



**ANNE FRANK
INSPIRE ACADEMY**
A BRAINATION SCHOOL

***Anne Frank Inspire Academy
Parent/Student Handbook
K-12***



Mission

***To increase the capacity
for human greatness!***



Table of Contents

An Unwavering Commitment to Greatness!

Welcome Letter

Calendar

About Inspire Academies	1
Mission.....	1
Vision	1
School Colors.....	1
Mascot.....	1
The 7 Pillars of the Inspire Academies	1
Our Three Imperatives	1
Visitors to the school	1
Unauthorized Individuals	1
Child Find Notice	2
School Pledges	2
School Prayer.....	2
School Communication- Automated.....	2
School Communication- Nonemergency.....	2
Complaints and Concerns.....	2
AFIA Pillar #1 Small School Size	3
Discrimination.....	3
Admissions	3
Lottery and Placement on Wait List.....	3
Enrollment.....	3
School Admissions	4
Acceptance Procedure.....	4
Enrollment Documents.....	4
Student Dress/Grooming.....	4-5
Student Dress Extra-Curricular Events	6
AFIA Pillar #2 Creative Learning Environment	7
School Work.....	7
Late Work Policy.....	7
Closed Campus	7
Phone Messages	7
Student Cell Phones	7
Telecommunication Searches	7
Field Lessons	7
Transportation.....	8
Student Records.....	8
Photographs.....	8
Waiver of Student Fees	8
School Closing / Delay.....	8
Disaster and Fire Preparedness	8
Students Selling Items at School	8

Table of Contents

Distributing Flyers	8
School Schedules	8
Student Arrival	8
Student Dismissal.....	8
Designation for Parent Pick-Up	9
Change of Address	9
Compulsory Attendance	9
Kindergarten Attendance	9
Age 6 and Up Attendance.....	9
Excused Absences	10
Tardiness.....	10
Make-Up Work	10
Truancy.....	10
Attendance Committee	11
Attendance for Credit	11
Unexcused Absences/Tardies	11
Student Withdrawal	12
Driver License Absence Verification	12
Bacterial Meningitis Information.....	12-13
<i>AFIA #3 World-Class Curriculum.....</i>	<i>14</i>
Class Schedules.....	14
Grade Level Classifications.....	14
Grading Guidelines	15
Homework.....	15
Physical Education Guidelines.....	15-16
<i>AFIA #4 Personalized Learning Model.....</i>	<i>17</i>
Recognition.....	17
Section 504.....	17
Special Education / Free Appropriate Public Education (FAPE)	17
English Language Learners	17
Dyslexia Services	17
Homebound.....	17
Homeless Students	17
Health	17
Dispensing of Prescription Medications at School	17
Dispensing of non-Prescription/Over-the-Counter Medications at School	18
Asthma Medications	18
Food Allergies	18
Severe Allergic Reactions	18
Fever	18
Immunizations	18
Lice.....	19
Mandated Screenings.....	19
Student Health Insurance.....	19
Tobacco.....	19
Student Safety.....	19
Disruption of School Operations	19
Law Enforcement Questioning of Students	20
Students Taken into Custody.....	20
Notification of Law Violations.....	20
School Events/school Rules Apply.....	21
Food & Nutrition Services	21
Free and Reduced Priced Meals	21
Food Deliveries/Vending Machines.....	21

Table of Contents

<i>AFIA #5 Authentic Awards & Assessments</i>	22
Grading Policies	22
Grading Scale	22
Transfer Students	22
Grade Conversion for Transcripts	22
STAAR/EOC Assessments	22
Awards & Honors	22
Graduation Requirements- Secondary	22
Testing Requirements for Graduation- Secondary	23
Local Graduation Requirements- Secondary	23
Testing Requirements for Graduation for Students Receiving Special Education Services	24
Non-completion of Graduation Requirements	24
Foundation Graduation Program1	24
Foundation Graduation Program1 Required Credits	24
Valedictorian/Salutatorian Honors	25
Honor Graduates	25
Class Rank Calculation	25
Class Rank Ties	26
Designation of Level I and II Courses for Class Ranking	26
Graduation Speakers	26
Graduation Expenses	26
Standardized Testing- SAT/ACT/TSI/ASVAB	26
STAAR	27
Kindergarten Promotion/Retention	27
Elementary/Secondary Promotion/Retention	28
 <i>AFIA #6 Teachers as Facilitators</i>	 29
Student Support Team Students Experiencing Academic or Behavior Difficulties	29
Advisory	29
Houses	29
 <i>AFIA #7 Connection to the Community</i>	 30
School Volunteers	30
Service Learning	30
Parent & Community Involvement	31
 Appendix A: Code of Conduct	 32-37
Appendix B: Internet Policy	38-43
Appendix C: School Forms	44
Acknowledgement Form	44



An Unwavering Commitment to Greatness!

