purposes of the section, “disruption” includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, forged routing information for malicious purpose, and any other form of network monitoring designed to intercept data not intended for the learner’s host.
- Engaging in any activity that may be considered “cyber bullying,” including but not limited to threats of violence, extortion, obscene or harassing messages, harassment, stalking, child pornography, and/or sexual exploitation.
- Engaging in any conduct that damages or modifies, or is intended to damage or modify, any WACS equipment, network, stored computer file, or software, to include any conduct that results in a person’s time to take any corrective action.
- Engaging in harassing, insulting, ostracizing, intimidating, or any other online conduct which could be considered bullying while using any WACS technology resource, to include the use of any website or software used by WACS.
- Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws.
- Intentional or neglectful transmission or direct placement of computer viruses or other unauthorized programs onto WACS equipment, networks, stored computer files, or software.
- Interfering with or denying service to any other user other than the learner’s host (for example, denial of service attack).
- Participating in online chat rooms or using instant and/or text messaging without prior approval by a classroom educator, coach or administrator. This may include, but is not limited to, participating in chat rooms, accessing non-WACS email accounts, accessing non-school related websites, and accessing social networking sites such as Facebook, Twitter, etc.
- Port scanning or security scanning.
- Presenting any copyrighted, registered, or trademarked work as that of the learner.
- Revealing an account password to others or allowing use of an account(s) by others. This includes family and other household members when work is being done at home.
- Searching, viewing, communicating, publishing, downloading, storing, or retrieving any inappropriate or offensive material, or any material that is not related to the permitted activities set forth above.
- Sharing online any personal information of another learner or staff member, including name, home address, or phone number.
- Taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting.”
- Tampering with, removing components from, or otherwise deliberately interfering with the operation of computers, networks, printers, user files, or other associated peripherals. Such actions will be taken as acts of vandalism and/or theft.
- Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which WACS or the end user does not have an active license.
- Using a website or software program implemented by WACS in a manner outside the scope of the use

specified by the classroom educator, coach or administrator.

- Using any programs/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user’s terminal session, via any means, locally or via the Internet/Intranet/Extranet.
- Using any WACS technology for games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes or fundraising activities without prior approval by a classroom educator, coach or administrator.
- Using any WACS technology resource to engage in any activity that violates any Board policy, the Learner Code of Conduct, campus rule, local, state, and/or federal law.
- Using any WACS technology resources for any commercial and/or for-profit purpose, to include personal financial gain or fraud, and making fraudulent offers of products, items, or services originating from any WACS account.
- Using obscene or profane language on any WACS technology resource, to include posting such language on any website or software used by WACS.
- Using technology for plagiarism or otherwise representing the work of others as the learner’s own.
- Using USB, bootable CD’s, or other devices to alter the function of any WACS technology equipment, network or software.
- Using WACS or personal technology during the administration of state standardized testing, End of Course, and/or final examinations unless expressly allowed to do so by a classroom educator.
- Violating the rights of any person or company protected by copyright, trade secret, patent or other intellectual property or similar laws or regulations, including, but not limited to, any downloading, installation, or distribution of “pirated” or other software products.

Learners shall immediately report any violations of this Policy to a classroom educator or administrator. If any learner or parent/guardian has a question about whether an activity may be a violation of this Policy, they should ask a classroom educator, coach or administrator.

#### **PRIVACY AND SECURITY**

Learners are expected to use WACS technology resources responsibly and in a safe and secure manner. Learners shall not share their individual logins, passwords, or access to WACS technology with others without the prior approval of an educator, coach or administrator. Learners shall sign off or log off all WACS equipment, software, or Internet sites once they are done with their session in order to protect the integrity of their logins, passwords or access.

#### **VANDALISM**

Vandalism is defined as any malicious attempt to harm, disrupt or destroy data of another user of Winfree’s network or any other agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of WACS policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users, and will not intentionally seek information on, obtain copies of, or modify any file, data, or password belonging to another user, or represent themselves as another user unless explicitly authorized. Deliberate attempts to degrade or disrupt system performance and/or degrade, disrupt or bypass system security are violations of WACS policy and administrative regulations, and may constitute criminal activity under applicable laws.

Any prohibited behavior under this policy will result in the cancellation of technology privileges. WACS will, in accordance

with Board policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of Winfree's network.

#### **CONSEQUENCES FOR VIOLATIONS OF THE POLICY**

Learners shall be subject to disciplinary action as deemed appropriate by the Superintendent or designee for a violation of this Policy, depending on the severity of the violation. Such consequences may include, but are not limited to, suspension and/or expulsion in accordance with the Learner Code of Conduct. In addition, a learner's privileges to use WACS technology resources may be restricted or revoked. WACS may undertake appropriate investigations of any potential violation of this Policy by a learner, and may take action based upon the preponderance of the evidence revealed by such investigation.

In addition to this Policy, individual campuses may implement additional rules and regulations pertaining to the use of WACS and/or personal technology resources within their respective campuses. A school may hold any personal technology belonging to a learner, subject to the applicable WACS and/or campus policies and procedures, in the event the learner uses the technology inappropriately in violation of this Policy or of applicable campus rules.

Learners who violate this Policy may also be subject to potential violations of local, state, and federal law, depending on the conduct involved.

#### **LIMITATION OF LIABILITY**

Winfree makes no warranties of any kind, whether express or implied, for the technology resources it provides to learners through WACS provided and/or a learner's personal electronic devices. WACS is not responsible for any damages that a learner may sustain, including those arising from non-delivery of information, erroneous delivery of information, service interruptions, unauthorized use by a learner, loss of data, and any potential exposure to inappropriate material from the Internet. Use of any information obtained through the Internet is at the learner's own risk, as WACS makes no representations, and denies responsibility for, the accuracy or quality of the information. In exchange for being allowed to use WACS technology resources, learners and their parents/guardians hereby release WACS, its trustees, employees, and representatives from any and all claims for damages that arise from the intentional or neglectful misuse of Winfree's technology resources by the learner.

*The Board of Winfree Academy Charter Schools adopted this internet safety policy at a public meeting following normal public notice on January 12, 2016.*

#### **Correspondence Courses**

WACS uses Texas Tech University for correspondence courses as needed. WACS will pay for the courses that are approved for enrollment. Please see your campus Counselor for questions regarding Texas Tech University correspondence courses.

#### **Course Assignment**

Learners will be enrolled in no more than five (5) courses at any time. The first course taken by all learners at WACS is Professional Communications.

Depending upon the learner's grade level, date of enrollment, and credits required for graduation, a learner may be enrolled in fewer than five courses. If your learner is enrolled in fewer than five courses, additional core courses may be requested by the parent/guardian and assigned with principal approval.

With the exception of documented accommodations or modification due to a learning plan, learners must complete all assignments in each course in order to earn completion credit. Failure to complete all coursework may result in the learner being denied credit for the course.

#### **Course Completion Requirements**

Winfree Academy's instructional model is a mastery-based program, learners can move through the content as quickly or slowly as needed. In order to complete each course, learners must complete all assignments – mastery tests, unit tests, post-tests, unit activities, etc. – and pass with grades of 70 or higher.

#### **Course Enrollment Requirements**

Courseware semesters are designed for a 90-day sequence. Learners may accelerate their pace and complete a semester shorter than the 90-day sequence. To ensure courseware fidelity and instructional implementation, along with meeting full TEKS coverage compliance, WACS requires minimum enrollment to be no less than 15-school days per semester course on all Courseware.

**\*\*Reminder:** Weekend(s), holiday(s), "double-session" is not included in the 15-day count.

#### **Credit by Exam**

Learners are able to earn credit in specific courses by passing approved examinations. Learners may take a credit by examination for acceleration or remediation, but may not attempt to earn credit by examination for a specific high school course more than twice. If a learner fails to earn credit by examination for a specific high school course before the beginning of the school year in which the learner would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the learner must satisfactorily complete the course to receive credit.

Credit by Exam assessments are offered four times per year. For more information on these examinations, contact your Principal or Counselor.

**Acceleration:** A learner may be permitted to take an examination to advance to a higher grade level or to earn credit for an academic course for which the learner has no prior instruction. In order to receive credit, a learner must score 80% or higher.

**Remediation:** A learner may be given credit for an academic subject in which he or she had some prior instruction, if the learner scores 70% or above on a criterion referenced test for the applicable course.

#### **Fitness Testing**

WACS will annually assess learners' physical fitness. At the end of the school year, a parent/guardian or adult learner may submit a written request to obtain the results of his or her learner's physical fitness assessment conducted during the school year.

## **Course Sequencing**

First year 9<sup>th</sup> grade learners that are 14 or 15 years old follow a traditional 9-12 progression. The courses and combinations listed below represent sequencing for the Foundation + Endorsement Graduation Plan.

<b><u>9th Grade Courses – 6 credits</u></b>
<ol style="list-style-type: none"><li>1. English I</li><li>2. Algebra I</li><li>3. Biology</li><li>4. US History</li><li>5. Professional Communications</li><li>6. Art I/Art Appreciation/Music Appreciation</li><li>7. TSDE</li></ol>
<b><u>10th Grade Courses – 6.5-12 credits</u></b>
<ol style="list-style-type: none"><li>1. English II</li><li>2. Geometry</li><li>3. IPC/Chemistry/Physics</li><li>4. World Geography</li><li>5. Elective - 1-2 credits from Endorsement 10th grade box</li><li>6. LOTE - 1 credit</li></ol>
<b><u>11th Grade Courses – 12.5-18.5 credits</u></b>
<ol style="list-style-type: none"><li>1. English III</li><li>2. Math Models/Financial Math/Algebra II</li><li>3. Chemistry/Physics/Forensic Science/Astronomy</li><li>4. World History</li><li>5. Elective - 2 credits from Endorsement 11th grade box as needed OR TAP Plan</li><li>6. LOTE - 1 credit</li></ol>
<b><u>12th Grade Courses – 19+ credits</u></b>
<ol style="list-style-type: none"><li>1. English IV/Creative Writing/Business English/CP English</li><li>2. Algebra II/Pre-Calculus/CP Math</li><li>3. Chemistry/Physics/Earth Systems Science/Forensic Science/Astronomy</li><li>4. Government &amp; Economics/PFLECO</li><li>5. PE - 1 credit</li><li>6. Electives - 2 credits from Endorsement 12th grade box as needed OR TAP Plan</li></ol>

NOTE: Courses will be assigned in the order listed above and by grade level listed.

## Grade Level Classification

Learners are evaluated for grade classification based on several factors such as age, state assessment track and credit completion. The campus graduation committee, composed of the Principal, Counselor, and Special Programs personnel (as appropriate) will assign each learner's initial grade level and oversee learner promotion. Please follow the flowchart to determine your grade level.

### 9th Grade

- Entered 9th Grade in 2025-2026
- Learner will take appropriate EOC for all applicable courses in which the learner has been enrolled.
- Entered 9th Grade in 2024-2025 or 2023-2024 and has not met requirements to be classified as a 10th grader
- Learner will take appropriate EOC for all applicable courses in which the learner has been enrolled.

### 10th Grade

- Entered 9th Grade in 2024-2025, has taken and passed 5 credit courses including English I.
- Learner will take appropriate EOC for all applicable courses in which the learner has been enrolled.
- Entered 9th Grade in 2023-2024 or prior, has taken and passed 5 credit courses including Algebra I, Biology, and English I and has participated in corresponding EOCs.
- Learner will take appropriate EOC for all applicable courses in which the learner has been enrolled.

### 11th Grade

- Entered 9th Grade in 2023-2024 or after, has taken and passed 10 credit courses including Algebra I, Biology, English I, and English II
- Learner will take appropriate EOC for all applicable courses in which the learner has been enrolled.
- Learner entered 9th grade in 2022-2023 or prior OR is age 18 or older OR has been out of school three or more years.
- Learner is an 11th grader and will take appropriate EOCs.

### 12th Grade

- Learner has 19 credits including Algebra I, Biology, English I, and English II.
- Learner is a 12th grader, is responsible for applicable STAAR exams, and will prepare for graduation.
- Learners who have 19+ credits without completing Algebra I, Biology, English I, and English II will be classified as 11th graders.

## Graduation Requirements

### Minimum, Recommended, Distinguished

Depending upon when your learner began their high school career, they may graduate on one of five graduation plans: Distinguished, Recommended, Minimum, Foundation + Endorsement, or Foundation. Each plan describes the number and type of credits the learner must earn in addition to passing required state assessments. Ultimately, it is the learner and parent/guardian's responsibility to decide on a graduation option that best meets the learner's needs and maximizes opportunities after high school.

Learners who entered 9<sup>th</sup> grade prior to 2014-2015 are automatically placed on the Recommended Graduation Plan. Learners who choose to move from the Recommended Program to the Minimum Program must meet with the campus graduation committee composed of the Principal, Registrar and Counselor (SPED and/or ESL staff as appropriate) and the parent/guardian or adult learner to evaluate graduation plan changes. Graduation plan determination will also be evaluated and recommended by ARD and LPAC committees when applicable.

Graduation requirements for learners who entered 9<sup>th</sup> grade prior to 2014-2015 are as follows:

	Learners entering 9 <sup>th</sup> Grade in 2009-2010 or prior MINIMUM #1	Learners entering 9 <sup>th</sup> Grade in 2006-2007 or prior RECOMMENDED #2	Learners entering 9 <sup>th</sup> Grade in 2007-2008 through 2009-2010 RECOMMENDED #3	Learners entering 9 <sup>th</sup> Grade in 2010-2011 through 2013-2014 MINIMUM #5	Learners entering 9 <sup>th</sup> Grade in 2010-2011 through 2013-2014 RECOMMENDED #4
English	4.0	4.0	4.0	4.0	4.0
Math	3.0	3.0	4.0	3.0	4.0
Science	2.0 Biology and IPC OR Biology, Chem, & Physics	3.0	4.0	2.0 Biology and IPC OR Biology, Chem, & Physics	4.0
Social Studies	3.5	3.5	3.5	3.5	3.5
Economics	0.5	0.5	0.5	0.5	0.5
Foreign Language	0	2.0	2.0	0	2.0
Physical Education	1.0	1.0	1.0	1.0	1.0
Fine Arts	0	1.0	1.0	1.0	1.0
Speech	0.5	0.5	0.5	0.5	0.5
*Electives	7.5 (including Physics)	5.5	5.5	6.5 (including Physics)	5.5
Total	22 credits	24 credits	26 credits	22 credits	26 credits

In order to graduate on the distinguished achievement plan, a learner must complete curriculum requirements and achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated learner performance at the college or professional level. Learner performance on advanced measures must be assessed through an external review process. The learner may choose from the following options:

- (1) original research/project that is:
  - (A) judged by a panel of professionals in the field that is the focus of the project; or
  - (B) conducted under the direction of mentor(s) and reported to an appropriate audience; and
  - (C) related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);
- (2) test data showing a learner has earned:
  - (A) a score of three or above on the College Board advanced placement examination;
  - (B) a score of four or above on an International Baccalaureate examination; or
  - (C) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the learner for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the learner; or
- (3) college academic courses, including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher.

NOTE: The main differences between the Recommended and Distinguished plan are that Integrated Physics and Chemistry as well as Math Models are disallowed on the Distinguished Achievement Plan as science and math credits. A third credit of foreign language is also required, reducing the number of elective credits to 4.5.

## Foundation Graduation Plan

Learners who are entering 9<sup>th</sup> Grade during 2014-2015 or after are automatically placed on the Foundation + Endorsement Plan. Learners may not choose to move from Foundation + Endorsement to the Foundation Plan prior to the end of their sophomore year. Learners who choose to move from the Foundation + Endorsement to the Foundation Program must meet with the campus graduation committee composed of the Principal, Counselor, and Special Programs personnel (as appropriate) with the parent/guardian or adult learner to evaluate graduation plan changes. Graduation plan determination will also be evaluated and recommended by ARD and LPAC committees when applicable.

Graduation requirements for learners who are entering 9th grade in 2014-2015 and beyond are as follows:

	Foundation	Foundation + Endorsement	Distinguished Achievement
English	English I, II, III, Advanced English**		
Math	Algebra I, Geometry, Advanced Math**	+ 1 Advanced Math**	Must include Algebra II*
Science	Biology, Advanced Science**, Advanced Science**	+ 1 Advanced Science**	
Social Studies/ Government/ Economics	U.S. History, World Geography OR World History, Government, Economics		
Foreign Language	Two credits of the same language		
Physical Education	One credit		
Fine Arts	One credit		
Speech	Demonstrated proficiency		
Electives	Five credits	+ 2 elective credits	
Total	22 credits	26 credits	26 credits

- If IPC is taken, it must be taken as the second science before Chemistry or Physics.
- Foreign language may consist of two credits of the same language OR two credits of Computer Science I, II, or III.
  - If a learner, in completing the first credit of foreign language, demonstrates that the learner is unlikely to be able to complete the second credit, the learner may substitute another appropriate course. An ARD Committee, 504 Committee, or a committee consisting of the Principal, the course educator, and the learner's parent/guardian must make the determination. The second credit may be satisfied by one of the following courses:
    - Special Topics in Language and Culture;
    - World History Studies or World Geography Studies for a learner who is not required to complete both;
    - another foreign language credit; or
    - computer programming languages.
- A learner, who due to a disability, is unable to complete two credits in the same foreign language, may substitute a combination of two credits from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a learner's ability to complete the LOTE credit requirements will be made by the learner's ARD or 504 Committee.
- A learner who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a learner's ability to participate in physical activity will be made by the learner's ARD Committee, 504 Committee, or a committee established by the school of persons with appropriate knowledge regarding the learner if the learner is not provided services through special education or Section 504.

Algebra II Notification – A learner is not required to complete an Algebra II course to graduate under the Foundation High School Program. However, if a learner does NOT complete an Algebra II course, there are potential consequences that impact the learner's eligibility for the following programs –

- Automatic college admission under TEC 51.803,
- Certain financial aid under Title 3 including –
  - The TEXAS grant program and
  - The Texas Educational Opportunity Grant Program.

Your campus counselor will be happy to discuss your learner's course selections to determine whether or not their high school path aligns with their post-high school ambitions.

## Endorsements

Learners during their ninth grade year must declare which Endorsement of study they wish to complete. The Endorsement chosen may be changed at any time by the learner with follow-up communication sent to the parent/guardian. Winfree Academy Charter Schools offers programs of study in five Endorsements – Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Services, and Multidisciplinary.

In addition to meeting the requirements of the Foundation Plan, a learner must take the following courses to meet the **ARTS & HUMANITIES** endorsement criteria:

- Four levels of the same language in a language other than English OR
- Two levels of the same language in a language other than English and two levels of a different language in a language other than English OR
- A coherent sequence of four credits by selecting courses from Fine Arts.

A learner pursuing an arts and humanities endorsement who has written permission of the learner's parent may substitute an ELA, Social Studies, LOTE, or Fine Arts course for the additional science credit required to earn the endorsement.

Examples of Courses for ARTS & HUMANITIES ENDORSEMENT			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>LOTE Pathway (Four Levels of the same language)</b>			
<input type="checkbox"/> Spanish I (1) <input type="checkbox"/> French I (1)	<input type="checkbox"/> Spanish II (1) <input type="checkbox"/> French II (1)	<input type="checkbox"/> Spanish III (1) <input type="checkbox"/> French III (1)	<input type="checkbox"/> Spanish IV or AP Spanish IV (1) <input type="checkbox"/> French IV or AP French IV (1)
<b>LOTE Pathway (Two levels of the same language and two levels of a different language)</b>			
<input type="checkbox"/> Spanish I (1) <input type="checkbox"/> Latin I (1)	<input type="checkbox"/> Spanish II (1) <input type="checkbox"/> Latin II (1)	<input type="checkbox"/> French I (1) <input type="checkbox"/> Chinese I (1)	<input type="checkbox"/> French II (1) <input type="checkbox"/> Chinese II (1)
<b>Fine Arts Pathway</b>			
<input type="checkbox"/> Art I	<input type="checkbox"/> Art II	<input type="checkbox"/> Art III	<input type="checkbox"/> Art IV
<b>Social Studies Pathway</b>			
<input type="checkbox"/> World Geography (1)	<input type="checkbox"/> World History (1)	<input type="checkbox"/> US History (1)	<input type="checkbox"/> Government(1/2) <input type="checkbox"/> Economics (1/2) AND 2 of the following 3 courses <input type="checkbox"/> Psychology (1/2) <input type="checkbox"/> Sociology (1/2) <input type="checkbox"/> Personal Financial Literacy

In addition to meeting the requirements of the Foundation Plan, a learner must take the following courses to meet the **BUSINESS AND INDUSTRY** endorsement criteria:

- A coherent sequence of courses for four or more **credits** in career and technical education (CTE) from the courses that consist of at least two courses in the same career cluster and at least one advanced CTE course.
- The final course in the sequence must be selected from an advanced course in the pathway. (bolded courses)
- There are several options in each endorsement and in each pathway. Please consult your Counselor, Registrar, or the CTE Educator for additional information regarding other possible endorsement or pathway course selections.

Recommended Courses for BUSINESS & INDUSTRY ENDORSEMENT			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Arts, A/V, Technology, and Communications – Graphic Design and Interactive Media</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Principles of Arts, A/V, Technology, and Communications (1)</u> <b>OR</b> <input type="checkbox"/> <u>Digital Media (1)</u>	<input type="checkbox"/> <u>Web Game Development (1)</u> AND <input type="checkbox"/> <u>Graphic Design and Illustration (1)</u> <b>OR</b> <input type="checkbox"/> <u>Commercial Photography (1)</u>	<input type="checkbox"/> Career Preparation (2 or 3)

<b>Business Management Pathway</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Principles of Business Marketing &amp; Finance (1)</u> <b>AND</b> <input type="checkbox"/> Business Information Management (1)	<input type="checkbox"/> <u>Business Information Management II (1)</u> <b>AND</b> <input type="checkbox"/> Global Business (1/2)	<input type="checkbox"/> Career Preparation (2 or 3)
<b>Entrepreneurship Pathway</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Principles of Business Marketing &amp; Finance (1)</u> <b>AND</b> <input type="checkbox"/> Business Information Management (1)	<input type="checkbox"/> <u>Entrepreneurship (1)</u> <b>AND</b> <input type="checkbox"/> Mobile Application Development (1)	<input type="checkbox"/> Career Preparation (2 or 3)
<b>Health Science Pathway</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Principles of Health Science (1)</u> <b>AND</b> <input type="checkbox"/> <u>Medical Terminology (1)</u>	<input type="checkbox"/> <u>Anatomy and Physiology (1)</u>	<input type="checkbox"/> Scientific Research and Design (1) <b>OR</b> <input type="checkbox"/> Career Preparation (2 or 3)
<b>Hospitality &amp; Tourism Pathway</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Introduction to Culinary Arts (1)</u> <b>AND</b> <input type="checkbox"/> <u>Entrepreneurship (1)</u>	<input type="checkbox"/> Sports and Entertainment Marketing (1/2) <b>AND</b> <input type="checkbox"/> Global Business (1/2)	<input type="checkbox"/> Career Preparation (2 or 3)
<b>Information Technology Pathway</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> <u>Principles of Information Technology (1)</u> <b>AND</b> <input type="checkbox"/> <u>Computer Science (1)</u>	<input type="checkbox"/> <u>Computer Science II (1)</u> <b>OR</b> <input type="checkbox"/> Mobile Application Development (1)	<input type="checkbox"/> Career Preparation (2 or 3)
<b>Drone Pathway – Lewisville and Richardson ONLY</b>			
<input type="checkbox"/> Professional Communications (1/2) <input type="checkbox"/> Touch System Data Entry (1/2)	<input type="checkbox"/> Principles of Transportation Systems (1) <b>AND</b> <input type="checkbox"/> <u>Introduction to Unmanned Aerial Vehicles (1)</u>	<input type="checkbox"/> <u>Robotics (1)</u> <b>AND</b> <input type="checkbox"/> <u>Robotics II (1)</u>	<input type="checkbox"/> Career Preparation (2 or 3)

In addition to meeting the requirements of the Foundation Plan, a learner must take the following courses to meet the MULTIDISCIPLINARY endorsement criteria:

- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; OR
- Four advanced courses from within one endorsement area OR
- Among endorsement areas that are not in a coherent sequence; provided they prepare a learner to successfully enter college or the workforce without remediation.

Recommended Courses for MULTIDISCIPLINARY ENDORSEMENT			
9th Grade	10th Grade	11th Grade	12th Grade
<b>4X4 Pathway</b>			
<input type="checkbox"/> English I (1) <input type="checkbox"/> Biology (1) <input type="checkbox"/> Algebra I (1) <input type="checkbox"/> World Geography (1)	<input type="checkbox"/> English II (1) <input type="checkbox"/> Chemistry (1) <input type="checkbox"/> Geometry (1) <input type="checkbox"/> World History (1)	<input type="checkbox"/> English III (1) <input type="checkbox"/> Physics (1) <input type="checkbox"/> Math Models or Algebra II (1) <input type="checkbox"/> U.S. History (1)	<input type="checkbox"/> <u>English IV (1)</u> <input type="checkbox"/> Earth Space Science or <u>Astronomy or Forensic Science</u> (1) <input type="checkbox"/> <u>Algebra II</u> or <u>Pre-Calculus</u> (1) <input type="checkbox"/> U.S. Government (1/2) and Economics (1/2)
<b>Workforce Development Pathway (Four Advanced courses among endorsement areas not in a coherent sequence)</b>			
		<input type="checkbox"/> Advanced Course <input type="checkbox"/> Advanced Course	<input type="checkbox"/> Advanced Course <input type="checkbox"/> Advanced Course

In addition to meeting the requirements of the Foundation Plan, a learner must take the following courses to meet the PUBLIC SERVICES endorsement criteria:

- A coherent sequence of courses for four or more **credits** in career and technical education (CTE) from the courses that consist of at least two courses in the same career cluster and at least one advanced CTE course.
- The final course in the sequence must be selected from an advanced course in the pathway. (bolded courses)
- There are several options in each endorsement and in each pathway. Please consult your Counselor, Registrar, or the CTE Educator for additional information regarding other possible endorsement or pathway course selections.

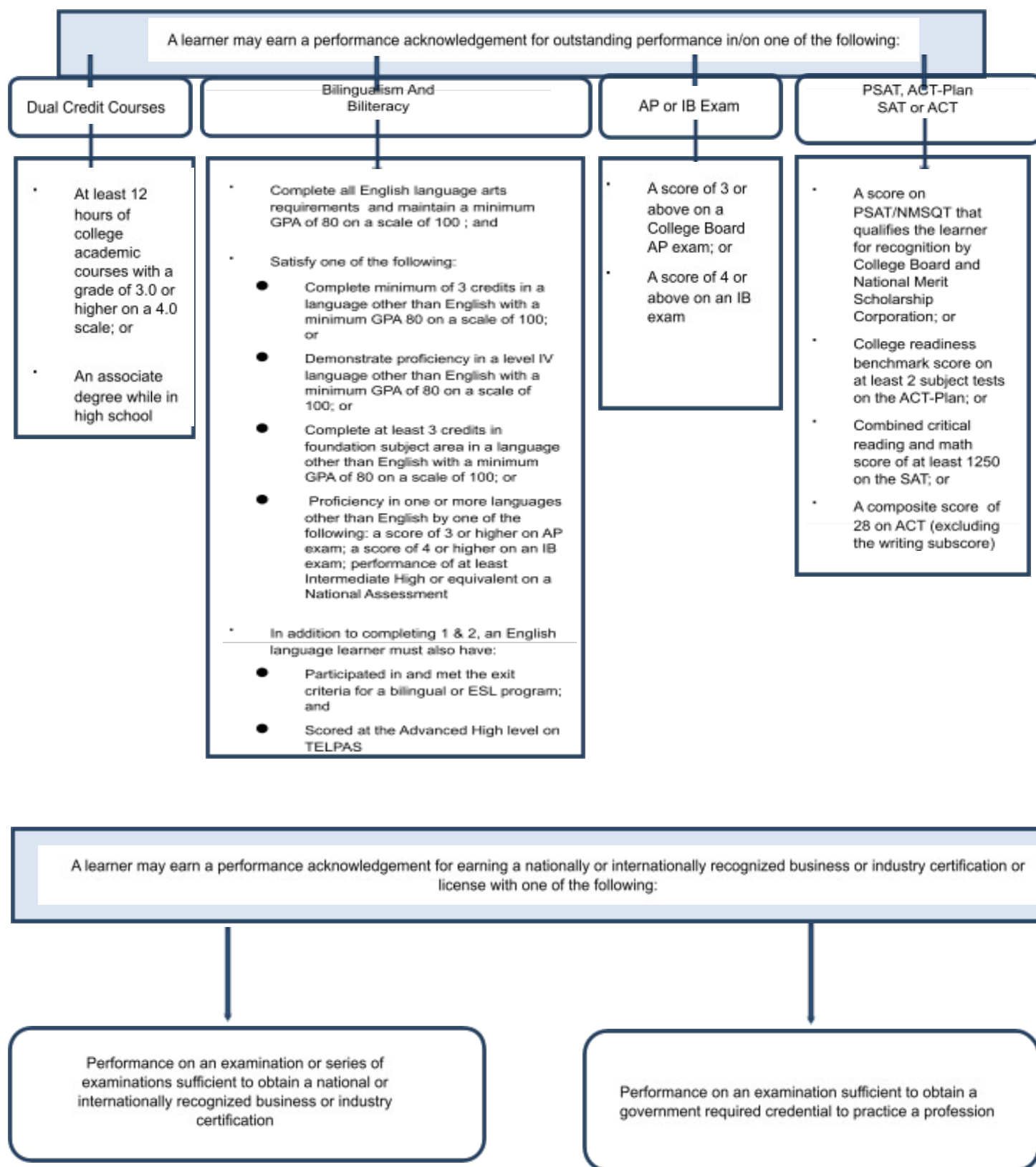
Recommended Courses for PUBLIC SERVICES ENDORSEMENT			
9th Grade	10th Grade	11th Grade	12th Grade
<b>Human Services</b>			
<input type="checkbox"/> Professional Communications (1/2)	<input type="checkbox"/> Touch Systems Data Entry (1/2) <input type="checkbox"/> <u>Principles of Human Services</u> (1)	<input type="checkbox"/> <u>Dollars and Sense</u> (1/2) <input type="checkbox"/> <u>Lifetime Nutrition and Wellness</u> (1/2) <input type="checkbox"/> <u>Career Preparation</u> (2)	<input type="checkbox"/> <b>Child Guidance</b> (2)

In addition to meeting the requirements of the Foundation Plan a learner must take the following courses to meet the SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH endorsement criteria:

- Four credits in each of the four foundation subject areas to include Algebra II, Chemistry, and Physics; AND
- Three additional credits selected from math and science courses.

Required Courses for SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH ENDORSEMENT			
9th Grade	10th Grade	11th Grade	12th Grade
<b>STEM Pathway</b>			
<input type="checkbox"/> Biology (1) <input type="checkbox"/> Algebra I (1)	<input type="checkbox"/> Chemistry (1) <input type="checkbox"/> Geometry (1)	<input type="checkbox"/> Physics (1) <input type="checkbox"/> Algebra II (1)	<input type="checkbox"/> <b>Pick 2: Earth Space Science (1), Astronomy (1, ) OR Forensic Science (1),</b> <b>AND</b> <input type="checkbox"/> <b>Pre-Calculus (1) ,</b> <b>AND</b> <input type="checkbox"/> <b>Independent Study in Mathematics (1) , Calculus (1), or Scientific Research and Design (1) (May be selected from one whole or combination of .5 credit dual credit courses)</b>

Additionally, a learner may earn a **performance acknowledgement** on their transcript for outstanding performance in one for five areas:



### **Why College?**

Sometimes it's hard to stay in school if you think you need to be working to earn money. But if you get an education beyond high school, you'll have a wider variety of jobs to choose from, and you'll earn more—especially in the long run. Using data from the U.S. Department of Labor and U. S. Bureau of Labor Statistics, college graduates earn over an additional \$20,000+ per year over a high school graduate. **Over a forty year work career, the difference in salary between a high school diploma and a Bachelor's degree would be just shy of one million dollars.**

Degree Level	Annual Median Wage*	Unemployment Rate
Professional/Doctorate Degree	\$98,020	2.5%
Master's Degree	\$80,340	4.1%
Bachelor's Degree	\$67,860	5.5%
Associate's Degree	\$48,776	7.1%
High School Diploma	\$40,612	9.0%
No High School Diploma	\$32,188	11.7%

Earnings and unemployment rates by educational attainment, 2020

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

\*Annual Median Wage calculated from median usual weekly earnings

Data Source - Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics Aside from

salary differences, the benefits of higher education include the following:\*\*

- Individuals with higher levels of education are more likely than others to be employed.
- The financial return associated with college credentials and the gaps in earnings have increased over time.
- College-educated adults are more likely than others to receive health insurance and pension benefits from their employers.
- Adults with higher levels of education are more active citizens than others.
- College education leads to healthier lifestyles, reducing health care costs.
- College education increases the chances that adults will move up the socioeconomic ladder.

\*\*Baum, Ma, and Payea. *Education Pays 2013, The Benefits of Higher Education for Individuals and Society*. College Board. 2013

### **Why Recommended, Distinguished, or Endorsement?**

Benefits of graduating under the Recommended High School Program (RHSP), Distinguished Achievement Program, or Foundation + Endorsement include:

- **Recognition** - The Recommended High School Program seal will be affixed to the Academic Achievement Record (AAR), or transcript, of learners graduating under the RHSP. Under the Foundation School Program, endorsements, distinguished level of achievement, and/or performance acknowledgements will be noted on the AAR or transcript.
- **Test results** - Research suggests that learners who take additional English, math, social studies, and science courses make higher scores on the SAT® or ACT® college entrance exams. The RHSP requires four credits in each of these core subject areas.
- **College readiness** - Many colleges and universities minimally require curriculum requirements of the RHSP or Foundation + Endorsement Pathways for admission. In addition, learners ranked in the top 10 percent of their graduating classes from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the RHSP, the Distinguished Achievement Program (DAP), or Distinguished Level of Achievement under the Foundation + Endorsement Pathways.
- **Program participation** - The Texas Scholars program allows learners who participate and graduate to be eligible for Graduation Honors and to compete for certain scholarships. Texas Scholars who qualify for financial assistance become eligible for a grant program passed by the Texas Legislature: the Texas Grant program. This *may* provide all tuition and fees for public colleges and universities in Texas; however, grant funds are administered on a first-come, first-served basis. The Texas Scholars program requires learners to graduate under the RHSP, DAP, or Foundation High School Program.

### **Why a diploma and not a GED?**

Colleges and universities, businesses, and each branch of the United States military accept a regular high school diploma. In order to attend college, a high school diploma or GED is required for admission. Learners who have a high school diploma and have demonstrated good grades will often be able to get financial aid that individuals with a GED cannot get.

In the business world, many entry-level positions require a high school diploma or GED. But again, those with a diploma will often be hired before those who have a GED. Employees who have a GED and have been with a company for years are often overlooked for promotions because employers prefer to promote those workers that have a diploma, even if they have not been with the company as long.

For the military, potential recruits are categorized into three categories or tiers based on their education. Most enlistees are in Tier 1, which is for high school diplomas. High school equivalencies are in Tier 2, and non-high school graduates are in Tier 3. Thus, holders of regular high school diplomas, assuming that they pass the physical and other requirements for enlistment, are readily accepted for military service.

### **How do I get there?**

The most important thing to remember about preparing for college is to start as soon as possible. It's never too early to begin gathering information to create a step-by-step plan. [www.collegeforalltexas.com](http://www.collegeforalltexas.com) can help you get going with information about choosing a college, the tests you need, the costs you can expect, and applying for financial aid. Your campus Counselor can assist with filing your college application and paying for application fees.

In addition, scholarship and financial aid information can be found at [www.fastweb.com](http://www.fastweb.com) and [www.scholarships.com](http://www.scholarships.com).

### **Need Financial Aid?**

The FAFSA - Free Application for Federal Student Aid - is the only way to apply for federal learner aid for college or career school, as well as most state and institutional aid. Financial aid offices use information from the FAFSA to determine if you are eligible to receive federal learner aid from grants, loans, and work-study programs. Be SURE to file a FAFSA even if you think you won't qualify so you won't be locked out of monetary awards. FAFSA is set to open on October 1st for the 2025-2026 school year. Go to [www.fafsa.gov](http://www.fafsa.gov) for updated information and to apply.

Winfree Academy has partnered with Going Merry to provide free assistance to learners completing their FAFSA applications and applying for scholarships. Please see your campus counselor or Principal for more information.

### **Do You Qualify for a TEXAS Grant?**

The TEXAS Grant program attempts to improve participation and success through its requirements of learners for initial awards (participation) and eligibility for continuation in the program (success). Specifically, for learners to receive an initial award, they must:

- Be ranked among the neediest applicants (currently no more than a \$4,000 Expected Family Contribution)
- Graduate with the Recommended High School Program (RHSP) or higher
- Enter public higher education within 16 months of graduation
- Have not been convicted of a felony or a crime involving a controlled substance
- Register for the Selective Service or be exempt from this requirement Or
- Have earned an associate's degree from a public technical, state or community college in Texas and enroll in any public university in Texas no more than 12 months after receiving their associate's degree

To continue receiving a TEXAS Grant beyond the first year in college, learners must meet their institution's academic progress requirements. However to continue receiving a grant beyond the second year of college, a learner must:

- Have a cumulative GPA of 2.5 on a 4.0 scale
- Complete at least 24 semester credit hours per year
- Complete at least 75 percent of the semester credit hours they attempt per year

Learners enrolled in four-year degree plans may receive awards for no more than five years; learners in longer than four-year degree plans may receive awards for six years. Learners entering the TEXAS Grant program directly from high school and meet continuing eligibility requirements may receive awards for up to THECB 02/2012 Page 2 of 3 Grant Award 150 semester credit hours. Learners pursuing an associate's degree and meet eligibility requirements may receive a grant for up to 90 semester credit hours

### **Texas FIRST Diploma Program**

The Texas First Early High School Completion Program allows a public high school students who demonstrate early readiness for college to graduate early from high school with scholarship funding to select Texas colleges and universities. Here are the eligibility requirements:

- Texas residency
- FAFSA or TAFSA completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Overall score in at least the 80th percentile on one or more of the following assessments: ACT, SAT, PSAT/NMSQT, TSIA/TSIA2, or GED; or alternatively a GPA in the top 10 percent of the student's class
- Completion of the STAAR EOC exams in English I or II, Algebra I, and Biology, or completion of eligible substitute assessments
- Demonstration of mastery in each subject areas of English/Language Arts, Mathematics, Science, Social Studies, and a language other than English

If you graduate two or more semesters early, you'll receive a two-semester scholarship, worth several thousand dollars, to a participating university. If you graduate one semester early, you'll receive a one semester scholarship to a participating university. You may also be eligible for additional financial aid at most of these institutions.

- Texas A&M University
- Texas State University
- Texas Tech University
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at El Paso
- University of Houston
- University of North Texas
- The University of Texas at San Antonio

The Texas First Diploma does not guarantee automatic admission for students. Consult your counselor for guidance on whether your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law. You can apply to any college or university you choose. However, the scholarship will only apply toward participating universities, listed above.

Use it or lose it! The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school. Don't forget to talk to your counselor to see if this is the right path for you.

My signature below constitutes my acknowledgement that I have been provided with a copy of the notification of automatic college admission, curriculum requirements for financial aid form, explanation of eligibility for automatic college admission, and the Texas First Early High School Completion Program.

### **Tuition Exemptions for Learners Under Conservatorship of Department of Family and Protective Services**

A learner is exempt from the payment of certain tuition and fees, including those charged by an institution of higher education for a dual credit course or other course for which a high school learner may earn joint high school and college credit, if the learner:

- was under the conservatorship of the Department of Family and Protective Services:
  - o on the day preceding the learner's 18th birthday;

- on or after the day of the learner's 14th birthday, if the learner was also eligible for adoption on or after that day;
- on the day the learner graduated from high school or received the equivalent of a high school diploma;
- on the day preceding:
  - the date the learner is adopted, if that date is on or after September 1, 2009; or
  - the date permanent managing conservatorship of the learner is awarded to a person other than the learner's parent, if that date is on or after September 1, 2009; or
- during an academic term in which the learner was enrolled in a dual credit course or other course for which a high school learner may earn joint high school and college credit; and
- enrolls in an institution of higher education as an undergraduate learner or in a dual credit course or other course for which a high school learner may earn joint high school and college credit not later than the learner's 25th birthday.