BAN THE AVERAGE! These words waken a passion in us to develop a new vision of educational excellence. A vision that is focused on developing independent learners through guided inquiries facilitated by passionate educators.

Our belief is that there is no such thing as an average student. In our system, students are empowered to utilize critical thinking skills, problem solving strategies, and collaborate with peers to construct solutions for real-world applications. Designing such a system starts with being trusted, a commitment to excellence, and caring about stakeholders as individuals. It continues with the creation of boundaries that allow for flexibility, innovation, and creativity, all the while ensuring the focus remains on the objective of academic excellence.

The priority must be to create a true environment of collaboration between all stakeholders, but most importantly between a facilitator and their students. It is imperative that students' own voices are integrated into everyday learning experiences in order to find the joy in learning. Finally, the system must produce results to build credibility and sustainability.

I am excited to join AFIA for the challenge of being truly innovative and the opportunity to increase the capacity for human greatness. Together, we will BAN THE AVERAGE in education!

Within this booklet you will find the Handbook and Code of Conduct. They are the policies, rules, consequences and procedures that you will be expected to follow. Please read them carefully and familiarize yourself with the information.

Please feel free to call or email us at any time.

Sincerely,

Justin Johnston Head of School

Anne Frank Inspire Academy | 2019-2020 SCHOOL CALENDAR

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1 First day (Campus office)
- 2 Online orientation
- 5 Convocation (all employees)
- 7 First day assessment staff
- 12 First day Facilitators/IAs
- 12-23 Staff PD
- 26 First day of school

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 17 Student Holiday/Staff PD*
*Bad weather makeup day
- 2/24-4/3 TELPAS

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 Labor Day

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 Start of 5th six weeks
- 20 Early release/Staff PD
- 6
- 9-13 Spring break
- 3/30-4/21 STAAR AII 2

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 7 Start of 2nd six weeks
- 14 Student Holiday/Staff PD

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 10 Good Friday
- 20 Start of 6th six weeks
- 24 Battle of Flowers
- 6-17 STAAR Online

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 18 Start of 3rd six weeks
- 22 Early release
- 25-26 Staff PD
- 25-29 Thanksgiving break

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 25 Memorial Day
- 4-22 STAAR Online
- Instructional Days (89)
- 4th grading period – 28
- 5th grading period – 29
- 6th grading period – 32

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 23-31 Winter break
- 9-13 STAAR EOC

JUNE '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1 Bad weather makeup day
- 4 Last day of school for students, Facilitators, IAs
- 5 Bad weather makeup day
- 12 Last day assessment staff
- 22-26 STAAR

JANUARY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1-3 Winter break
- 17 Early release/Staff PD
- 21 Start of 4th six weeks
- 20 M.L. King Jr. day
- Instructional Days (88)
- 1st grading period – 29
- 2nd grading period – 29
- 3rd grading period – 30

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Professional Development (PD)
- Student Holiday/Staff PD
- Early Release/Staff PD
- School Holiday
- Start of Grading Period

About Anne Frank Inspire Academy

Anne Frank Inspire Academy (AFIA), offers K-12th grade students an extraordinary integrated academic program featuring four interlocking areas of growth: problem solving, character development, leadership opportunities and service-learning projects.

Graduates of AFIA will be equipped with a cornucopia of tools that will serve to empower them with an unwavering commitment to greatness!

Mission

To increase your child's capacity for human greatness

Vision

To reimagine and transform global learning

School Colors: Silver, Blue, Burgundy

Mascot: Sea Gull

The 7 Pillars of the Inspire Academies

- Small School Size
- Creative Learning Environment
- World-Class Curriculum
- Guided Inquiry Learning Model
- Authentic Assessments
- Teachers as Facilitators
- Connection to the Community

Our Three Imperatives

Belong: Be an active member of your family, your school, your community, and the world.

Be Great: Become an expert learner, a leader, a person of character and principles, and create a life of service to others.

Find Joy: This is the purpose of life-and a choice you can make every day.

Motto- Life is good, make it great!

Visitors to the School (All Grade Levels)

General Visitors

Parents and other visitors are always welcome at AFIA. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the Elementary Principal and facilitator and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Child Find Notice

AFIA shall identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disable students.

Pledges of Allegiance and a Minute of Silence

(All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Elementary Principal to excuse their child from reciting a pledge

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

Prayer

(All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a

phone number previously provided to the district has changed.

Non-emergency Communications

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's Elementary Principal.

Complaints and Concerns

(All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the Facilitator, Elementary Principal, or Head of School. Should a parent or student feel a need to file a formal complaint, the parent or student should submit in writing the formal concern or complaint to the Elementary Principal or Head of School. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the parent complaint to be presented and heard by the district board of trustees.