#### **College Credit Awarded for Military Experience**

The College Credit for Heroes initiative seeks to maximize college credits awarded to veterans and service members for their military experience in order to expedite their transition into the Texas workforce. The Texas Workforce Commission (TWC) is committed to honoring veterans and service members by helping them enter the Texas workforce with the recognition of the skills they earned while honorably serving their country. To help veterans and service members translate their military service skills into college credits and certifications, seven Texas community colleges were selected in 2011 to help create standards for assessing military training that can then be used by any college in the state.

Texas veterans and service members can receive an official evaluation based on the training they received through the military by visiting Central Texas College's [College Credit for Heroes website](#).

## **Graduation Requirements for Learners in Special Education**

The secondary program of a learner receiving special education services shall terminate either with graduation or when the learner no longer meets the age requirement for eligibility in the Texas Education Code. A learner receiving special education services who has not reached his or her 22<sup>nd</sup> birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation.

1. Graduation constitutes a release from services and is a change in placement. A learner may be graduated according to the provisions specified in either paragraph (2) or (3), of this subsection.
2. A learner receiving special education services may graduate and be awarded a high school diploma if:
  - a. The learner has satisfactorily completed the State's or WACS (whichever is greater) minimum curriculum and credit requirements for graduation applicable to learners in general education, including satisfactory performance on the exit level assessment instrument; or
  - b. The learner has satisfactorily completed the State's or WACS (whichever is greater) minimum curriculum and credit requirements for graduation applicable to learners in general education and has been exempted from the exit-level assessment instrument under TEC §39.027 (a)(2)(B).
3. A learner receiving special education services who demonstrated mastery of required state standards through one or more courses with modified curriculum may also graduate and receive a regular high school diploma when the learner's admission, review, and dismissal (ARD) committee has determined that the learner has successfully completed:
  - a. The learner's individualized education program (IEP) and met one of the following conditions:
    - i. Full-time employment, based on the learner's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the learner to maintain the employment without direct and ongoing education support of WACS.
    - ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing education support of WACS; or
    - iii. Access to services which are not within the legal responsibility of public education, or employment or educational options for which the learner has been prepared by the academic program;
4. A learner who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the learner participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the learner will only be allowed to participate in one graduation ceremony.

## **Honors Courses**

Learners who wish to prepare for college-level courses may take Honors courses at Winfree Academy Charter Schools. Honors level coursework is available in all math, science, social studies, and English core content courses. Elective courses and all Career and Technology Courses are not available as Honors courses.

Honors coursework mirrors the general curriculum with additional assignments added which are designed to increase the rigor of the course. If you or your learner is interested in Honors courses, please speak with your learner's educator and/or Counselor.

## **Languages Other Than English (LOTE)**

WACS offers Languages Other Than English (LOTE) through Edmentum and Edgenuity. Edgenuity utilizes an online delivery format of their courses and acts as the online educator to each learner that WACS enrolls in the specified courses. WACS will pay for the courses that are approved for enrollment. Learners who are fluent in a language other than English can take a credit by exam for offered languages. Please speak with your learner's counselor, if interested.

NOTE: Enrollment and end dates of LOTE courses may be different from other Winfree Academy courses due to the requirements of the online providers.

## **Plagiarism/Cheating**

Any learner that is found to be guilty of cheating and/or plagiarism will be subject to disciplinary action including, but not limited to, suspension or expulsion. If the Principal chooses to have your learner resubmit the work, the final grade of the re-submitted work will not exceed a grade of 70 regardless of the quality or level of achievement of the re-submitted work. Depending upon the severity of the violation, the learner may be directed to complete an entire semester of work. The final decision will be at the discretion of the Principal.

## **Rank in Class and Grade Point Calculation**

Class rank is a measure of each learner's academic performance in high school. Class rankings are utilized for college admissions and scholarship eligibility. These rankings also determine Valedictorian and Salutatorian for WACS and each campus.

WACS determines a learner rank utilizing a system of weighting numerical semester grades to differentiate difficulty levels for total ranking points/cumulative GPA. Dual credit, gifted and talented, honors, International Baccalaureate course, pre-International Baccalaureate course, AP, and pre-AP course grades are multiplied by 1.1 and standard course grades are multiplied by

1.0. Local credits, credit by exam grades, failing grades, and APV grades are included in the GPA. Incomplete grades will not be displayed on transcripts or have numeric value. The conversion will be completed by adding the grade point equivalent of the grades earned for each semester and then dividing by the number of semester grades present. Class rank is determined by converting final semester grades into the weighted grades and obtaining the average. This average is the cumulative rank points that are then assigned a position within the graduating class.

The cumulative GPA used to determine class ranking will be calculated May 23, 2025. For a learner to be considered in the ranking process they **must have been enrolled at WACS for no less than 90 instructional days OR shall have completed a minimum of 4 credits at WACS. He/she must have completed all graduation requirements; including passing all exit level state assessments**, by 9:00 pm on Thursday, May 22, 2025. The final ranking will be announced May 27, 2025. A learner who completes all requirements for graduation after May 22, 2025 may

participate in the graduation ceremony, but will be included in the class ranking for the following year.

Conversion of cumulative GPA to a 4.0 system can be achieved by dividing the cumulative GPA by 25.

**Example:** Joey graduated with a WACS GPA of 89.36. He needs to convert his GPA to a 4.0 scale for his college application. Joey will convert his GPA as follows –

$$89.36 / 25 = 3.57$$

Joey's converted GPA is 3.57.

## **Testing**

**STAAR (State of Texas Assessment of Academic Readiness)** In the spring of 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS). Learners entering the ninth grade during the 2011-2012 school year and after are responsible for passing STAAR as a graduation requirement. Testing opportunities are available in December, March/April (English only), May (Algebra I, Biology, and U.S. History only), and June.

The STAAR test differs from the TAKS test through rigor, implementation, and graduation requirements. In order to graduate, learners were required to pass four exit-level TAKS tests given at 11<sup>th</sup> grade. With the new STAAR system, the exit-level tests will be replaced with 5 End-of-Course (EOC) assessments, which learners will take after being enrolled in the corresponding course.

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

For more information please visit TEA's website at <http://www.tea.state.tx.us/learner.assessment/staar/>.

### **Texas Higher Education Coordinating Board Standard**

The Texas Success Initiative (TSI) is a program designed to determine if a learner is ready for college-level course work in the general areas of reading, writing and mathematics. This program will also help determine what type of course or intervention will best meet the learner's needs and to assist in becoming better prepared for college-level course work. Winfree Academy is an authorized TSI assessment provider and will provide eligible learners an opportunity to test free of charge.

If you meet any of the following conditions, you are exempt or waived from the TSI requirements.

1. For a period of five years from the date of testing, a learner who is tested and performs at or above the following standards is exempt:
  - o ACT: Composite score of 23 with a minimum of 19 on the English test and/or the mathematics tests shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 19 on the mathematics tests shall be exempt for the mathematics section of the TSI Assessment.
  - o SAT Testing prior to March 5, 2016 -- Learners who took the SAT test prior to March 5, 2016 may use the following scores: Combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment, and/or 500 on the mathematics tests shall be exempt for the mathematics section of the TSI Assessment.
  - o SAT Testing administered on or after March 5, 2016 -- a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score. The newly-approved scores became effective on August 10, 2016.
  - o Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016 is not allowable.
2. For a period of five (5) years from the date of testing, a learner who is tested and performs on the eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3, shall be exempt from the TSI assessment required under this title for those corresponding sections.
3. STAAR Testing prior to spring 2014 - For a period of five (5) years from the date of testing, a learner who is tested and performs on the eleventh grade exit-level STAAR end-of-course (EOC) with a 2000 minimum score (2000 on reading test/2000 on writing test) of Level 2 on the English III shall be exempt from the TSI assessment required for reading and/or writing, relevant to the course. And, a learner with a 4000 minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI assessment required for the mathematics section.
4. STAAR Testing beginning in spring 2014 - For a period of five (5) years from the date of testing, a learner who is tested and performs on the eleventh grade exit-level STAAR end-of-course (EOC) with a 4000 minimum score (on the combined reading and writing test) of Level 2 on the English III shall be exempt from the TSI assessment required for reading and writing. A learner with a 4000 minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI assessment required for the mathematics section.

### **Available Help:**

Learners who experience difficulty passing the tests are eligible for remedial programs. Learner needs may be addressed through a variety of interventions, such as special remedial classes and/or tutorial programs. Campus administrators will work with learners to develop a program that is appropriate to meet the needs of each learner.

### **PSAT, SAT, and ACT Exams**

Winfree Academy is an authorized PSAT, SAT, and ACT assessment provider. Eligible learners may take the PSAT and SAT OR ACT once free of charge at Winfree Academy Charter Schools. PSAT exams will be administered in the Fall to interested 10<sup>th</sup> and 11<sup>th</sup> grade learners. SAT and ACT exams are administered through official "School Day" testing in the fall or spring semesters for eligible 11<sup>th</sup> and 12<sup>th</sup> grade learners.

### **Texas English Language Proficiency Assessment System (TELPAS)**

Learners with limited English proficiency (LEP) will be required to take the state developed Texas English Language Proficiency Assessment System (TELPAS) for reading. Test results will be reported to learners and parents. Certain learners, such as learners with disabilities and learners with limited English proficiency, are eligible for exemptions, accommodations, or a deferment. For more information, see your campus Principal or LPAC Facilitator.

## **Textbooks**

Each learner, or the learner's parent/guardian, is responsible for each textbook not returned by the learner. A learner who fails to return all textbooks forfeits the right to free textbooks until each textbook previously issued but not returned is paid by the learner, parent or guardian. As provided by policy of the Board, WACS may waive or reduce the payment requirement if the learner is from a low-income family. WACS shall allow the learner to use textbooks at school during each school day. If a textbook is not returned or paid for, WACS or school may withhold the learner's records. WACS may not, under this subsection, prevent a learner from graduation, participating in a graduation ceremony, or receiving a diploma.

## **Valedictorian, Salutatorian, and Honor Graduates**

### **WACS Valedictorian and Salutatorian**

The learner named as the WACS Valedictorian (who shall also be named Valedictorian of his or her campus) shall be the learner graduating with the highest GPA in WACS, and who also meets all of the qualifications outlined below. The WACS Salutatorian shall be the Campus Valedictorian with the highest GPA after the WACS Valedictorian. In order to qualify for these honors, both learners must have been enrolled at WACS no less than 90 instructional days OR shall have earned a minimum of 4 credits at WACS and have a cumulative Grade Point Average (GPA) at or above 3.5. In the case of a tie for these honors, the GPA will be calculated to the second decimal point. If a tie still exists, the core academic subject GPA will become the basis for determining the selection of the valedictorian and salutatorian.

### **Campus Valedictorian**

The state grants a special award of free tuition for one full year to the top academic graduate at each campus. To qualify for this award as a WACS graduate, the learner must have attended WACS no less than 90 instructional days OR have completed a minimum of 4 credits at WACS, and must possess the highest GPA on his/her respective campus. In case of a tie for this award, the GPA will be calculated to the second decimal point. In case a tie still exists, the core academic subject GPA will be used as the basis for determining the highest graduate on the campus.

### **Top Ten Percent of Campus Class**

In order to qualify as a learner in the top ten percent of a campus' graduating class, a learner must have attended WACS for at least 90 instructional days OR have completed a minimum of 4 credits at WACS. Learners who qualify as a member of the top ten percent of their campus's graduating class will be recognized as part of this group at the graduation ceremony based on their achievement of the highest GPA's at their respective campuses. Ties will be resolved the same way they are for WACS Valedictorian, WACS Salutatorian, and Campus Valedictorians (see above).

### **Automatic Admission Requirements**

In accordance with Texas Education Code (TEC), §51.803, a learner is eligible for automatic admission to a college or university as an undergraduate learner if the applicant earned a grade point average in the top 10 percent of the learner's high school graduating class or in the percentage of qualified

applicants that are anticipated to be offered admission to the University of Texas at Austin\*, and the applicant:

- (1) successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
- (2) earned the distinguished level of achievement under the Foundation High School Program; or
- (3) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for learners seeking automatic admission to a general academic teaching institution is determined and reported as follows.

- (1) Class rank shall be based on the end of the 11<sup>th</sup> grade, middle of the 12<sup>th</sup> grade, or at high school graduation, whichever is most recent at the application deadline.
- (2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- (3) The learner's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
- (4) Class rank shall be determined by the school or school district from which the learner graduated or is expected to graduate. (TAC §5.5(e))

A learner is considered to have satisfied the course requirements if the learner completed the portion of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program that was available to the learner but was unable to complete the remainder of the coursework because courses were unavailable as a result of circumstances not within the learner's control.

### **To qualify for automatic admission an applicant must:**

- (1) submit an application before the deadline established by the college or university to which the learner seeks admission; and
- (2) provide a high school transcript or diploma that indicates whether the learner has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements that was available to the learner. Colleges and universities are required to admit an applicant for admission as an undergraduate learner if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college level grade point average and performance on standardized tests.

The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate learners. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission.



# Winfree Academy Charter Schools Course Catalog

English Language Arts			
Code	Course	Prerequisite	Credit
03220100	English I	Language Arts 8 <sup>th</sup> grade	1
03220200	English II	English I	1
03220300	English III	English II	1
03220400	English IV **	English III	1
03200700	English for Speakers of Other Languages I	ESL Coordinator Approval	1
03200600	English for Speakers of Other Languages II	ESL Coordinator Approval	1
84000001	English Language Development 1 - Local	ESL Coordinator Approval	1
84000002	English Language Development 2 - Local	ESL Coordinator Approval	1
84000003	English Language Development 3 - Local	ESL Coordinator Approval	1
03221200	Creative & Imaginative Writing **	None	1
03230100	Practical Writing Skills	None	1
03241400	Communications Applications**	None	½
CP110128	College Preparatory Course English**	12 <sup>th</sup> Grade FHSP ONLY	1
8400STA0	STAAR English I Lab - Local	Referral	½
8402STA0	STAAR English II Lab - Local	Referral	½
Mathematics			
Code	Course	Prerequisite	Credit
03100500	Algebra I	None	1
03100600	Algebra II **	Algebra I/Geometry	1
03100700	Geometry	Algebra I	1
03102400	Mathematical Models**	Algebra I	1
03101100	Pre-Calculus**	Algebra I, Geometry, Algebra II	1
CP111228	College Preparatory Course Math**	12 <sup>th</sup> Grade FHSP ONLY	1
8410STA0	STAAR Math Lab – Local	Referral	½
Science			
Code	Course	Prerequisite	Credit
03010200	Biology	None	1
03060201	Integrated Physics and Chemistry **	None	1
03040000	Chemistry **	Biology/Algebra I	1
03050000	Physics **	Algebra I	1
03060150	Earth and Systems Science **	Algebra I and 2 Units of Science	1
03060100	Astronomy	1 Unit of Science	1
8420STA0	STAAR Science Lab – Local	Referral	½
Social Studies			
Code	Course Name	Prerequisite	Credit
03320100	World Geography	None	1
03330100	US History (USH)	None	1
03340400	World History	None	1
03310300	Economics	World History/World Geo or USH	½
03330100	US Government	World History/World Geo or USH	½
03350100	Psychology	None	½
03370100	Sociology	None	½
03380002	Special Topics in Social Studies – Intro to Military Careers	None	½
03380082	Personal Financial Literacy	None	½
03380083	Economics with Personal Financial Literacy	World History/World Geo or USH	½
8430STA0	STAAR US History Lab – Local	Referral	½
Languages Other Than English - Edgenuity			
Code	Course	Prerequisite	Credit
03430100	Latin I	None	1
03430200	Latin II	Latin I	1
03440100	Spanish I	None	1
03440200	Spanish II	Spanish I	1
03440300	Spanish III	Spanish II	1
03410100	French I	None	1
03410200	French II	French I	1
03410300	French III	French II	1
03490100	Chinese I	None	1
03490200	Chinese II	Chinese I	1
03980100	American Sign Language I	None	1
03980200	American Sign Language II	American Sign Language I	1

Fine Arts			
Code	Course	Prerequisite	Credit
03500100	Art I (General Art)	None	1
03500110	Art I (Art History and Appreciation)	None	1
03500500	Art II	Art I	1
03501400	Art III	Art II	1
03502400	Art IV	Art III	1
03155600	Music Appreciation	None	1
Career and Technical Education			
Code	Course	Prerequisite	Credit
13011200	Principles of Business, Marketing, and Finance	Professional Communications & TSDE	1
13011300	Touch Systems Data Entry	Professional Communications & TSDE	½
13011400	Foundations of Business Communication and Technologies	Professional Communications & TSDE	1
13011400	Business Communication and Technologies	Professional Communications and Found of BCT	1
13011600	Business English **	Professional Communications, English III and TSDE	1
13011800	Global Business**	Professional Communications & TSDE	½
13018000	Financial Math	Algebra I	1
13024200	Principles of Human Services (HS)	Professional Communications & TSDE	1
13024300	Dollars and Sense	Professional Communications & TSDE a& Principles of HS	½
13024500	Lifetime Nutrition and Wellness	Professional Communications & TSDE & Principles of HS or HT	½
13024800	Child Guidance **	Professional Communications, TSDE, Principles of HS	2
12701110	Career Preparation I 2 credits = 10 work hours average per week 3 credits = 15+ work hours average per week	Professional Communications & TSDE	2 or 3
12701120	Career Preparation II 2 credits = 10 work hours average per week 3 credits = 15+ work hours average per week	Professional Communications & TSDE & Career Preparation I	2 or 3
13022200	Principles of Hospitality and Tourism (HT)	Professional Communications & TSDE	1
13022550	Introduction to Culinary Arts**	Professional Communications & TSDE	1
13008200	Principles of Arts, A/V Technology, and Communications	Professional Communications & TSDE	1
13008800	Graphic Design and Illustration**	Professional Communications & TSDE & Principles of AAVTC	1
13009100	Commercial Photography**	Professional Communications & TSDE	1
13009900	Professional Communications (PC)***	Professional Communications & TSDE	½
13011100	Entrepreneurship	Professional Communications & TSDE	1
13016600	Accounting I	Professional Communications & TSDE & Principles of BMF	
13016700	Accounting II	Accounting I	
13020200	Principles of Health Science	Professional Communications & TSDE	1
13020300	Medical Terminology	Professional Communications & TSDE	1
13020600	Anatomy and Physiology	Professional Communications & TSDE & Biology & 2 <sup>nd</sup> Science	½
13027200	Principles of Information Technology (IT)	Professional Communications & TSDE	1
13027800	Digital Media**	Professional Communications & TSDE	1
13029500	Forensic Science	Biology and Chemistry	1
13034600	Sports and Entertainment Marketing	Professional Communications & TSDE & Entrepreneurship	½
13037000	Robotics I	Introduction to Unmanned Aerial Vehicle Flight, Richardson and Lewisville ONLY	1
13037050	Robotics II	Robotics I	1
13039250	Principles of Transportation Systems	Professional Communications & TSDE	1

Tech Applications			
<b>Code</b>	<b>Course</b>	<b>Prerequisite</b>	<b>Credit</b>
03580200	Computer Science I	Algebra I	1
03580300	Computer Science II	Computer Science I	1
03580390	Mobile Application Development**	Professional Communications & TSDE & Algebra I	
03580820	Web Design	None	1
03580830	Game Development	None	1
Physical Education and Health			
PES00051	Lifetime Fitness and Wellness Pursuits	None	1
PES00056	Skill-Based Lifetime Activities	None	1
Other Electives			
03810100	Health	None	½
85000ACT	ACT Prep Course	12th Grade	½
85000SAT	SAT Prep Course	10th or 11th Grade	½
N1290060	General Employability Skills	Committee Approval	1
N1304670	Introduction to Unmanned Aerial Vehicle Flight	10th Grade, TSDE Richardson and Lewisville ONLY	1

**Legend:**

TTUISD = Texas Tech University ISD

SBOE Advanced English Courses\*\*

- Business English
- English IV
- Creative Writing
- Communication Applications
- College Preparatory Course English

SBOE Advanced Mathematics\*\*

- Mathematical Models with Applications
- Financial Math
- Algebra II
- Pre-calculus
- Independent Study in Math (Dual-Credit)
- College Preparatory Course Math

SBOE Advanced Science Courses\*\*

- Integrated Physics and Chemistry (2<sup>nd</sup> Science Only)
- Astronomy
- Chemistry
- Physics
- Earth Space Science (4<sup>th</sup> Science Only)
- Forensic Science

SBOE Advanced CTE Courses\*\*

- Graphic Design and Illustration
- Commercial Photography
- Business Information Management II
- Global Business
- Business English
- Mobile Application Development
- Anatomy and Physiology
- Scientific Research and Design
- Child Guidance
- Career Preparation

\*\*\*Winfree Academy Charter Schools defines Professional Communications as a prerequisite for all CTE courses.  
Professional Communications and Touch Systems Data Entry are locally defined as a component of all coherent sequences.\*\*

Winfree Academy is proud to offer dual credit courses through Dallas Baptist University, University of Texas at Permian Basin, McMurry University and through agreements with local community colleges. The following is a list of anticipated courses for the 2025-2026 school year. For the final approved list of courses, please see your campus counselor.