AFIA

Pillar #1

Small School Size

Discrimination

AFIA complies with all non-discrimination rules and regulations and does not permit any form of discrimination on the basis of age, race, religion, color, national origin, sex or handicap in its programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Admissions

Open Enrollment Charter School

Anne Frank Inspire Academy is an open-enrollment charter school which is a public school of choice. Parents must follow the guidelines for the admission process for a student to be admitted into an open-enrollment charter school.

A completed application must be submitted to the school or online prior to the application deadline in order to be eligible for admission. Times will be posted on the website for the application to be received with a deadline date that must be met in order for students to qualify for the lottery. AFIA will accept fifty students in grades 6-12 and 30 students in grades K-5. Students assigned to alternative placement settings must complete alternative assignment, prior to enrolling in AFIA.

Lottery and Placement on Waitlist

Anne Frank Inspire Academy has an open application period from April 1 – 30. All new applicants for admission to a campus during this time are subject to a lottery to determine their placement on the lottery results/waitlist for the particular grade level.

The lottery, if any, shall be conducted within the next five (5) business days following the application closing date. A lottery will be conducted for each grade level.

The lottery for each grade will be conducted in four stages: (A) children of facilitators; (B) siblings of currently accepted students; (C) students who live

within the school's geographic boundary (including homeless students); and (D) students who live outside the school's geographic boundary.

Applications received after the application closing date will be placed on the waitlist according to their application classification: child of facilitator, sibling of current student, student who lives within the school's geographic boundary (including homeless students), or student who lives outside the school's geographic boundary. Thus, for instance, any sibling who submits an application for admission after the Application Closing Date will be placed at the bottom of the section of the waitlist for siblings (and immediately ahead of the students residing within the school's geographic boundary). Similarly, new applicants residing within the school's geographic boundary will always be placed on the waitlist ahead of students residing outside of the school's geographic boundary.

Enrollment

After the lottery, the school will determine how many seats are available in each grade and begin calling parents of prospective students in the order they appear on the lottery results/waitlist to fill the available seats. The school will call each of the numbers provided by the parent on the application and if a parent is not reached in person will leave a detailed message when possible. The parent will have 48 hours (excluding weekends and federal holidays) from the time of the first phone call to accept enrollment at the school and schedule a time for the parent and student to complete the new student enrollment packet and reading and math entry assessment. If the parent does not call the school registrar during office hours and verbally accept the offer of enrollment within 48 hours (excluding weekends and federal holidays), the student will be removed from the waitlist.

When a seat becomes available any time after the initial lottery notification, the parents of students on the waitlist will be notified as soon as there is an opening by calling each of the numbers provided by the parent on the application. The parent will have 48 hours (excluding weekends and federal holidays) from the time of the first phone call to accept enrollment at the school and schedule a time for the parent and student to complete the new student enrollment packet and reading and math entry assessment. If the parent does not call the Registrar

during office hours and verbally accept the offer of enrollment within 48 hours (excluding weekends and federal holidays), the student will be removed from the waitlist.

Any student who is administratively removed from the waitlist due to failure to timely accept enrollment as outlined in this policy may have their application re-activated for that school year only. The parent must call the Registrar and request that the application be reactivated. Upon receipt of such request, the school will place the student at the bottom of the waitlist as outlined in this policy.

If the number of students enrolled in a grade ever exceeds the cap established by the school, due to retention or other grade placement modifications, the school will absorb the extra students in that grade as naturally as possible. If any student withdraws or is removed from the school such that the number of students in the grade remains at or above the cap, additional students will not be enrolled at that time. The school will not enroll additional students in any grade unless the number of students falls under the cap for that grade as determined by the school.

No student names will be physically removed from the enrollment database. The enrollment database will be retained as a record of the school's compliance with the Texas Education Code, United States Department of Education Non-Regulatory Guidance, and this policy.

Acceptance Procedure

Students that were selected on "lottery day" will be notified in writing one week following the lottery.

- Acceptance notifications will be mailed the day after the lottery. Enrollment packets will be available for pick-up the day of lottery and applicants must return completed enrollment packets within two weeks.
- the completion of the lottery.
- All accepted students will be required to meet with a school administrator and/or facilitator to undergo reading and math entry assessments. This coordination interview will serve as a time for students

to voice their areas of interest and make program choices.

Enrollment Documents

Upon a student's acceptance, the following documents are required to be submitted:

- Birth certificate
- Records from the school most recently attended
- Immunization records

Students will not be denied enrollment because they failed to meet this requirement.

Student Dress

Students attending AFIA are not required to wear a uniform. However, students are required to follow the guidelines below.