Participating Colleges	College Course Rubric and Number	High School Course and Number	PEIMS Course #	Number of High School Course Credits	Number of College Course Credits
NCTC,UTPB, TCC, DBU	ENGL 1301: Composition I	English III A English IV A	03220400	.5	3.00
Dallas College	ENGL 1301: Composition I	English III A	03220300	.5	3.00
NCTC,UTPB, TCC, DBU	ENGL 1302: Composition II	English III B English IV B	03220400	.5	3.00
Dallas College	ENGL 1302: Composition II	English III B	03220300	.5	3.00
McMurry	ENGL 1310: Composition and Rhetoric	Independent Study of English	03221800	1	3.00
McMurry	ENGL 1320: Intro to Literary Studies	Independent Study of English	03221800	1	3.00
NCTC, Dallas College, UTPB, TCC	ENGL 2322: British Literature I	English IV	03220400	.5	3.00
Dallas College	ENGL 2323: British Literature	English IV	03220400	.5	3.00
Dallas College	ENGL 2326: American Literature	English IV	03220400	.5	3.00
NCTC, Dallas College, UTPB, TCC	ENGL 2327: American Literature I	English IV	03220400	.5	3.00
NCTC, Dallas College, UTPB, TCC	ENGL 2328: American Literature II	English IV	03220400	.5	3.00
NCTC, Dallas College, TCC	ENGL 2332: World Literature I	English IV	03220400	.5	3.00
Dallas College	ENGL 2333: World Literature II	English IV	03220400	.5	3.00
NCTC, UTPB, TCC	ENGL 2322: British Literature I	Independent Study in English A-1st time taken	03221800	.5	3.00
NCTC, UTPB, TCC	ENGL 2323: British Literature II	Independent Study in English B-1st time taken	03221800	.5	3.00
NCTC, UTPB, TCC	ENGL 2327: American Literature I	Independent Study in English A-1st time taken	03221800	.5	3.00
NCTC, UTPB, TCC	ENGL 2323: British Literature II	Independent Study in English B-1st time taken	03221800	.5	3.00
Dallas College	ENGL 2342: Forms of Literature I	English IV	03220400	.5	3.00
Dallas College	ENGL 2343: Forms of Literature II	English IV	03220400	.5	3.00
Dallas College	ENGL 2351: Mexican-American Literature	English IV	03220400	.5	3.00

McMurry	COMM 1310: Principles of Communication	Communication Applications	03241400	1	3.00
NCTC, Dallas College	SPCH 1311: Introduction to Speech Communication	Communication Applications	03241400	.5	3.00
NCTC, UTPB, TCC	SPCH 1315: Fundamentals of Public Speaking	Communication Applications	03241400	.5	3.00
NCTC, Dallas College TCC	MUSI 1306: Music Appreciation	Music Appreciation	03155600	1	3.00
UTPB	MUSI 1301: Jazz, Pop, and Rock	Music Appreciation	03155600	1	3.00
McMurry	MUHL 2301 – Music Appreciation	Music Appreciation	03155600	1	3.00
NCTC, Dallas College TCC, Richland	DRAM 1310: Introduction to Theater	Theatre Arts I	03250100	.5	3.00
NCTC	DRAM 2366: Film Appreciation I	Theatre Production I	03250700	1	3.00
NCTC	DRAM 1315: Fine Arts Appreciation	Art III History	03501400	1	3.00
NCTC,, UTPB, TCC	ARTS 1301: Art Appreciation	Art III History	03501400	1	3.00
Dallas College	ARTS 1301: Art Appreciation	Art Appreciation	03500100	.5	3.00

NCTC	COMM 1307: Intro to Mass Communications	Contemporary Media	03241401	1	3.00
NCTC, Dallas College TCC; DBU	ECON 2301: Principles of Macro-Economics	Economics	03310300	.5	3.00
NCTC, DBU	ECON 2302: Principles of Micro-Economics	Economics Advanced Studies	03310301	.5	3.00
McMurry	ECON 2320: Principles of Micro-Economics	Economics Advanced Studies	03310301	.5	3.00
NCTC, Dallas College, UTPB, TCC	GOVT 2305: Federal Government	Government	03330100	.5	3.00
NCTC, Dallas College	GOVT 2306: Texas Government	Special Topics in Social Studies	03380002	.5	3.00
NCTC, UTPB, TCC	POSC 2310: American National Government	Government	03330100	.5	3.00
NCTC, Dallas College, UTPB, TCC, DBU	HIST 1301: History of the United States I	US History A	03340100	.5	3.00
NCTC, Dallas College, UTPB, TCC, DBU	HIST 1302: History of the United States II	US History B	03340100	.5	3.00
NCTC, Dallas College UTPB, TCC, DBU	SOCI 1301: Introduction to Sociology	Sociology	03370100	.5	3.00
NCTC, Dallas College, UTPB, TCC, DBU	PSYC 2301: General Psychology	Psychology	03350100	.5	3.00

McMurry	PSYC 1340 – General Psychology	Psychology	03350100	.5	3.00
NCTC	PHIL 1301: Introduction to Philosophy	Social Studies Adv. Studies 1st time taken	03380001	1	3.00
NCTC	PHIL 2306: Ethics	Social Studies Adv. Studies 2nd time taken	03380021	.5	3.00
McMurry	PHIL 2350- Introduction to Philosophy	Social Studies Adv. Studies 1st time taken	03380001	.5	3.00
NCTC, Dallas College UTPB, DBU	SPAN 1411: Beginning Spanish I	Spanish I	03440100	1	4.00
NCTC, Dallas College UTPB, DBU	SPAN 1412: Beginning Spanish II	Spanish II	03440200	1	4.00
NCTC, DBU	SPAN 2311: Intermediate Spanish I	Spanish III	03440300	1	3.00
NCTC, DBU	SPAN 2312: Intermediate Spanish II	Spanish IV	03440400	1	3.00
NCTC	FREN 1411: Beginning French I	French I	03410100	1	4.00
NCTC	FREN 1412: Beginning French II	French II	03410200	1	4.00
NCTC	FREN 2311: Intermediate French I	French III	03410300	1	3.00
NCTC	FREN 2312: Intermediate French II	French IV	03410500	1	3.00
McMurry	Math 1311: College Algebra	Independent Study in Mathematics	03102500	1	3.00
NCTC, UTPB, TCC	Math 1314: College Algebra	Independent Study in Mathematics	03102500	1	3.00
Dallas College	Math 1314: College Algebra	PreCalc A	03101100	.5	3.00
Dallas College	Math 1316: Plane Trigonometry	PreCalc B	03101100	.5	3.00
McMurry	Math 1315: Contemporary Math	Independent Study in Mathematics	03102500	1	3.00
NCTC, TCC	Elementary Statistics Math 1314	Independent Study in Mathematics	03102500	.5	3.00
UTPB	Math 1332 Contemporary Math	Independent Study in Mathematics	03102500	.5	3.00
Dallas College	Math 1332 Contemporary Math	Advanced Quantitative Reasoning	03102510	.5	3.00
NCTC, TCC	Statistics 1342	Independent Study in Mathematics	03102500	1	3.00

NCTC	Math 1316: Plane Trigonometry	Independent Study in Mathematics	03102500	1	3.00
NCTC	Math 2342: Introductory Statistics	Independent Study in Mathematics	03102500	1	3.00
NCTC, UTPB	Math 2412: Pre-Calculus Math	Independent Study in Mathematics	03102500	1	4.00

NCTC, Dallas College UTPB,	Math 2413: Calculus I	Independent Study in Mathematics	03102500	1	4.00
NCTC	ACCT 2301: Principles of Accounting I	Accounting I	13016600	1	3.00
Dallas College	ACCT 2301: Principles of Accounting I	Financial Mathematics	13018000	1	3.00
NCTC	ACCT 2302: Principles of Accounting II	Accounting II	13016700	1	3.00
McMurry	BIOL 1401: Principles of Biology	Scientific Research & Design	13037200	1	4.00
NCTC, TCC	BIOL 1406: Biology for Science Majors I w/lab	Scientific Research & Design	13037200	1	4.00
NCTC, TCC	BIOL 1407: Biology for Science Majors II w/ lab	Scientific Research & Design	13037200	1	4.00
NCTC, TCC	BIOL 1408: Biology for Non-Science Majors I w/lab	Scientific Research & Design	13037200	1	4.00
NCTC, TCC	BIOL 1409: Biology for Non-Science Majors II w/lab	Scientific Research & Design	13037200	1	4.00
NCTC	BIOL 1411: Intro. To Botany	Scientific Research & Design	13037200	1	4.00
NCTC	BIOL 1322: Principles of Nutrition	Scientific Research & Design	13037200	1	3.00
NCTC	BIOL 2406: Environmental Biology	Scientific Research & Design	13037200	1	4.00
NCTC, TCC	BIOL2401 Anatomy and Physiology 1	Anatomy and Physiology A	13020600	.5	4.00
NCTC, TCC	BIOL 2402 Anatomy and Physiology 2	Anatomy and Physiology B	13020600	.5	4.00
McMurry	CHEM 1400: Chemistry in Society	Scientific Research & Design	13037200	1	4.00
NCTC	CHEM 1405: Introduction to Chemistry I w/lab	Scientific Research & Design	13037200	1	4.00
NCTC	CHEM 1407: Introduction to Chemistry II w/lab	Scientific Research & Design	13037200	1	4.00
NCTC	CHEM 1411: General Chemistry I w/lab	Scientific Research & Design	13037200	1	4.00
NCTC	CHEM 1412: General Chemistry II w/lab	Scientific Research & Design	13037200	1	4.00
McMurry	PHYS 1400: Introduction to Physics	Scientific Research & Design	13037200	1	4.00
NCTC	PHYS 1401: College Physics I	Scientific Research & Design	13037200	1	4.00
NCTC	PHYS 1402: College Physics II	Scientific Research & Design	13037200	1	4.00
NCTC	PHYS 1405: Elementary Physics I	Scientific Research & Design	13037200	1	4.00

NCTC	PHYS 1407: Elementary Physics II	Scientific Research & Design	13037200	1	4.00
NCTC, Dallas College	GEOL 1401: Earth Science	Scientific Research & Design	13037200	1	4.00
NCTC	GEOL 1403: Physical Geology	Scientific Research & Design	13037200	1	4.00
NCTC	GEOL 1404: Historical Geology	Scientific Research & Design	13037200	1	4.00
NCTC	PHED 1304: Health For Today	Health	03810100	.5	3.00
NCTC	MRKG 1311: Principles of Marketing	Advertising	13034200	.5	3.00
NCTC	BCIS 1405: Business Computer Application w/lab	Business Information Management I	13011400	1	4.00
NCTC	BUSI 1301: Introduction to Business	Principles of Business, Marketing and Finance	13011200	1	3.00
NCTC, Dallas College	BUSI 1307: Personal Finance	Money Matters	13016200	1	3.00
NCTC	BUSI 2301: Business Law	Business Law	13011700	1	3.00
NCTC	POFT 1329: Beginning Keyboarding	Touch System Data Entry	13011300	.5	3.00
NCTC	IMED 1316: Web Design I	Web Technologies	13027900	.5	3.00
NCTC	ITSC 1401: Intro. To Computers	Computer Maintenance	13027300	1	4.00
NCTC, Dallas College Richland	COSC 1301: Introduction to Computing	Computer Science I	03580200	1	3.00
NCTC, Dallas College	COSC 1436: Programming Fundamental I	Computer Science II	03580300	1	4.00
NCTC, Dallas College	LMGT 1319: Intro. to Business Logistics	Principles of Transportation, Distribution and Logistics	13039250	1	3.00
NCTC, Dallas College	LMGT 1345: Economics of Transportation and Distribution	Principles of Transportation, Distribution and Logistics	13039250	1	3.00
UTPB	CRIM 2336 Introduction to Criminology	Criminal Investigation	13029550	1	3.00

# **ACADEMIC SUPPORT**

## **A.I.M. Time**

Academic, Intervention and Mentoring time for educators is designed for two purposes - intensive individual tutoring and state assessment remediation. Individual tutoring sessions are for identified learners who are in need of extra support. Learners may be selected by the educator or by learner request. Assessment remediation is conducted twice per week through specific plans developed for learners based upon identified learner assessment results. The efficacy of this program lies in the development of the learner/educator relationship and a clear understanding of the learners' progress.

## **Dyslexia**

Learners who are eligible for dyslexia services will receive services at WACS. These services will be provided by an interventionist trained in dyslexia or related disorders, utilizing an instructional program targeted to meet the learner's needs.

## **English as a Second Language**

English as a Second Language (ESL) learners may be placed in English as a Second Language (ESL) program by the Language Proficiency Assessment Committee (LPAC) based on the learner's level of English proficiency. Learners who speak languages other than English are at different stages of English language acquisition. Language levels are not grade specific. Learner schedules may reflect English for Speakers of Other Languages (ESOL) courses and sheltered instruction courses that use second language acquisition strategies to make instruction more comprehensive and meaningful. Sheltered instruction courses include math, science, social studies and language arts.

## **Family Access – A Parent Portal**

Semester completions, attendance records, immunization notices, and learner discipline are available electronically to view through Family Access in our learner management software, Skyward. You will be automatically linked to this software via the e-mail address that you have on file. Your username and password will be e-mailed to you. To access your learner's information, login at the following address:

<https://skyward10.iscorp.com/scripts/wsisa.dll/WService=wseduwinfreeacatx/seplog01.w>

Be sure that you select "Family/Learner Access" from the Login Area drop down box. Your learner's information will be updated as information is available. If you have any questions about accessing Family Access, please contact your campus registrar.

## **Goal Setting**

Goal setting is designed to help learners pace their academic success at WACS. Educators will communicate regularly with their learner regarding progress toward their goals.

## **Focused Instruction**

Each campus provides content specific activities aimed at individual learner needs within a content area. Educators shall provide content-specific lessons through identified periods within their campus master schedule based on TEKS and addressing End-of-Course STAAR requirements. The objective of these lessons is to provide all learners intensive individual and small group learning opportunities. The content area educators will develop appropriate intervention and supplemental strategies to enhance the learners' classroom experience.

## **Optional Flexible School Day Program (OFSDP)**

OFSDP is designed to help learners who for one reason or another are unable to attend school during normal school hours. Every effort is being made by the Texas Education Agency and WACS to facilitate keeping learners in school to complete their education and graduate.

### **Eligibility**

Every case is different and there are only a limited number of spaces available for this program at each campus. A learner is eligible to participate in an OFSDP if:

1. The learner:
  - a. Is at risk of dropping out of school, as defined by the Texas Education Code, 29.081.
  - b. Is attending a campus implementing an innovative redesign
  - c. Is attending an approved early college high school program
  - d. As a result of an attendance requirement may be denied credit for one or more classes

AND

2. Either:
  - a. The learner and the learner's parent, or person standing in parental relation to the learner, agree in writing to the learner's participation if the learner is less than 18 and not emancipated; or
  - b. The learner agrees in writing to participate if the learner is 18 years of age or older or has attained legal status as an adult; AND
  - c. The campus level administrator has approved the learner's application.

The learner's participation in the program may be terminated if the learner is not achieving targeted attendance, progressing academically, or following the individualized S.A.F.E. Plan.

To learn more about OFSDP, contact the Assistant Principal or Counselor at your campus.

## **Program for Adult Learner Success (P.A.S.S.)**

This program has been designed for any learner aged 21-25 who dropped out of high school before receiving a diploma or a learner of high school age that has been out of school for 3 or more years. A high school diploma is the gateway for future learning and success. The vision of the P.A.S.S. High School Program is to reopen the doors of the classroom to returning adult learners who possess the desire and motivation to renew their learning and educational experience. A sex offender check may be performed on all potential RETURNING ADULT(S) applicants prior to admission.

## **Progress Reports**

Each learner will be issued a progress report on the second Thursday of each month throughout the entire school year, beginning in September. If a learner fails to provide the progress report to their parent/guardian, the parent/guardian may contact the school and request a copy.

Parents can also review learner progress at any time through the Edmentum Sensei for Families which provides parents and caregivers insight into their learner's progress and ongoing assignments. Notification of parent access will be automatic via email; however, if assistance is needed please contact your campus registrar.

## **STAAR Camp**

STAAR Camp is a program designed to intensify our preparation for state assessments. While we integrate End-of-Course preparation activities into our lessons every day, this camp provides a narrowed focus on specific objective(s) that have been identified as an area of need either through benchmark testing, state testing, or educator recommendation during the school year. Parents and learners will be notified of each STAAR Camp schedule. If learners are required to attend it is expected the learners participate and follow all class rules. Every learner is welcome to attend.

## **Team Mentoring**

Staff members on a learner's academic team have a defined role with each learner. The learner is monitored by the classroom educators. This allows every learner collaborative input on the appropriate strategies that will best serve that learner. Each team member identifies learners at first sign of academic difficulty. The staff and learner develop S.A.F.E. Plans that will provide encouragement and direction for the learner. WACS mentor program is designed to address those learners who need more support than the S.A.F.E. Plan provides.

## **S.A.F.E. – Learners Achieving for Excellence**

If a learner's learning team determines that a learner is performing below minimum standards, or at the request of a parent/guardian, the team will develop an intervention plan using the program S.A.F.E. The S.A.F.E. Plan will be a pledge between the learner and his/her team in which both academic and behavioral goals are outlined for the learner. If the learner still needs further S.A.F.E. assistance to meet the goals outlined in the first plan, a second conference will be scheduled which will include attendance by the educator(s), the learner, possibly the parent/guardian, and possibly the Principal. The academic and behavioral goals will be reviewed, revised, and be implemented with input from all parties in attendance to maximize the learner's opportunity for excellence. In the case of a learner continuing to need assistance, it may be recommended to the learning team on campus that the learner be provided a Team Mentor.

## **Special Education Services**

If a learner is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the school's overall general education referral or screening system for support services. This system links learners to a variety of support options, including making a referral for a special education evaluation. For those learners who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all learners, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling learners.

A parent may request an evaluation for special education services at any time.

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school, the charter school must respond no later than 15 school days after receiving the request. At that time, the charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the 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. Charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

There is an exception to the 45 school day timeline. If the 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, the school must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the learner is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

The following websites provide information to those who are seeking information and resources specific to learners with disabilities and their families.

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

### **Contact Person**

The designated person to contact regarding options for a learner experiencing learning difficulties or a referral for evaluation for special education services is:

Contact Person: Morgan Przybylski  
Phone Number: 972-869-3250

## **Los Servicios Especiales de la Educación**

Si un estudiante tiene dificultades de aprendizaje, sus padres pueden contactar a la persona o personas de la siguiente lista para conocer sobre el sistema de revisión o sistema de remisión de educación general del distrito escolar. Cuando un estudiante tiene dificultades en el salón de clases general, el personal de la escuela debe tomar en consideración los servicios de apoyo disponibles para todos los estudiantes como:

- Servicios de tutoría
- Servicios de recuperación
- Servicios de compensación
- Respuesta a servicios de intervención científicos y basados en investigación y

Otros servicios de apoyo académico o conductual Muchas escuelas de Texas utilizan el enfoque de Respuesta a la Intervención (RtI, por sus siglas en inglés) para ayudar a todos los estudiantes, incluyendo a los que tienen dificultades. El RtI está diseñado para prevenir las dificultades de aprendizaje y para cerrar brechas en el aprendizaje de los estudiantes. El enfoque RtI no es obligatorio, pero la Agencia de Educación de Texas (TEA, por sus siglas en inglés) alienta a las escuelas a utilizarlo. Los padres deben preguntar al maestro o director de su hijo (a) si la escuela utiliza el enfoque RtI.

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la Notificación de salvaguardas procesales. Si la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Escuelas deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si la escuela lleva a cabo una evaluación del estudiante, el período de tiempo para completar la evaluación y el reporte escrito de la misma es no mayor a 45 días escolares desde el día en que se reciba el consentimiento por escrito por parte de los padres para la evaluación. Sin embargo, el período de tiempo se modifica si el estudiante se ausenta de la escuela durante el período de evaluación durante tres o más días escolares o si la escuela recibe el consentimiento para la evaluación por parte de los padres en 35 o menos de 45 días escolares antes del último día de enseñanza del año escolar.

La información adicional sobre el proceso de educación especial está disponible en el distrito escolar en un documento complementario titulado Guía para Padres para el Proceso de Admisión, Revisión y Retiro.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

### **Persona de Contacto**

La persona designada para contacto sobre opciones para un estudiante con dificultades de aprendizaje o para la remisión para la evaluación de servicios de educación especial es:

Contact Person: Morgan Przybylski Phone Number: 972-869-3250

## **STAAR Tutoring (HB 1416)**

In addition to Focused Instruction (FI) classes, learners will receive in-class tutoring from their educators or another designated staff member. This tutoring will include a specialized curriculum within the Edgenuity platform (different from Edmentum) that has been tailored to addressing areas that your learner was not successful in on the STAAR exam. We have designed our master schedule to include time in the regular school day for this supplemental tutoring so that your learner will not be pulled from any regular classes or activities and will receive high-quality tutoring for at least 30 hours during the school year in the subject matter which was not passed.

By law, tutoring may not take place in small groups greater than one educator for every three learners. However, due to staffing limitations, scheduling concerns, and our desire to host tutoring during the school day instead of before or after school, we are asking your permission to waive the small group size of three.

While we will make every effort to keep the tutoring groups as small as possible, we cannot guarantee that we can always keep them at three.

At registration, we asked each family to provide consent to waive the small group size of three while allowing us to still provide high-quality supplemental tutoring for your child. This waiver applies for the 2025-2026 school year only. You may also request that your learner has a different math, science, social studies, or English educator than last year IF they failed a STAAR exam in that content area AND more than one educator is available on your campus in that content area. If you would like to request a different educator for your child, please contact your campus principal.

# **Activities**

## **Academic Championship**

Academic Championship is a program that provides high school learners an opportunity to experience the challenges of rigorous and academic competition through participation in team activities. Traditionally, Academic Championship is offered in the spring semester. Academic Championship is not offered on all campuses.

## **Clubs**

Depending upon learner interest, each campus may form additional extra-curricular clubs. All requests must be made to the campus principal. Examples of learner interest clubs formed in the past include knitting club, cheer, spoken word, and debate.

## **College/Career Wear Thursday**

Join us as we celebrate life after high school by wearing college or career wear each Thursday! We'd love to see your favorite community college, 4-year university, trade school, military branch, or place of employment represented.

## **Fundraising Projects/Activity Funds**

Fundraising is not permitted on the campus except as approved by the campus administrator and the WACS administrative office. Sales or delivery of food products by campus or outside organizations must be in compliance with guidelines established by the Texas Department of Agriculture.

## **Graduation Commencement Services**

Learners who have satisfactorily completed all coursework requirements for graduation but have failed to meet state exit-level testing requirements are not allowed to participate in commencement activities and ceremonies. The fact that academic requirements for graduation have been met does not guarantee participation in the graduation ceremony. Final authority rests with the Superintendent regarding a learner's participation in the graduation ceremony.

As both a ceremony and celebration, learners will be required to wear proper graduation attire. Traditional honors regalia worn include yellow cords for endorsements, silver cords for community service hours (20 during the senior year), red cords for blood donation (twice during the senior year), and purple cord for Academic Championship. Graduation caps may be decorated and additional regalia worn as long as any wording and imagery is both school appropriate and adheres to the school dress code. Final authority regarding the appropriateness of design and regalia lies with the campus principal. Learners who refuse to adhere to approved standards of dress may be asked to remove certain items, replace their graduation cap, and/or be denied the opportunity to participate at the graduation ceremony.

Learners anticipating graduating in the spring should obtain a Senior Packet from the Registrar no later than the end of March. Additional fees and other pertinent information about graduation will be outlined in the packet.

## **School Trips**

Many trips are arranged for learners during the school year, either curricular, or extra-curricular. Field trip permission forms are required for all school trips. All school rules are in effect on school trips. Eligibility for all school field trips will be determined by the school administrator.

Learners who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the learner's parent or guardian personally requests that the learner be allowed to ride with the parent or presents a written request to the principal the day before the scheduled trip that the learner be allowed to ride with an adult designated by the parent/guardian. WACS shall not be liable for any injuries that occur to learners riding in vehicles that are not provided by the school.

## **Service Learning**

WACS Service Learning program enables learners to learn and apply academic, social, and personal skills to improve the community, continue individual growth, and develop a lifelong ethic of service.

## **Silver Cord Program**

The Silver Cord is a merit of civic participation and involvement associated with those learners involved in community service. A silver cord is awarded to learners prior to graduation to be worn as a part of the graduation regalia to recognize their partnership within the community. Learners who complete 20 hours of community service during their senior year are awarded the Silver Cord.

## **Spirit Wear Friday**

Show your school spirit by wearing spirit wear each Friday! Winfree Wear t-shirts and sweatshirts are available in all sizes for learners and their families. Order forms can be picked up from the school office.

## **Student Council**

The Student Council allows learners to develop a deep realization of their part in the conduct of the school and to strengthen their use of self-direction and self-control. Each Student Council is registered with the Texas Association of Student Councils, Area 3. WACS encourages learner participation in this leadership program.

# Learner School Climate

## Class Schedules

Morning Session: Monday-Friday 7:45 am – 12:00 pm

Afternoon Session: Monday-Friday 12:30 pm – 4:45 pm

During any of the scheduled class hours, learners are expected to work and avoid disturbing others who are working. Learners should arrive no sooner than five (5) minutes before the scheduled session and leave the campus no later than five (5) minutes after a session is dismissed. Please check with each campus to determine if evening sessions are available at that campus. The school will not provide supervision for times outside the school schedule.

## Compulsory Attendance

Compulsory attendance applies to learners who are at least five years old as of September 1 of the applicable school year. The law requires a learner to attend public school until the learner's 19<sup>th</sup> birthday, unless the learner is exempt. Compulsory attendance applies to certain extended-year programs, tutorial classes, accelerated reading instruction programs, accelerated instruction programs, basic skills programs, and summer programs for learners subject to certain disciplinary removals.

A person who voluntarily enrolls in or attends school after the person's 19<sup>th</sup> birthday is required to attend each school day for the entire period the program of instruction for which the learner is enrolled is offered. If the person has more than five (5) unexcused absences in a semester, WACS may revoke the person's enrollment for the remainder of the school year. This authority to revoke enrollment, however, does not override WACS' responsibility to provide a free appropriate public education to a learner who is eligible for special education services. A learner age 19 or older who has had their enrollment revoked is then unauthorized to have a presence on school property and may be considered trespassing.

### **Warning Notice to Parents**

The school shall notify a learner's parents in writing at the beginning of the school year that if the learner is absent from school on ten (10) or more days or parts of days within a six (6) month period in the same school year, or on three (3) or more days or parts of days within a 4 (4) week period. The learner and/or their parents are subject to prosecution and may be referred to truancy tribunal and/or truancy court.

The notice must:

1. Inform the parent that:
  - a. It is the parent's duty to monitor the learner's school attendance and require the learner to attend school.
  - b. The parent is subject to prosecution under Education Code 25.093; and
2. Request a conference between school officials and the parent to discuss absences.

### **Parent Liability**

If a parent of person standing in parental relation, with criminal negligence fails to require the learner to attend school as required by law, and the learner has absences for ten (10) or more days or parts of days within a six (6) month period in the same school year, the attendance officer or school official shall file a complaint

against him/her in an appropriate court or truancy tribunal. At the trial of any person charged with a violation, any authorized employee of the school may present the attendance records of the learner in court.

### **Learner Liability**

A learner who is required to attend and fails to attend school on ten (10) or more days or parts of days within six (6) month period in the same school may be referred for truancy in:

1. The justice court of any precinct in the county in which the learner resides;
2. The justice court of any precinct in the county in which the school is located;
3. The municipal court in the municipality in which the learner resides; or;
4. The municipal court in the municipality in which the school is located.

When a learner has had truancy filed against them, the judge may mandate that the learner participate in a WACS developed program to correct attendance deficiencies.

### **Truancy Prevention Measures**

Each campus shall have designated personnel (either an Assistant Principal or Attendance Behavioral Intervention Specialist) to address learner conduct related to truancy in the school setting, to minimize the need for referrals to juvenile court for conduct described by Section 51.03 (b) (2), Family Code – the absence of a learner on ten (10) or more days or parts of days within a six (6) month period in the same school year; and to minimize the filing of complaints in county, justice, and municipal courts.

For the 2025-2026 school year, Winfree Academy Charter Schools will be conducting truancy tribunals as a part of its truancy prevention measures. Learners shall be referred when they have accrued 7 or more unexcused absences or 10 or more tardies.

A WACS school official may allow a learner to participate in a voluntary, WACS developed program to address attendance deficiencies. WACS may assess a fee not to exceed \$50.00 for learner participation

### **Excused Absences**

**A person required to attend school may be excused for temporary absence resulting from any cause acceptable to the educator, Principal, or superintendent of the school in which the person is enrolled.**

**WACS shall excuse a learner from attending school for:**

1. the following purpose, including travel for those purposes:
  - a. observing religious holy days;
  - b. attending a required court appearance
  - c. appearing at a governmental office to complete paperwork required in connection with the learner's application for United States citizenship;
  - d. taking part in a United States naturalization oath ceremony; or
  - e. serving as an election clerk; or

- f. if the learner is in the conservatorship of the Department of Family and Protective Services, participating in an activity ordered by a court under Chapter 262 or 263, Family Code, provided that it is not practicable to schedule the participation outside of school hours.
2. A temporary absence resulting from an appointment with health care professionals for the learner or the learner's child if the learner commences classes or returns to school on the same day of the appointment.
3. WACS shall excuse a learner from attending school to visit an institution of higher education accredited by a generally recognized accrediting organization during the learner's junior and senior years of high school for the purpose of determining the learner's interest in attending the institution of higher education, provided that:
  - a. WACS may not excuse for this purpose more than two (2) days during the learner's junior year and two (2) days during the learner's senior year; and
  - b. Proof obtained from an authorized individual from the institution of higher education is submitted to the campus.
4. WACS shall excuse a learner from attending school to serve as a learner early voting clerk in an election.
5. A temporary absence for purposes of (2) includes the temporary absence of a learner diagnosed with autism spectrum disorder on the day of the learner's appointment with a health care practitioner, as described by Section 1355.015 (b), Insurance Code, to receive a generally recognized service for person with autism spectrum disorder, including applied behavioral analysis, speech therapy, and occupational therapy.
6. WACS shall excuse a learner in grades six (6) through twelve (12) for the purpose of sounding "Taps" at a military honors funeral held in this state for a deceased veteran.
7. WACS shall excuse a learner whose parent, stepparent, legal guardian or spouse is an active duty member of the uniformed services as defined by Section 162.002 and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides, to visit with the learner's parent, stepparent, or guardian. WACS may not excuse a learner under this subsection more than five (5) days in a school year. An excused absence under this subsection must be taken:
  - a. Not earlier than the 60<sup>th</sup> day before the date of deployment; or
  - b. Not later than the 30<sup>th</sup> day after the date of return from deployment.
8. WACS shall excuse a learner 15 years of age or older no more than one day per school year for the purposes of obtaining a driver's license or learner license permit. The learner shall be required to submit documentation verifying that they were present at license/permit office.

A learner shall not leave campus during any part of the school day without documented parental/guardian/adult learner consent.. Documentation may consist of a verbal notification to a school official or a signed written communication.

#### **Religious Holy Days**

A learner not present at the time attendance is taken will be considered in attendance if the learner misses school for the purpose of observing a religious holy day, including traveling for that purpose. Excused days for travel shall be

limited to not more than one (1) day for travel to and one (1) day for travel from the site where the learner will observe the holy day.

#### **Returning to School**

After an absence, a learner must bring a note, signed by the parent/guardian/adult learner that describes the reason for the absence. The note must be submitted to the proper school authorities no later than three (3) school days after the learner returns to school. WACS may only accept five (5) parent/guardian/adult learner notes per semester. A parent/guardian/adult learner note may excuse up to three (3) consecutive days of illness. The note signed by the parent/guardian/adult learner must include the following:

- Learner's name
- Dates of days missed
- Reason for absence
- Parent/guardian/adult learner signature
- Parent/guardian/adult learner home and work phone numbers

Absences for which the learner has approved documentation of extenuating circumstances may be considered excused. Any absence may be investigated by the Principal or an appropriate designee to verify extenuating circumstances. When a learner's absence for personal illness exceeds three (3) consecutive days in a six (6) weeks grading period, the learner may be required to present a statement from a physician or health clinic verifying the illness or other condition requiring the learner's extended absence from school.

Learners who are seen under tribunal will not be permitted to submit parent notes to excuse absences. Learners must have a note from a medical provider to excuse their absence or documentation for reasons listed under "Excused Absences" from above.

#### **Tardiness**

Promptness is important to reduce interruptions to the learning environment. It is the responsibility of the parent/guardian/adult learner to help the learner get to school on time. When a learner is more than ten (10) minutes tardy on any given day, or when a learner is in the building ten (10) or more minutes after the start time on three (3) or more days, the learner may be referred to the Principal for disciplinary action. Learners with excessive tardies are considered truant and in violation of the Learner Code of Conduct.

#### **Vacations**

**Attendance in school is critical for the academic success of our learners. Absences due to vacations will not be excused by school personnel.**

#### **A.T.T.E.N.D. – Action to Teach, Educate, Nurture and Develop**

A.T.T.E.N.D. is a program developed to provide learners with the tools necessary to correct attendance deficiencies. The Assistant Principal or Attendance Behavioral Intervention Specialist for each campus will provide learners and parent/guardian with information regarding this program.

### **Bullying and Cyberbullying**

WACS is committed to providing a positive learning environment for all learners that enhances personal safety and promotes respect, dignity, and equality among learners. High standards are expected for both academic achievement and for behavior.

WACS strives to ensure that all of its learners and employees are free from bullying. All charges of bullying, including cyberbullying, are to be taken very seriously by learners, faculty, staff, administration, and parent/guardian/adult learners. WACS will make every effort to handle and respond to every charge and complaint filed by learners and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators. Retaliation against any person, including a victim, a witness, or another

person who in good faith provides information concerning an incident of bullying, shall not be tolerated.

1. **Bullying** is defined as a single significant act or a pattern of acts by one or more learners directed at another learner that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:
  - a. has the effect or will have the effect of physically harming a learner, damaging a learner's property, or placing a learner in reasonable fear of harm to the learner's person or of damage to the learner's property;
  - b. is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a learner;
  - c. materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. infringes on the rights of the victim at school; and

Bullying includes cyberbullying.

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

Our Learner Resource Guide and Student Code of Conduct shall apply to the following -

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of learners to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. interferes with a learner's educational opportunities; or
  - b. substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Should any learner experience or witness an act of bullying, they are encouraged to report it immediately. A learner may report bullying to any staff member on campus and/or through our website either through the ["Contact Us"](#) Contact Form or through the Red Flag Reporting portal under ["Fraud and Ethics Reporting"](#). Red Flag Reporting is 100% independent from Winfree Academy Charter Schools and allows reporters to remain completely anonymous if they choose. The sooner bullying is reported, the sooner staff may begin investigation and intervention.

A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported shall be notified by the campus Principal or Assistant Principal. A parent or guardian of the alleged bully shall be notified within a reasonable amount of time after the incident.

The campus principal shall follow the Intervention in Schools protocols for bullying as outlined in the Emergency Operations Plan when investigating all bullying claims.

The principal, or a person designated by the principal (but not the school counselor), may make a report the police department of the municipality in which the school is located after an investigation is completed, and the principal has reasonable grounds to believe that a learner engaged in conduct that constitutes an offense under Section 22.01 or 42.07(a)(7), Penal Code. A person who makes a report under this section may include the name and address of each learner the person believes may have participated in the conduct. A person who is not a school employee but is employed by an entity that contracts with a district or school to use school property is not required to make a report and may not be designated by the principal to make a report. A person who voluntarily makes a report under this section is immune from civil or criminal liability.

Any learner who is a victim, a witness, or engaged in bullying shall have immediate access to the campus counselor. Through the course of their conversations, the counselor may determine what further assistance may need to be offered/provided to each learner including but not limited to Linking Tree referrals.

Disciplinary measures shall not be imposed on a learner who, after an investigation, is found to be a victim of bullying, on the basis of that learner's use of reasonable self-defense in response to the bullying.

Discipline for bullying of a learner with disabilities shall comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

## **Harassment, Sexual Harassment, Dating Violence and Sexual Violence**

WACS strives to ensure that all of its learners and employees are free from harassment, sexual harassment, dating violence, and sexual violence. All charges of harassment, sexual harassment, dating violence and sexual harassment are to be taken very seriously by learners, faculty, staff, administration, and parent/guardian/adult learners. WACS will make every effort to handle and respond to every charge and complaint filed by learners and employees in a fair thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

1. **Harassment** is defined as conduct that threatens to cause harm or bodily injury to another learner, is sexually intimidating, causes physical damage to the property of another learner, subjects another learner to physical confinement or restraint or maliciously and substantially harms another learner's physical or emotional health or safety.
2. **Dating violence** is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintain power and control.
3. **Sexual violence** is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim. This definition includes behavior including but not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.
4. **Sexual Harassment** is defined as conduct that is severe, pervasive, and objectively offensive in such a

manner that it can be said to deprive the victim, learner, or access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable. Sexual harassment does not include simple acts of teasing and name-calling among school learners, even when the comments target difference in gender.

- a. By an Employee: Sexual harassment of a learner by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
  - i. A school employee causes the learner to believe that the learner must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the learner submits to the conduct; or
  - ii. The conduct is severe, persistent, or pervasive such that it affects the learner's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the learner's educational opportunities; or creates an intimidating, threatening, hostile, or abusive education environment.
- b. By Others: Sexual harassment of a learner, including harassment committed by another learner, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is severe, persistent, or pervasive such that it:
  - i. Affects a learner's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile or offensive educational environment;
  - ii. Has the purpose or effect of substantially or unreasonably interfering with the learner's academic performance; or
  - iii. Otherwise adversely affects the learner's educational opportunities.

Necessary or permissible physical contact, such as assisting a child by taking the child's hand, comforting a learner with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Violence or abusive behavior of a sexual nature in a dating relationship may also be considered sexual harassment when the behaviors occur at school and meet the definition of sexual harassment.

WACS believes that every learner has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. WACS considers sexual

harassment of learners to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense.

All learners are expected to treat one another courteously, with respect for the other person's feeling; to avoid any behaviors known to be offensive; and to stop these behaviors when asked to or told to stop. All learners are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another learner or staff member. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including request for sexual favors that the other learner regards as offensive or provocative. Learners and/or parent/guardians are encouraged to discuss their questions or concerns about the expectations in this area with the educator, Principal or designee.

Learners, parent/guardians, and/or learner's representative who wish to have confidential counseling as to an individual's rights concerning sexual harassment may contact the campus principal.

### **Care of School Property**

Learners will be held responsible for the care of school property, including any and all instructional devices utilized by learners. Full compensation will be expected for any damage caused by learners' neglect, misuse of facilities, or vandalism.

### **Closed Campus**

Upon arrival on campus, learners may not leave the school campus at any time for any reason without signing out in the office. Learners requesting to leave school during the day must bring a note from their parent/guardian, or be checked out by their parent/guardian in the school office. If the parent/guardian is not available to check their learner out of school, the school will contact the parent/guardian by phone before releasing the learner. Parents/guardians may be asked to show picture ID to school personnel when signing out their learner.

### **Change of Personal Information**

Parents/guardians/adult learners are requested to submit to the attendance office any change of address or telephone numbers (home, cell and parent/guardian work numbers). All parents/guardians/adult learners MUST list on their learner's emergency care form a telephone number where they may be reached during the day and additional contact persons who may be notified if the parent/guardian is unavailable in an emergency.

### **Child Abuse Reporting**

Any school employee, volunteer, or agent of the school who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who has observed that the child has been subjected to circumstances or conditions that reasonably would be assumed to result in abuse or neglect, is required to make an oral report within 48 hours of knowledge of suspected abuse or neglect to either:

1. Local or state law enforcement agency;
2. The nearest office of Child Protective Services Division of the Texas Department of Protective and Regulatory Services; or
3. The 24-hour Child Abuse Hotline, 1-800-252-5400.

Any school employee, volunteer, or agent of the school who makes a report of suspected child abuse or neglect shall inform

the Principal or immediate supervisor as soon as practical or within 24 hours of making such a report.

### **Distribution of Non-School Materials**

Vendors, parents/guardians, staff, and learners are prohibited from soliciting funds, selling merchandise, or taking orders on campus without prior approval of the Principal. Written handbills, photographs, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on campus by a learner or non-learner without the approval of the Principal. Posting signs on school property is prohibited.

### **Dress Code**

As the mission of our school is to prepare learners for higher education, employment, and life, the dress code is modeled after standards of dress acceptable within most employment environments. Learners are expected to use good judgment in their attire and grooming patterns. It is our expectation that learners will develop good decision-making skills regarding appropriate attire for school and for occasions of public appearance.

Guidelines:

1. All learners are expected to wear shoes. House shoe apparel that is distracting (such as large animal characters) is not appropriate.
2. Shorts or skirts must be of reasonable length and address common standards of good taste and modesty.
3. No revealing/provocative shirts, halter tops, crop tops, backless shirts, short outfits, or pajama sets are allowed. Sleeveless undershirt garments are not permitted as outerwear. Tank top straps cannot be less than two (2) inches.
4. No form fitting attire.
5. No pajamas to include sets, tops, or pants only.
6. No bandanas, ski masks, or sunglasses without a documented medical reason.
7. No exposed undergarments. Undergarments may not be worn as outerwear.
8. Pants may not sag below the hipbone.
9. Leggings or tights worn as pants may only be worn under appropriate length shirts, skirts or dresses.
10. Clothing (including jewelry) with printed statements or pictures that are vulgar, obscene, or related to the use of drugs, alcohol, tobacco products, or that promote hate or violence are not permitted.
11. Learners are prohibited from wearing any attire that may be gang related or denotes any philosophy or ideal related to gang activity.
12. For safety reasons, NO backpacks, athletic bags or oversized purses are allowed within the classroom environment. Learners who bring these items WILL be required to leave them at the front desk during the school day.

A learner whose clothing violates the dress code shall be asked to remove the inappropriate article, cover the article, wear something available from lost and found, or be asked to leave and accept the absence. The Principal will make all final decisions regarding the appropriateness of learner dress.

### **Drugs and Alcohol**

The definition of a drug which we will apply is "ANY SUBSTANCE THAT ALTERS PERCEPTION OR BEHAVIOR REDUCING THAT INDIVIDUAL'S ABILITY TO FUNCTION APPROPRIATELY IN THE ACADEMIC ENVIRONMENT". Any learner arriving at school in this unsafe condition will be removed from class and dealt with according to the Learner Code of Conduct.

### **Emergency School Closing**

In the event of weather or other conditions that make it necessary to close the school, learners and parents/guardians will be notified through announcements on Channel 8 – WFAA, Channel 5 – KXAS, and School Messenger. They may also call for a voice message recording at (972)869-3250 or check the website at [www.winfreecademy.com](http://www.winfreecademy.com).

### **Fees**

WACS may require a learner to pay the following fees:

1. A fee for materials used in any program in which the resultant product in excess of minimum requirements becomes, at the learner's option, the personal property of the learner, if the fee does not exceed the cost of materials;
2. Membership dues in learner organizations or clubs and admission fees or charges for attending extracurricular activities, if membership or attendance is voluntary;
3. A security deposit for the return of materials, supplies or equipment;
4. A fee for personal physical education and athletic equipment and apparel, although any learner may provide the learner's own equipment or apparel if it meets reasonable requirements and standards relating to health and safety established by the Board;
5. A fee for items of personal use or products that a learner may purchase at the learner's option, such as learner publications, class rings, annuals and graduation announcements;
6. A fee specifically permitted by any other statute;
7. A fee for an authorized voluntary learner health and accident benefit plan;
8. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
9. A fee for items of personal apparel that become the property of the learner and that are used in extracurricular activities;
10. A parking fee or a fee for an identification card;
11. A fee for a driver training course, not to exceed the actual cost per learner in the program for the current school year;
12. A fee for a course offered for credit that requires the use of facilities not available on the school premises or the employment of an educator who is not part of the school's regular staff, if participation in the course is at the learner's option;
13. A fee for a course offered during summer school, except that the Board may charge a fee for a course required for graduation only if the course is also offered without a fee during the regular school year.;
14. A reasonable fee for transportation of a learner who lives within two miles of the school the learner attends, to and from that school, except that the Board may not charge a fee for transportation for which the school receives funds under Section 42.155 (d);
15. A reasonable fee, not to exceed \$50.00. for costs associated with an educational program offered outside of regular school hours through which a learner who was sent from class receives instruction voluntarily for the purpose of the missed instruction and meeting the level of attendance required under Section 25.092 – Minimum Attendance for Class Credit; or
16. If the school does not receive any funds under Section 42.155 and does not participate in a county transportation system for which an allotment is provided under Section 42.155 (i), a reasonable fee for the transportation of a learner to and from the school the learner attends.

### **Waiver of Fees**

Fees may be waived for WACS learners enrolled in the free and reduced lunch program or for those who show that they qualify for the free and reduced lunch program. Should any learner and/or parent/guardian be unable to pay a deposit or fee, the learner and/or parent/guardian shall request a form from the Principal to waive the deposit or fee. The Principal may waive a deposit or fee at the learner/parent/guardian's request.

### **Food and Drink**

Learners at WACS may not bring food into the classrooms. Learners on special medical diets may bring such items as needed, with appropriate documents from a physician and may be asked to consume them in separate areas.

Learners may bring a manufacturer sealed water bottle to school and keep with them in the classroom. No other drinks or beverage containers are allowed.

Open containers or open packages will not be allowed on campus.

### **Grievance Procedures for Learners and Parents**

1. When a situation occurs in which a parent/guardian or learner feels grieved, the first step is to schedule an appointment with the Principal \*\* to discuss, informally, the nature of the grievance. The goal of the informal meeting is to resolve the grievance to all parties' satisfaction.
2. If resolution does not occur, the parent/guardian or adult learner needs to write a letter outlining the grievance and suggestions for its resolution. The letter should be addressed to the Principal\*\* so that he or she has an opportunity to resolve the issue at the campus level. The letter must be presented to the Principal within five (5) business days\* of the informal meeting and no more than thirty (30) days\* of the original event that caused the grievance.
3. The Principal is required to investigate the grievance and offer a resolution within five (5) business days\* of receiving the written grievance from the parent/guardian or learner.
4. Upon receipt of the Principal's written response, the grieved party must determine if resolution has been accomplished. If not, the parent/guardian or learner may request that the letter and the Principal's response be forwarded to the Superintendent's Office for review. The request for forwarding must occur within five (5) business days\* of receiving the Principal's response.
5. The Superintendent's Office will review the original grievance letter and the Principal's response and will draft a resolution to be sent to the parent/guardian or learner and to the Principal. The letter will explain to the parent/guardian or learner that should he/she be dissatisfied with the resolution, a request to have the grievance presented to the Board can be made. Information will be included regarding the next regularly scheduled Board meeting. This will occur within five (5) business days\* of receiving the forwarded documentation.
6. If the parent/guardian or learner is not satisfied with the Superintendent's drafted resolution, he/she must follow instructions in the letter to be placed on the next regularly scheduled Board meeting.
7. The parent/guardian or adult learner's grievance will be presented to the Board by the Superintendent. The decision of the Board will be final.

\* Time guidelines are in place to ensure fair consideration of a grievance. However, every attempt will be made to resolve the

issue quickly with a response occurring prior to set time guidelines.

\*\* In some instances, addressing the grievance with the Principal may not be an appropriate step in the process. In instances where the grieved party feels uncomfortable – such as a grievance of sexual harassment or a personal incident involving the Principal – the grieved party has the right to skip steps 1-5 and have the written grievance sent directly to the Superintendent's office.

### **Holocaust Remembrance Week**

To educate learners about the Holocaust and inspire in learners a sense of responsibility to recognize and uphold human value and to prevent future atrocities, the governor shall designate a week to be known as Holocaust Remembrance Week. The designated week shall include:

- Information about the history of and lessons learned from the Holocaust;
- Participation, in person or using technology, in learning projects about the Holocaust; and
- The use of materials developed or approved by the Texas Holocaust and Genocide Commission.

### **Law Enforcement Agencies**

#### **Law Enforcement Interviews**

The following procedures shall be followed when law enforcement officers and other lawful authorities want to question or interview a learner at the campus:

1. Campus Principal shall verify and record the identity of the official and request an explanation of the need to question or interview the learner at school.
2. The Principal shall make reasonable efforts to notify the learner's parents.
3. Unless prohibited by law or when the learner has been arrested or taken into police custody, a school staff member shall be present during the questioning or interview.

When the investigation involves allegations of child abuse, special rules apply.

#### **Learners Taken into Custody**

WACS shall permit a learner to be taken into custody:

1. Pursuant to an order of the juvenile court;
2. Pursuant to the laws of arrest;
3. By a law enforcement officer if there is probable cause to believe the learner has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court;
4. By a probation officer if there is probable cause to believe the learner has violated a condition of probation imposed by the juvenile court;
5. Pursuant to a properly issued directive to apprehend; or
6. By an authorized representative of the Texas Department of Family and Protective Services ("DFPS"), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section 262.104 of the Texas Family Code relating to the learner's physical health or safety.

### **Student Identification Cards and Identification Requirements**

WACS will issue all students an ID card for identification purposes. Safety and security for our students and staff have become a priority. The first student ID card will be issued at no charge to the student. We feel this is a necessary step to ensure the increased safety and security needs of our school. Temporary ID badges will be made for learners who are not in possession of

their permanent ID card. Failure to carry or present an ID upon request by a staff member may result in disciplinary actions.

### **Leaving Class**

Learners should take advantage of breaks and time before and after school to use the restroom, get drinks, etc. When it is necessary, learners may use the restroom during session, with the following stipulations:

- Only one (1) learner at a time may leave class to use the restroom.
- With educator permission, a learner may leave class to access other school support personnel using a pass.

### **Listening to Music**

Listening to music on OR viewing music related productions, such as music videos, on the school computers is strictly prohibited.

### **Parking**

Parking of a vehicle on a WACS campus is a privilege which is subject to regulations and removal.

Each campus will have its own specific parking instructions and requirements.

#### **General Standards**

- While each campus parking regulation may impose stricter standards, vehicles upon entering or exiting a WACS parking area may not accelerate above ten (10) miles per hour, leave tread marks, squeal tires or be driving in an unsafe manner.
- Vehicle sound systems may not be played at a volume level which can be heard outside of the vehicle.

#### **Contents of Vehicles**

- Vehicles parked in WACS campus parking lots should be locked at all times.
- A learner has full responsibility for the security and the contents of his or her vehicle.
- Vehicles driven by learners to school for school purposes and parked in the school parking lot are subject to search, with or without the presence or consent of the learner, whenever the school administration has reasonable grounds to believe the search will disclose that the vehicle contains alcohol, drugs, weapons, other contraband, or that a learner has violated the Learner Code of Conduct, school policy, law, or rule.
- The presence of contraband in a vehicle parked on a campus lot subjects the responsible learner to appropriate disciplinary action and referral for criminal prosecution.

### **Pets**

For health and safety reasons, learners may not bring animals to school, school events, or the school parking areas.

## **Personal Communication Devices**

Learners are prohibited from using personal communication devices on school property during the school day. Campus administrators will state expectations clearly and reinforce the importance of maintaining a cell phone/communications-free environment. Administrators will monitor cell phone violations to inform the need for reinforcement and support in classrooms. Any headphone usage will occur based on the approval and expectations set by individual classroom educators. WACS' continued focus will be on the mitigation of educational distractions precipitated by the use of cell phones/listening devices/smart watches/devices during instructional time.

#### **Start of School Day:**

1. Prior to entering the building, learners will turn their phone and devices off.
2. Upon entering the building, learners will place all phones, air pods/earbuds/wireless headphones, tablets, radios, pagers or communication/smart devices (from here forward referred to as devices) in the YONDR Pouch or collection container.

#### **During School Day:**

1. Devices will be locked up by the school's administration for the duration of the school day.
2. If a learner leaves campus for an appointment, they will retrieve their device and proceed to leave the building. Upon re-entry, learners must turn their devices back in to school administration.
3. Learners may not access your devices during the school day anywhere on campus.

#### **End of School Day:**

1. When the school day ends, learners will receive their devices

Learners are not to alter or damage their pouch in any way. Below are violations of the cell phone/wireless devices procedure which will result in confiscation of devices and a tiered behavior response by school administration.

1. Physical damage to the pouch or container in an attempt to circumvent its intended purpose. (Ex: inappropriate markings, holes, bent pin, stripped lock, cut or torn fabric, etc.).
2. Damaging or taking someone else's pouch.
3. Using a phone or device anywhere on campus during school hours without permission.

Should a learner be in violation of school procedures, their items will be confiscated by school administration. Parents will be required to pick up devices from the school, they will not be returned to learners.

It is the policy of WACS that during statewide testing, learners are prohibited from any possession or use of personal communications devices (i.e. cell phones, pager, walkie-talkies, etc.), in the testing area. If caught with such a device, the device will be confiscated by the proctor; the learner will be removed from the room and may not be allowed to complete the test. Further disciplinary action, up to and including expulsion, may be taken for violating this policy during testing.

### **Personal Possessions**

Learners are discouraged from bringing expensive personal items, i.e. iPods, cellular phones, bracelets, purses, cameras, electronics, expensive watches, etc. **WACS accepts no responsibility for personal items.** Searches will not be conducted upon the loss/theft of these items. Learners should bring only the amount of money needed for snacks or other school expenses to be used at school.

### **Pledge of Allegiance/Minute of Silence**

As required by state law, each school day, learners will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Principal on the campus to excuse their learner from reciting a pledge.

One minute of silence will follow recitation of the pledges. During the one-minute period, each learner may choose to reflect, pray, meditate, or engage in any other

silent activity that is not likely to interfere with or distract others. State law does not allow learners to be excused from participation in the required minute of silence.

## **Remembering September 11<sup>th</sup>**

To commemorate the events of September 11, 2001, in each year that date falls on a regular school day, each public elementary or secondary school shall provide for the observance of one minute of silence at the beginning of the first class period of that day.

## **School Messenger**

School Messenger is a telephone notification service used by Winfree Academy Charter Schools to notify parents, guardians, learners, and employees about emergency information or general announcements. Community outreach messages can be sent to all learners and their families or to specified groups by the Department of Communications. Messages can also be sent to individual schools by the principal or designee, including cases related to attendance.

## **Searches of Learners**

Learners shall be free from unreasonable searches and seizures by school officials. School officials may search a learner's outer clothing, pockets, or property by establishing reasonable cause or securing the learner's voluntary consent. Coercion, either expressed or implied, such as threatening to contact parents or police, invalidates apparent consent. A search is reasonable if it meets **both** of the following criteria:

1. The action is justified at the inception; i.e., the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation;
2. The scope of the search is reasonably related to the circumstances that justified the search in the first place; i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the learner and the nature of the infraction.

Prior to conducting a personal search of a learner, other than to obtain possession of a weapon, dangerous object, or other contraband such as illegal drugs or alcohol, a reasonable effort shall be made to inform the learner's parent/guardian. When practical, the parent/guardian shall be given an opportunity to be present during the search if the parent/guardian can arrive within a short period of time.

The learner's parent/guardian shall be notified if any prohibited articles or materials are found in a learner's locker or vehicle parked on school property, or on the learner's person as a result of a search conducted in accordance with this policy.

### **Use of Trained Dogs**

WACS may use specially trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances and alcohol. This program is implemented with the objective of maintaining a safe school environment conducive to education. Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around learner lockers, and the areas around vehicles parked on school property. The dogs shall not be used with learners. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials.

## **Sensei for Families**

Edmentum Sensei for Families provides parents and caregivers with insight into their learner's progress and ongoing assignments. The portal connects families to their learner's education by allowing you to view:

- Progress reports
- Time spent on assignments
- Current grades
- Assignment start and due dates

The system is mobile optimized so that families can keep up to date with their learner's progress anytime, anywhere, and on any kind of device with Internet connection.

To access Sensei for Families, you will receive an e-mail generated from Edmentum with instructions about how to login, choose a password, and then begin browsing your learner's progress. Any questions regarding accessing Sensei for Families can be directed to Jaime Arizaleta at [jarizaleta@wacsd.com](mailto:jarizaleta@wacsd.com).

## **Threat Reporting**

HB 3 from the 88<sup>th</sup> Legislature requires each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee. WACS has created three different communication paths for a learner to report a possible threat –

1. Email the Winfree Academy Charter Schools Threat Assessment Team at [threats@wacsd.com](mailto:threats@wacsd.com).
2. Report anonymously through Red Flag Reporting. Operators are available 24/7 and can be reached at [www.redflagreporting.com](http://www.redflagreporting.com) or (877) 647-3335. Learners should use client code 972-869-3250 when making a report.
3. Reports can be submitted through the Winfree Academy website – [www.winfreeacademy.com](http://www.winfreeacademy.com). The report form can be found by clicking Safety and then Threat Report.

## **Tobacco/Nicotine on School Property**

WACS prohibits learners from smoking, using, or possessing tobacco products at school, at a school-related or school-sanctioned activity, on or off school property. WACS prohibits the use of e-cigs, vapes, and other "nicotine delivery devices" at school, at a school related or school-sanctioned activity, on or off school property.

WACS shall ensure that personnel enforce the policies on school property. Vape detectors may be used to identify use of 'nicotine delivery devices' on campus.

## **Whisper Principle**

The individualized nature of our school setting provides the opportunity for cooperative learning. To maintain an environment conducive to learning, interaction must be limited to academics; personal "visiting" deters from learner achievement. If learners must confer briefly with a peer, it should be done in a way that does not disrupt the concentration of other learners who are focused on their assignments. The "whisper principle" will be in effect during all class sessions.

- Past and current assignments

# Learner Code of Conduct

WACS is committed to providing each learner with a quality educational program. This goal can only be achieved in a cooperative school climate free from disruptions, which hinder and interfere with the educational process. The rights of learners, educators, parents/guardians, and administrators are to be valued and protected under the federal and state laws. WACS will strive to achieve a working balance between rights and responsibilities, which foster a positive school climate where there is a mutual respect and an opportunity for learners to develop to their fullest potential.

**WACS retains the right to implement consequences from the Learner Code of Conduct for the following instances:**

1. During the regular school day and while the learner is going to and from school or a school-sponsored or school-related activity on WACS transportation;
2. While the learner is in attendance at any school-related activity, regardless of time or location;
3. For any school-related misconduct, regardless of time or location;
4. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
5. When criminal mischief is committed on or off school property or at a school-related event;
6. For certain offenses committed within 300 feet of school property or property granted exclusive use as measured from any point on the school's real property boundary line;
7. For certain offenses committed while on school property or while attending a school sponsored or school-related activity of another district in Texas;
8. When the learner commits a felony, as provided by Education Code 37.006 or 37.0081;
9. When the learner is required to register as a sex offender; and
10. All other conduct that occurs off-campus and disrupts the learning environment

WACS has the right to search a vehicle driven to school by a learner and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by WACS. WACS has the right to search a learner's belongings when there is reasonable cause to believe it contains articles or materials prohibited by WACS.

The Learner Code of Conduct is adopted by the WACS Board and provides information and direction to learners and parent/guardians regarding standards of behavior as well as, consequences of misconduct. Learners agree to carry out the following responsibilities to the best of their ability:

- To attend school every day.
- To arrive at school on time.
- To conduct their self as a mature individual taking responsibility for their own actions.
- To respect the rights of others.
- To meet academic obligations and complete all assignments.
- To follow all policies and procedures set forth by the Learner Resource Guide.

**In all cases, Be Prompt; Be Courteous; and Be Focused.**

## Level I Infractions – Disruptive Behavior

### **Violations:**

- Classroom disruptions
- Copying daily work
- Dress code violations
- Excessive talking
- Loudness in the classroom
- Inappropriate physical contact
- Leaving class without permission
- Littering
- Loitering
- Off task behaviors (not working on school work)
- Tardiness
- Throwing Objects
- Unauthorized use of personal communication devices

### **Possible Consequences:**

- Assigned school duties other than class tasks
- Change of seat in classroom
- Community service related to the infraction
- Confiscation of disruptive items
- Confiscation of communication devices
- Cooling off time or "time out"
- Counseling by school personnel
- Exclusion from extracurricular activities
- Grade of zero or reduction of points for copying only
- In class disciplinary action
- Letter and/or call to parents/guardians
- Reassignment of classes
- Referral to office
- Restitution for damages
- Learner/Parent/Educator conference
- Learner/Parent/Educator/Assistant Principal and/or Principal conference
- Learner/Parent/Assistant Principal and/or Principal conference
- Verbal correction
- Withdrawal of privileges

## **Level II Infractions –Disorderly Behavior**

### **Violations:**

- Being disrespectful or directing profane, offensive, or abusive language/gestures to others (non-employees)
- Falsification of records, passes or other school-related documents
- Gambling
- Horseplay
- Insubordination (failing to comply with directives given by school personnel)
- Involvement in gang activity or participating in a public school fraternity, sorority, or secret society
- Leaving school grounds or school sponsored events without permission
- Making false accusations or hoaxes regarding school safety
- Obscene or indecent material possession, exhibition, or use, including electronic media.
- Plagiarism which includes use of AI for any portion of written assignments
- Protest, walkouts and boycotts
- Possession of any look-alike ammunition fireworks, look-alike explosive, or look-alike weapons that could be used as a weapon or could reasonably be perceived as a weapon
- Possession of pornographic materials
- Reckless conduct or violation of safety rules
- Robbery or theft, non-felony
- Threatening statements or gestures
- Throwing objects that can cause bodily injury, property damage (rocks, sticks, etc.)
- Trespassing
- Unauthorized distribution of printed materials/handbills

### **Possible Consequences:**

- Any of the possible consequences from Level I
- Applicable police charges filed
- Confiscation of any prohibited devices or materials
- Counseling by school personnel
- Exclusion from extracurricular activities and withdrawal from honorary position
- Loss of academic credit
- Reassignment of classes
- Restitution for damages (financial or social)
- Reverse Suspension – attendance of parent with learner
- Learner/Parent/Assistant Principal and/or Principal conference
- Suspension by Principal or designee
- Withdrawal of privileges
- Truancy policy and procedures enforced
- Vandalizing, defacing, or damaging school property, including non-felony graffiti
- Violation of Acceptable Use Policy
- Violation of WACS and/or WACS campus vehicle or parking policy regulations.

## **Level III Infractions – Serious Behaviors**

### **Violations:**

- Altering or destroying school records
- Any conduct that substantially disrupts the school environment
- Assault (no bodily injury) with threat of imminent bodily injury
- Assault by offensive or provocative physical contact
- Conduct that incites violence
- Criminal mischief
- Engaging in bullying, cyberbullying, harassment, or making hit lists
- Engaging in bullying that encourages a learner to commit or attempt to commit suicide.
- Engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08, Penal Code
- Engages in conduct that contains elements of the offense of harassment under Section 42.07 (a)(1), (2), (3), or (7) of the Penal Code, against any employee of the School.
- Engages in conduct on or off of school property that contains the elements of the offense of retaliation under Section 36.06, Penal Code, against any school employee.
- Extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person) or forcing an individual to act through use of force or threat
- Fighting, scuffling, or encouraging others to fight
- Fireworks – possession, exhibition or use of
- Harassment, sexual or non-sexual
- Hazing (see TEC 37.151(6))Inciting violence against a learner through group bullying,
- Persistent misbehavior that violates the WACS Learner Code of Conduct. WACS defines “persistent” as two or more violations of the Learner Code of Conduct in general or repeated occurrences of the same violation. Serious offenses including, but are not limited to the following:
  - Failure to display a learner identification card multiple times during the school year.
  - Falsification of records, passes or other school-related documents
  - Insubordination
  - Leaving school grounds or sponsored events without permission
  - Possession or distribution of pornographic materials
  - Robbery or theft
  - Tardiness
- Possession of or conspiring to possess any ammunition, explosive, or explosive device
- Possession of any weapon not defined as illegal, location-restricted in Section 46 of the Texas Penal Code, or any other object used in a way that threatens or inflicts bodily injury to another person
- Possessing or using any paraphernalia related to prohibited substances
- Possession, taking or giving to others prescription or non-prescription medications, with exception to HB 1688 referring to learners with asthmatic conditions
- Profane, vulgar, obscene, or threatening language/gestures directed toward an educator or other school employee
- Release or threaten to release intimate visual material of a minor or a learner who is 18 years of age or older without the learner’s consent
- Refusal to accept discipline management techniques assigned by the educator, Assistant Principal, or Principal
- Truancy
- Use of tobacco products or smoking on campus

### **Possible Consequences:**

Principals will select consequences from these categories based upon the severity or frequency of the violation. Choices are:

- Any possible consequences from Level I or Level II
- Applicable police charges filed
- Expulsion and/or administrative withdrawal
- Restitution for damages

- Suspension by Principal or designee
- The age of the learner will be taken into consideration when determining appropriate consequences

\*In addition to Level III consequences, the legal consequences of sharing intimate visual material include a state jail felony. Other consequences may include negative effects on relationships, loss of educational and employment opportunities; and possible removal, if applicable, from certain school programs or extracurricular activities.

## **Level IV – Illegal Behaviors**

### **Discretionary Expulsion Offenses**

A learner may be expelled if the learner:

Engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code.

While on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

- sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of:
  - a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq. or a dangerous drug, as defined by Chapter 483, Health and Safety Code; or
  - marihuana or tetrahydrocannabinol;
  - An e-cigarette
  - an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code;
- engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code;
- engages in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a school district employee or a volunteer as defined by Section 22.053; or
- engages in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code;

While within 300 feet of school property, as measured from any point on the school's real property boundary line:

- engages in mandatory expellable conduct; or
- possesses a firearm, as defined by 18 U.S.C. Section 921;

Engages in conduct, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property, that contains the elements of

- aggravated assault under Section 22.02, Penal Code,
- sexual assault under Section 22.011, Penal Code,
- aggravated sexual assault under Section 22.021, Penal Code,
- murder under Section 19.02, Penal Code,
- capital murder under Section 19.03, Penal Code, or
- criminal attempt, under Section 15.01, Penal Code,
- to commit murder or capital murder; or
- the offense of aggravated robbery under Section 29.03, Penal Code, against another learner
- Engages in conduct punishable as a felony

Engages in conduct that contains the elements of the offense of breach of computer security under Section 33.02, Penal Code, if:

- the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and
- the learner knowingly:
  - alters, damages, or deletes school district property or information; or
  - commits a breach of any other computer, computer network, or computer system.

### **Possible Consequences for Discretionary Expulsion Offenses:**

Principals may select consequences from Level III based upon the severity or frequency of the violation.

### **Mandatory Expulsion:**

A learner shall be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, or delivers to another person or possesses or uses or is under the influence of a controlled substance, excluding marihuana or tetrahydrocannabinol, or a dangerous drug, if the conduct is punishable as a felony
- Used, exhibited, or possessed a firearm, as defined by federal law. "Firearm" under federal law includes:
  - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by action of an explosive
  - The frame or receiver of any such weapon
  - Any firearm muffler or firearm weapon
  - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade
- Used, exhibited, or possessed a location-restricted knife (blade over five and one-half inches)
- Used, exhibited, or possessed an illegal club
- Used, exhibited, or possessed a prohibited weapon such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device; a zip gun; or a tire deflation device.
- Engages in conduct that contains elements of the offense of:
  - Aggravated assault under Penal Code 22.02 against a school employee or volunteer
  - Aggravated assault under Penal Code 22.02 against someone other than a school employee or volunteer
  - Sexual or aggravated sexual assault against a school employee or volunteer under Penal Code 22.011 or 22.021
  - Sexual or aggravated sexual assault against someone other than a school employee or volunteer under Penal Code 22.011 or 22.021
  - Arson under Penal Code 28.02
  - Murder under Penal Code 19.02, capital murder under Penal Code 19.03, criminal attempt to commit murder under Penal Code 15.01
  - Indecency with a child under Penal Code 21.11
  - Aggravated kidnapping under Penal Code 29.04
  - Aggravated robbery under Penal Code 29.03
  - Manslaughter under Penal Code 19.04
  - Criminally negligent homicide under Penal Code 19.05
  - Continuous sexual abuse of young child or children under Penal Code 21.02
  - Felony controlled substance violation
  - Felony alcohol violation

Possession includes placing, keeping, holding, storing or hiding any of the above listed items anywhere on campus, including on the person, in backpacks, briefcases, purses, bags, lockers, or vehicles, including locked vehicles.

In accordance with 20 U.S.C. Section 7151, a local educational agency, including a school district, home-rule school district, or open-enrollment charter school, shall expel a learner who brings a firearm, as defined by 18 U.S.C. Section 921, to school. The learner must be expelled from the learner's regular campus for a period of at least one year, except that:

- 1) the superintendent or other chief administrative officer of the school district or of the other local educational agency, as

defined by 20 U.S.C. Section 7801, may modify the length of the expulsion in the case of an individual learner;

- 2) WACS or other local educational agency shall provide educational services to an expelled learner in a disciplinary alternative education program as provided by Section 37.008 if the learner is younger than 10 years of age on the date of expulsion; and
- 3) WACS or other local educational agency may provide educational services to an expelled learner who is 10 years of age or older in a disciplinary alternative education program as provided in Section 37.008.

#### **Out-of-School Suspensions**

Learners may be suspended for any behavior listed in Levels II-IV of the Learner Code of Conduct

WACS shall not use out-of-school suspension for a learner who is homeless unless, while on school property or while attending a school-sponsored or school related activity on or off school property, the learner engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

State law allows a learner to be suspended out of school for no more than three school days per behavior violation, with no limit on the number of times a learner may be suspended in a semester or school year.

Before being suspended a learner shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the learner of the alleged misconduct. The learner shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a learner's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the learner engaged in the conduct,
3. The learner's disciplinary history,
4. A disability that substantially impairs the learner's capacity to appreciate the wrongfulness of the learner's conduct,
5. A learner's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A learner's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school sponsored or school-related extracurricular and cocurricular activities.

WACS shall ensure a learner receives access to coursework for foundation curriculum courses while the learner is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet. A learner removed from the regular classroom will have an opportunity to complete before the beginning of the next school year each course the learner was enrolled in at the time of removal from the regular classroom. WACS may provide the opportunity by any method available, including a correspondence

course, another distance learning option, or summer school. WACS will not charge the learner for any method of completion provided by WACS.

#### **Provisions for Expulsion**

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense
2. Intent or lack of intent at the time the learner engaged in the conduct,
3. The learner's disciplinary history,
4. A disability that substantially impairs the learner's capacity to appreciate the wrongfulness of the learner's conduct,
5. A learner's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A learner's status as homeless.

If a learner is believed to have committed an expellable offense; the Principal or designee will follow due process as evidenced by providing the learner and parent/guardian with a suspension notice detailing the offense as supported by the Learner Code of Conduct. Attached to the suspension notice is a Notice of Expulsion Hearing scheduling a hearing within a reasonable time with the learner's parent/guardian, the learner, and the educator, if appropriate. The learner's parent/guardian will be invited to attend the hearing. Until a hearing can be held, the Principal may place the learner in another appropriate classroom or out-of-school suspension placement. Consequences will not be deferred pending the outcome of the hearing. A learner facing expulsion will be given appropriate due process. The learner is entitled to representation by the learner's parent/guardian, or another adult who can provide guidance to the learner and who is not an employee, and an opportunity to testify and to present evidence and witness in the learner's defense.

A learner expelled by order of the Board's designee after the due process hearing may request that the Board review the expulsion decision that has been provided on the Expulsion Hearing Form. The learner or parent/guardian must submit a written request to the Superintendent within five (5) days after receipt of the written decision. The Superintendent must provide the learner or parent/guardian written notice of the date, time and place of the meeting at which the Board will review the decision.

The Board will review the record of the expulsion hearing in a closed meeting unless the parent/guardian/adult learner requests in writing that the matter may be held in an open meeting. The Board may also hear a statement from the learner or parent/guardian and from the Principal or designee. The Board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expelled learners are prohibited from being on school grounds or attending school-related extracurricular activities during the period of expulsion.

#### **Withdrawal During Process**

When a learner has violated the Code of Conduct in a way that requires or permits expulsion from the district and the learner withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and learner.

If the campus behavior coordinator or the board fails to issue an expulsion order after the learner withdraws, the next district in which the learner enrolls may complete the proceedings

**Discipline for Learners with Disabilities Under  
“IDEA” and Section 504**

**Authority of School Personnel**

(a) *Case-by-case determination.* School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a learner with a disability who violates the Learner Code of Conduct.

(b) *General.*

1) School personnel under this section may remove a learner with a disability who violates the Learner Code of Conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to learners without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

(2) After a learner with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

(c) *Additional authority.* For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the learner's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to learners with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities, except as provided in paragraph (d) of this section.

(d) *Services.* (1) A learner with a disability who is removed from the learner's current placement pursuant to paragraphs (c), or (g) of this section must –

(i) Continue to receive educational services, as provided in § 300.101(a), so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's IEP; and

(ii) Receive parental consent to conduct a functional behavioral assessment, and as necessary develop behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur.

(2) The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.

(3) A public agency is only required to provide services during periods of removal to a learner with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a learner without disabilities who is similarly removed.

(4) After a learner with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not more than 10 consecutive school days and is not a change of placement under § 300.536, school personnel, in consultation with at least one of the learner's educators, determine the extent to which services are needed as provided in § 300.101(a), so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the learner's IEP.

(5) If the removal is a change of placement under § 300.536, the learner's IEP Team determines appropriate services under paragraph (d)(1) of this section.

(e) *Manifestation determination.* (1) Within 10 school days of any decision to change the placement of a learner with a disability because of a violation of a code of learner conduct, the LEA, the parent, and relevant member of the learner's IEP Team (as determined by the parent and the LEA) must review all relevant information in the learner's file, including the learner's IEP, any

educator observations, and any relevant information provided by the parents to determine–

(i) If the conduct in question was caused by, or had a direct result and substantial relationship to, the learner's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the learner's disability if the LEA, the parent, and relevant members of the learner's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the LEA, the parent, and relevant members of the learner's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.

(f) *Determination that behavior was a manifestation.* If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the learner's disability, the IEP Team must –

(1) Either –

(i) Seek parental consent to conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the learner; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the learner to the placement from which the learner was removed, unless the parent and the LEA agree to a change of placement as part of the modification of this behavioral intervention plan.

(g) *Special circumstances.* School personnel may remove a learner to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the learner's disability, if the learner –

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or

(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

(h) *Notification.* On the date on which the decision is made to make a removal that constitutes a change of placement of a learner with a disability because of a violation of a code of learner conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in § 300.504.

(i) *Definitions.* For purposes of this section, the following definitions apply:

(1) *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812 (c)).

(2) *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(3) *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) or section 1365 of title 18, United States Code

(4) *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. (Authority: 20 U.S.C. 1415 (k)(1) and (7))

**Change of Placement Because of Disciplinary Removals**

(a) For purposes of removals of a learner with a disability from the learner's current educational placement under §§ 300.530 through 300.535, a change of placement occurs if –

- (1) The removal is for more than 10 consecutive school days; or
- (2) The learner has been subjected to a series of removals that constitute a pattern –
  - (i) Because the series of removals total more than 10 school days in a school year;

# **Learner Support Services**

## **Admission, Enrollment and Withdrawal Learner**

### **Admissions**

Lottery means a random selection process by which applicants for admission to the school are admitted to the school.

#### **Lottery Process**

1. New applicants for admission are subject to a lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the date, the total number of applicants exceeds the number of spaces available at the school. In the event the school has fewer applicants than spaces available, it may choose not to conduct a lottery and admit applicants on a first-come first-serve basis.

#### **Nondiscrimination**

1. The school will not grant admissions on the basis of gender, nation origin, ethnicity, religion, disability, academic or artistic or athletic ability, or the school district the learner would otherwise attend.
2. However, in accordance with the school's charter, the school may exclude a learner who has a documented history of criminal offenses, juvenile court adjudication, or serious discipline problems.

#### **Returning Learners**

1. Once a learner has been admitted to the school, he or she may remain in attendance through subsequent grades, so long as the learner attends the school for successive school years. A learner whose attendance is not continuous will be subject to the lottery requirement upon readmission.

#### **Application Period**

1. An application period will be publicly announced at the end of each school year. The announcement will be posted on WACS's website and in the area newspapers ten (10) days prior to the application deadline. The application period for the subsequent school year will take place approximately three (3) weeks before the last day of the current school year and will be no less than two (2) weeks and for no more than three (3) weeks. Applications for the subsequent school year will be accepted during this application period.

#### **Eligibility Requirements**

1. Learners must be eligible for 9<sup>th</sup> – 12<sup>th</sup> grades and not older than 26 years. (Learners who are 26 must have turned 26 after September 1 of that school year). A parent/guardian MUST accompany all learners under 18 years of age to apply. An application must be completed that states the learner's name, date of birth, address and contact information.

### **Learner Withdrawal**

Parent/guardian/adult learner must notify the school office of their intent to withdraw their learner(s) at least one day prior to the last day the learner will be attending WACS. Advance notice may be given through a written note, an email from the parent/guardian/adult learners' email address, or a phone call to the office. When a learner is checking out of WACS to attend another school, a withdrawal form must be completed.

Parent/guardian/adult learners are required to come to the school to complete the official withdrawal. If the parent/guardian/adult learner emails or sends a note to withdraw the learner, the email/note will have to contain the following information:

- Learner name
- Date of withdrawal
- Reason for withdrawal
- School learner will be attending

A learner who is withdrawing from school must turn in all books and materials. All financial obligations to the school must be taken care of at the time of withdrawal. The withdrawal form requires a parent/guardian/adult learner signature.

## **Counseling Services**

All Winfree Academy campuses employ school counselors who deliver comprehensive guidance and counseling programs involving the four components: guidance, responsive services, individual planning, and system support. School counselors assist students with academic, career, personal and social issues. The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should follow the campus process to request to speak with their school counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Counseling is school-based in nature, not clinical, and school counselors provide community resource referrals, as needed. The counseling relationship is a professional relationship, and counselors abide by the professional code of ethics.

## **Courage Program – A Free Public High School Sobriety Program**

The Courage Program was founded in 2003 as a means to reach those learners who struggle with the challenges of returning to the same school environment they attended prior to substance abuse treatment. Today It is a unique classroom within WACS that offers a safe supportive environment for learners in recovery from drug and alcohol abuse, self-harming behaviors, and mood problems/disorders. The program offers learners the opportunity to attend in-house AA and NA meetings, substance abuse education classes, and supportive groups. Families are also involved through multi-family education groups in the evenings as scheduled.

Other aspects of the program include individualized instruction, school recovery activities, opportunities for learners to gain community service hours, receive individualized attention and academic guidance. Once per semester the learners in each Courage Program participate in a service project that focuses on giving back to the local community. Such projects include the Salvation Army's Angel Tree program, providing Christmas gifts for families in need, working with homeless shelters, food banks, or other community or campus support organizations.

The Courage Program is a member of the Association of Recovery Schools and in 2007 was recognized as the number one anti-drug program in the state of Texas by the TODAY Foundation. The future of the Courage Program includes continued growth and increased community outreach as well as to be a part of all the WACS campuses.

## Enrollment

Once enrolled in the Courage Program learners are expected to commit to the guidelines of the program and maintain a sober lifestyle.

Enrolled learners must meet the following requirements:

- Submit to random drug tests and provide a clean urinalysis
- Attend daily after-school support groups Monday-Thursday
- Maintain 90% attendance
- Meet all minimal academic standards
- Courage Handbook Compliance

Learners in the program and parents/families are also subject to random drug testing. The learner's parents and family are expected to engage in all programs components regarding group attendance, academics standards, and attendance procedures are rules attend the multi-family education groups that may be held once a week in the evening as a means of involvement and support of the learner's recovery and academic success.

Failure to comply with the requirements of the program may result in the learner's removal from the Courage Program and transfer to a general WACS classroom.

## How to Enroll

Contact the nearest WACS campus with the Courage program and specify that you are interested in enrolling in Courage. The center's Facilitator will set up an appointment for an interview and orientation process. If you are already a WACS learner, either you or your parent/guardian should notify your Counselor, Assistant Principal or Principal.

\*Substance abuse is defined as a patterned use of a substance, including a controlled substance, as defined by Chapter 481, Health and Safety Code, and alcohol, in which the person consumes the substance in amounts or with other methods that are harmful to the person's self or others.

## Health Information and Requirements

### Emergency Medical Treatment

Each year, parents/guardians/adult learners are asked to complete an emergency care form that includes a place for parental consent to school officials to obtain medical treatment for the learners, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents/guardians/adult learners as necessary.

### Immunizations

All learners must be immunized against certain diseases or must present a certificate signed by a doctor stating that for medical reasons, the learner should not be immunized. The school nurse can provide information on the required doses of these vaccines. Proof of immunization may be personal records by a licensed physician or public health clinic with a signature or rubber stamp validation. Learners who do not present current health/immunization documentation within 30 days of enrollment may be withdrawn. For more information please visit <http://www.dshs.state.tx.us/immunize/school/>.

### Bacterial Meningitis

State law requires WACS to provide information about bacterial meningitis:

- **What is meningitis?** Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious. And may involve

complicated medical, surgical, pharmaceutical, and life support management.

- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis may have a severe headache, high temperature, and neck stiffness. Other symptoms might include nausea, vomiting, sensitivity to bright lights, drowsiness, or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking container, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or other serious illness.
- **How can bacterial meningitis be prevented?** Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the learner's 11th birthday, unless the learner received the vaccine at age 10. Also note that entering college learners must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of

higher education. Please see the school nurse for more information, as this may affect a learner who wishes to enroll in a dual credit course taken off campus.

### **Medication Procedures**

#### *Medical Treatment Procedure for Administering Medication by WACS Employees*

All medications and request to administer medications shall be brought to the Assistant Principal or Principal by the parent/guardian/adult learner where they shall be kept in a locked container or cabinet. Learners shall not possess any form of medication while at school other than to transport such to the Assistant Principal or Principal for proper storage. Medication will be refrigerated only if such storage instruction is printed on the label. Parents/guardians or the learner are encouraged to administer medications at home whenever possible, for example those medications required to be taken three times a day or less.

After 30 days, unused prescription medication and after 5 days, unused over-the-counter medication shall be returned to the parent/guardian/adult learner or destroyed as indicated by the parent/guardian/adult learner on the medication request form.

### **Prescription Medication**

The Assistant Principal or Principal may administer medication to a learner provided:

1. WACS has received a written request to administer the medication from a parent/guardian/adult learner, or other person having legal control of the learner on the appropriate request form.
2. Prescription medications must be in English and the original container, bearing a prescription label that includes the learner's name, the name of the medication, directions concerning dosage, the name of the prescribing physician, the name of the pharmacy filling the prescription, time or times the medication should be administered and the date the medication starts and ends.
3. All physicians' sample medication must be accompanied by a written authorization from the physician.

No employee will be required to give medication above the daily recommended dosage by the Federal Drug Administration.

No medication will be dispensed for a missed dose unless written authorization is received from the parent/guardian/adult learner for each dose missed.

### **Non-Prescription Medication**

The Assistant Principal or Principal may administer non-prescription medications to learners if the following conditions are met:

1. Labels on over-the-counter medication designate contents as MEDICATION and what the medication is.
2. WACS has received a written request to administer the medication from a parent/guardian/adult learner, or other person having legal guardianship of the learner.
3. The written request of the parent/guardian/adult learner must indicate the dosage, frequency of need, reason the medication is needed, and the date(s) of requested administration.
4. The medication must be stored in the original container. Dosage must be within the recommended amount for the age of the learner. Medication may not be given for longer than 5 consecutive school days and may not exceed the stated dosage on the container unless directed by a physician.

The learner shall report to the Assistant Principal or Principal to take any medication. As a precaution to prevent tampering of the contents of non-prescription medications brought by a learner, all

non-prescriptions medications must be brought to the Assistant Principal or Principal in the original unopened container. Herbal substances or dietary supplements will only be administered if required by the Individualized Education Program or Section 504 plan of a learner with disabilities and provided by the parent/guardian/adult learner.

### **Self-Administration of Prescription Inhaler or EpiPen Medication by Learners**

A learner is entitled to carry and self-administer an inhaler/EpiPen or similar devices for the treatment of asthma or anaphylaxis providing the following conditions are met:

1. The prescription medication has been prescribed for that learner as indicated by the prescription label on the medication;
2. The learner has demonstrated to the learner's physician or other licensed health care provider and the school nurse, if available, the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;
3. The self-administration is done in compliance with the prescription or written instructions from the learner's physician or other licensed health care provider; and
4. A parent/adult learner provides to the school:
  - A written authorization, signed by the parent, for the learner to self-administer the prescription medication while on school property or at a school-related event or activity; and
  - A written statement from the learner's physician or other licensed health care provider, signed by the physician or provider that states:
    - The learner has asthma or anaphylaxis and is capable of self-administering the prescription medication;
    - The name and purpose of the medication;
    - The prescribed dosage for the medication;
    - The times at which, or circumstances under which, the medication may be administered; and
    - The period for which the medication is prescribed.

The physician's statement must be kept on file in the office of the school nurse at the campus the learner attends or, if there is not a school nurse, in the office of the Principal at the campus the learner attends. The Assistant Principal or Principal should also keep a copy of this form of authorization for reference when a nurse is not available.

### **Learner Health**

Parents/guardians and learners are strongly encouraged to refer persons with a suspected illness or apparent injury to the Assistant Principal or Principal.

When a learner becomes ill, he/she will be sent to the office. If a learner has a fever or is in need of further care, a parent/guardian will be contacted. Office personnel may also dispense medication to learners, as prescribed by physicians AND directed by parents/guardians.

### **Communicable Diseases**

Communicable diseases are easily transmitted in schools since learners are together in groups of various sizes. Communicable diseases are those diseases that may be transmitted from person to person. Prevention and control of communicable diseases in the school setting is an essential part of ensuring a healthful, safe environment for learners and faculty. School officials are required to confirm reports of some communicable diseases and in the event of a positive diagnosis, cases will be excluded from school until medical clearance for admissions is received. Learner, educators and other staff who have direct contact with learners should not report to school under the following conditions:

1. Fever - Fever-free for 24 hours without the use of fever-suppressing medication. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

2. Vomiting and diarrhea – Symptom-free for 24 hours without the use of medication. Diarrhea is three or more episodes of loose stools in a 24-hour period.
3. Rash accompanied with fever or spreading - Healthcare provider's note for readmission. See school nurse before readmission.
4. Pinkeye or conjunctivitis - Effective treatment (symptom-free) or healthcare provider's note for readmission.
5. COVID-19/Influenza/Common Cold - Fever-free for 24 hours without the use of fever suppressing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.
6. Impetigo - Drainage from wounds or skin and soft tissue infections must be contained and maintained in a clean dry bandage.
7. Mononucleosis infectious - With healthcare provider's authorization or after the fever subsides. May need healthcare provider's statement regarding activity modification.
8. Ringworm of body/scalp - Treatment has begun and infected area is completely covered by clothing or a bandage.
9. Scabies - After treatment has begun.
10. Staph Infection - Healthcare provider's note and school nurse assessment before readmission. Infected area is covered and without drainage.
11. Strep or scarlet fever - Antibiotics for 24 hours, fever-free for 24 hours. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

Winfrey Academy follows the guidance of the Texas Department of Health and Human Services (DHHS) and the Texas Education Agency (TEA) concerning the exclusion and reporting of infectious diseases.

For a complete list of all diseases requiring exclusion from school and the readmission criteria, please visit the [DSHS COMMUNICABLE DISEASE CHART AND NOTES FOR SCHOOLS AND CHILDCARE CENTERS](#).

For a complete list of notifiable diseases, please visit [TDSHS Notifiable Conditions](#).

### **Homeless Learner Support**

WACS acknowledges many different issues our learners are faced with each day. Unfortunately for some, not having a stable living environment is one of their worries. The Winfree CARES Program helps our learners who qualify under the McKinney-Vento Act with transportation, snacks during school, clothing and community resources to help transition to a more permanent home. Community Resources available includes –

- Counseling (individual, family, marriage, grief and group)
- Drug and alcohol treatment
- Psychiatric services
- Suicide prevention
- Family assistance services
- Immigration services
- Emergency assistance (rent, utilities and Rx)
- Shelter or temporary housing
- Community health clinic
- Food, clothing and employment assistance

Our community partners include:

- Samaritan House
- Irving Cares

- Grace
- Community Enrichment Center
- Catholic Charities, Diocese of Fort Worth, Inc.
- University Behavioral Health
- Catholic Charities
- Promise House
- Tarrant youth Recovery Campus
- Contact Crisis Line
- Mental Health/Mental Retardation of Tarrant County
- Santa Fe Youth Services
- Lena Pope Home, Inc.
- The Women's Center
- Phoenix House
- JPS Health Network

For more information about Linking Tree, contact Learner Services at 972-869-3250.

Learners who are homeless may enroll in school without previous school records or proof of residency.

As a charter school, we are extremely grateful to our community partnerships, therefore it is important that we give back into the communities where our schools reside. Each campus promotes homeless awareness, service learning projects and learner group volunteering within the community. We encourage our learners to volunteer in the community and participate in canned food drives, angel trees, making food for the homeless, etc. See the Counselor for more information regarding homeless support services.

## **Parent Involvement**

Education succeeds best when there is a strong partnership between home and school. This partnership thrives on communication. Parents/guardians, educators, administrators, and the Board collaborate as partners to ensure a quality education for all learners. As a key constituent of this partnership, parent/guardians are encouraged to be full partners with educators in the education of their learners. Here are some ways in which parents/guardians can take a more active role in their learner's education:

- Be active in charter school support organizations;
- Participate in Open House, Career Fairs, Parent University;
- Read and sign the Learner Resource Guide with your learner before signing and returning to the school the written statement affirming that you understand and consent to the responsibilities outlined in the Learner Code of Conduct;
- Emphasize the importance of education to your learner and encourage your learner to participate in a variety of activities;
- Learn about the curriculum, learner support services and activities offered by WACS;
- Review teaching materials, textbooks, other instructional aides and tests that have been administered to your learner;
- Learn the state and local testing and promotional requirements;
- Be aware of your right to temporarily remove your learner from an instructional activity that conflicts with your religious or moral beliefs. Such removal cannot be for the purpose of avoiding a test and may not prevent the learner from attending for an entire semester. Removal does not exempt the learner from satisfying grade level or graduation requirements as determined by WACS and the Texas Education Agency;
- Contact educators as needed. If you have concerns, talk to the appropriate educator, Counselor, Assistant Principal, or Principal. If you would like to schedule a conference, call the office for an appointment during the educator's conference period;
- Stay informed of your learner's activities by attending parent/guardian conferences and other meetings; AND
- Volunteer at your learner's school. For information, contact the Principal.

## **Parent Involvement – Title I Policy**

In support of strengthening learner academic achievement, Winfree Academy Charter Schools receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Texas Education Agency.

## POLICY INVOLVEMENT

Winfree Academy Charter Schools will:

- (1) Provide each campus the opportunity to convene an annual fall meeting to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
- (2) Convene an annual meeting to which all parents of participating children and interested community members shall be invited and encouraged to attend, to inform parents of their school's participation in and to explain the requirements of Title I, and the right of the parents to be involved;
- (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan (if applicable);
- (4) Provide parents of participating children access to:
  - (A) timely information about Title I programs;
  - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure learner progress, and the proficiency levels students are expected to meet; and
  - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  - (D) individual learner reports about the performance of their child on the State assessment in at least math, language arts and reading through the Texas Assessment Portal
  - (E) timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

- (2) assessments;
- (2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and conduct other activities that encourage and support parents in more fully participating in the education of their children;
- (5) shall, to the extent feasible and appropriate, post notices, articles, calendars of events, and other relevant information to its website at <http://www.winfrecacademy.com/>;
- (6) shall ensure that campus information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand;
- (7) shall to increase parental access to and encourage parent involvement in campus activities such as:
  - Parent conferences (in-person and/or via phone conference)
  - Open House (minimum of two per year)
  - Parent University (minimum of three per year)
  - Weekly Parent newsletters
  - Volunteer Activities
  - Learner Performances
  - Informational Events
- (8) Shall ensure parents are provided opportunities to personally receive information concerning higher education admissions, financial aid opportunities, grant programs, and curriculum choices;
- (9) Shall ensure that *all* incoming freshman learners and parents are provided an opportunity to review curriculum and vocational options and review plans annually to meet the needs of learners.

## ACCESSIBILITY

Winfree Academy Charter Schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

## SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Each Title I campus shall provide a SCHOOL-PARENT COMPACT

## SCHOOL CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve learner academic achievement, Winfree Academy Charter Schools:

- (1) shall provide assistance to parents of children served by Winfree Academy Charter Schools, as appropriate, in understanding such topics as the state's academic content standards and State learner academic achievement standards, state and local academic

## **Learner Records**

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible learners certain rights with respect to the learner's educational records. For purposes of learner records, an "eligible" learner is one who is 18 or older OR who is attending an institution of postsecondary education. These rights include the following:

1. The right to inspect and review the learner's educational records. Parents and/or eligible learners have the right to inspect and review the learner's education records upon written request to the Principal. The Principal will make arrangements for access and notify the parent or eligible learner of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible learner from exercising the right to inspect and review the learner's educational records, WACS shall provide the parent or eligible learner with a copy of the records requested, or make arrangements for the parent or eligible learner to inspect and review the requested records.

WACS shall not destroy any education records if there is an outstanding request to inspect and review the records. WACS may charge a fee for a copy of an education record that is made for the parent or eligible learner, unless the imposition of a fee effectively

prevents a parent or eligible learner from exercising the right to inspect and review the learner's education records. WACS will not charge a fee to search for or to retrieve the educational records of a learner.

If the educational records of a learner contain information on more than one (1) learner, the parent or eligible learner may inspect and review or be informed of only the specific information about that learner.

2. The right to seek amendments of the learners education records that the learner or parent believes are inaccurate or misleading.

Parents or eligible learners may ask WACS to amend a record that they believe is inaccurate or misleading. They should write the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. WACS will decide whether to amend the record as requested within a reasonable time after the request is received. If WACS decides not to amend the record as requested by the parent or eligible learner, the parent or eligible learner will be notified of the decision and advised of their right to a hearing to challenge WACS' decision.

3. The right to consent to disclosures of personally; identifiable information, except to the extent that FERPA authorizes disclosure without consent.

Parent and/or eligible learners have the right to consent to disclosures of personally identifiable information contained in the learner's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to WACS officials with legitimate educational interests. A WACS school official is a person employed by WACS as an administrator, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom WACS has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or learner serving

on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A WACS school official has a legitimate education interest if the official needs to review and educational records in order to fulfill his or her professional responsibility.

Upon request, WACS will disclose educational records without consent to officials of another School in which a learner seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the learner's enrollment or transfer..

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WACS to comply with the requirements of FERPA.

The name and address of the office that administer FERPA is as follows:

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

### **Information Collection Funded by Other Sources**

As a condition of receiving funds under any applicable program, WACS has adopted the following policies, pursuant to 20 U.S.C. 1232h(c)(1):

1. The parents have a right to inspect any survey created by a third party before the survey is administered or distributed by WACS to the learner. Parents should submit such a request to the campus Principal and shall be provided an opportunity to inspect the survey within a reasonable period of time as determined by the campus Principal. Upon a parent's request to inspect a survey, the parent's learner shall not participate in the survey until the parent has had a reasonable opportunity to inspect the survey, as determined by the campus Principal.
2. In the event a survey contains the items listed above and is administered or distributed to learners, WACS shall comply with FERPA and other applicable law to protect learner privacy.
3. The parents have a right to inspect any instructional material used in the educational curriculum for the learner. Parents should submit such a request to the campus Principal. The campus Principal shall provide reasonable access to parents within a reasonable period of time, as determined by the Principal.
4. WACS shall not collect, disclose, or use learner's personal information for the purpose of marketing or selling that information to third-parties. This policy does not apply to or restrict the use of personal information collected from learners for the purpose of developing, evaluating or providing educational products or services offered by WACS, for or to learners or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by learners of products or services to raise funds for school-related or education-related activities, or learner recognition programs, or as otherwise required by law. This policy is also subject to state and federal public information laws and FERPA, that makes some learner personal information, defined above as Directory Information, public.
5. The parents have a right to inspect any instrument used in collection of personal information, described above, before the instrument is administered to the learner. Parents should submit such a request to the campus Principal. The campus Principal shall provide reasonable access to parents within a reasonable

period of time, as determined by the Principal. Upon a parent's request to inspect such an instrument, the parent's learner shall not participate until the parent has had a reasonable opportunity to inspect the instrument, as determined by the campus Principal.

#### **Notice for Directory Information**

Under FERPA, Winfree Academy Charter Schools must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a learner's education records. However, Winfree Academy Charter Schools may disclose appropriately designated "directory information" without written consent, unless a parent or eligible learner has advised Winfree Academy Charter Schools, in writing, to the contrary. The primary purpose of directory information is to allow the school to include this type of information from a learner's education records in certain school publications.

Winfree Academy Charter Schools has designated the following categories of information as directory information for the purpose of disclosure relating to school-related purposes:

- Learner name;
- Date and place of birth;
- Major field of study
- Degrees, honors, and awards received;
- Dates of attendance;
- Grade level;
- Most recent educational institution attended;
- Participation in officially recognized activities and sports; and
- Weight and height of members of athletic teams.

School-related purposes are those events/activities that Winfree Academy Charter Schools conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

- Extracurricular programs or events (school plays, concerns, athletic events, graduation ceremony, etc.).
- Publications (newsletters, yearbook, etc.).
- Honor roll and other learner recognition lists.
- Marketing materials of Winfree Academy Charter Schools (print media, website, videos, newspaper, etc.).

Winfree Academy Charter Schools has designated the following categories of information as directory information for purposes of disclosure to military recruiters and institutions of higher education, but only for secondary learners:

- Learner's name, address, and telephone number.

Winfree Academy Charter Schools has designated the following categories of information as directory information for purposes of responding to requests for general learner information made by law enforcement officials and authorities:

- Learner's name, address, and telephone number.

Winfree Academy Charter Schools shall not release directory information except for the purposes indicated above, namely, disclosure relating to school-sponsored/school-affiliated purposes; for the purpose of disclosure to military recruiters and institutions of higher education for secondary learners; and for the purpose of disclosure upon request by law enforcement officials and authorities.

#### **Opt-Out Notice**

A PARENT OR ELIGIBLE LEARNER MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 DAYS

AFTER RECEIVING THIS "NOTICE OF PARENT AND LEARNER RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

WACS may disclose directory information about former learners without satisfying the public notice conditions above. However, WACS must continue to honor any valid request to opt-out of the disclosure of directory information made while a learner was in attendance unless the learner rescinds the opt-out request.

### **TEA/Verification of Enrollment Forms**

When requesting a V.O.E. form **please allow 48 hours for processing**. The request needs to be in writing and turned in at the attendance office at the campus.

Learners requesting a V.O.E. form to present to the Department of Public Safety as part of the driver's license application process **must**:

1. Be enrolled at WACS for the six (6) weeks preceding the date of the application, and;
2. Not have been absent from any class more than three (3) times during either the current six (6) weeks or the previous six (6) weeks, whether excused or unexcused, and;
3. Have completed a minimum of 0.5 credits during the preceding six (6) weeks.

**If you do not meet these requirements, you will be denied a**

**V.O.E. form.** The Principal may permit grade and attendance make-up sessions as well as consider transfer learner status. If you believe you are a candidate for this consideration, you must set an appointment with the Principal.

DPS requires a V.O.E. form for each permit, license and renewal until the learner 18 years of age. **If you desire a permit or a license, you must attend school.**

**Please make sure you receive a TEA/VOE form before school is out as the campuses are closed during the summer break. There will be limited staff members available to issue a TEA/VOE form.**

**IMPORTANT NOTE:** *WACS campuses are closed during the month of July; the Administration office will have limited staff on duty. Parent/guardians and/or learners must request records such as transcripts, diplomas, standardized test scores or grades in writing not later than the last business day in June.*

### **Video and Photo Release**

WACS personnel, or agents of the school, may photograph, videotape, or interview learners for use in school publications such as the school website, the school's social media pages, displays, newspapers, advertisements, memory books/yearbooks, or television broadcasts. Parental permission is required to allow learners to be photographed or videotaped for these purposes. Parents may agree to this by indicating this choice on the "Photography and Video Release Form in the Enrollment Packet.

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