Presentation/Field Trip Shirt- Students must wear an AFIA Blue polio shirt for all presentations and field trips. Shirts will be available for purchase.

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Dress Code for Elementary and Secondary Students:

- General Clothing Guidelines:
Garments must allow for participation in all regular school activities while maintaining dignity and modesty.
- Articles of clothing with pictures, emblems, symbols, slogans, or writings that are lewd, offensive, vulgar, obscene, contain sexual innuendos, or cause disruption to the educational process are prohibited.
- Articles of clothing that advertise or depict tobacco products, alcoholic beverages,

drugs, controlled substances, or other items prohibited at school.

- See-through attire is unacceptable unless an article of clothing is worn underneath the garment that complies with the dress code.
- At no time should undergarments be visible. Thermal clothing intended as undergarments must be covered by other clothes.
- Boxer shorts, pajamas, or other sleepwear as outerwear is prohibited - except on approved occasions.
- All articles of clothing must be worn as it is designed to be worn (i.e. not backwards or inside out). Shirts and Dress Tops
 - Shirts must be worn at all times while in the classroom, on school grounds, or at school related or school-sponsored events.
 - Tank tops, tube tops, halters, midriffs, backless tops, spaghetti straps, spandex/leotard tops, off the shoulder tops, or low-cut tops are prohibited.
 - Shirts must be long enough to cover the midriff, even when arms are raised over the student's head. Pants, Shorts, Capris, Skirts, Skorts, or Dresses.
 - Shorts, skirts, tunics, long shirts, skorts, or dresses must reach mid-thigh or longer. The same standard applies to slits or slashes in skirts or dresses.
 - All pants, shorts, capris, skirts, and skorts must fit over the hips at the waist.
 - Pants must be naturally fitting at the waist and at the crotch. Pants may not sag or bag at the waist or drag on the ground.
 - Torn or ripped clothing above the knee, where skin is visible, is prohibited unless
- Form fitting pants, stretch pants, yoga pants and leggings may be worn under a skirt, dress, skort, tunic or long shirt that is mid-thigh or longer and complies with the dress code.

- Footwear: For reasons of health and safety, shoes must be worn at all times.
- The following footwear is prohibited due to health or safety concerns: no house shoes or roller shoes or steel toe shoes/boots.
- Certain classes may require students to wear certain types of footwear. For example, athletic shoes may be required for physical education classes and closed toe shoes may be required for chemistry.
 - Hair: Student's hair, including facial hair, must be clean, groomed, and by the nature of the style does not tend to create a distraction.
 - Hairstyles or designs or hair colors that are disruptive or distracting to the school environment are prohibited
 - Inappropriate insignia and/or designs are not allowed in weaves, braids, dye patterns, shaved or plucked into the hair.
 - Wigs may not be worn unless there is a medical exception.
 - Hair must be kept out of the eyes and must not be a distraction.
 - Notching of the eyebrows is prohibited.
 - Head Wear such as hats, caps, bandanas, hoods, visors, or other head coverings are prohibited in the classroom or school building except on approved occasions.
 - Religious head wear is accepted and acknowledged at school.
 - Hair curlers or hair rollers are prohibited.
 - Students may not wear hair picks, combs, or brushes in their hair.
 - Jewelry and Accessories: Jewelry that causes a distraction or that could be dangerous to the student or other individuals is prohibited.
 - Earrings are limited to the ears for all students.

- Small nose studs that are non-distracting are permitted for students in grades 7-12. All other facial piercings are prohibited.
- Studded and spiked jewelry (i.e. dog collars) are prohibited.
- Pocket or wallet chains are prohibited due to safety concerns.
- Mouth grills or mouth pieces that are worn over a student's teeth that serve only for decorative purposes are prohibited.
- Tattoos or personalized ink marker drawings that are lewd, vulgar, or depict profanity or prohibited items (i.e. alcohol, drugs, or tobacco products) must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Any makeup or nail polish that is distracting to the learning environment is prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.
- PLEASE NOTE: The campus administrator will identify any exceptions to this dress code. The final decision shall be that of the campus administrator. The campus administrator may make exceptions to this dress code for special occasions such as, but not limited to, homecoming, prom or athletic events.
- If the Elementary Principal and/or Head of School determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be suspended for the remainder of the day, or until the student complies with the dress code. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

After-School functions and Extracurricular Events

Students will be required to subscribe to the school dress code at all after school functions and extracurricular events. However, shorts no shorter than finger-tip length, baseball caps/hats, and flip flops shall be permitted.

AFIA Pillar #2

Creative Learning Environment

AFIA is a free, public school open to all students who are in grades K-12th. Students are not required to take a test to be accepted and there is not a charge for tuition.

AFIA fosters a culture of innovation and assists students in reaching their full potential through internal and external learning spaces where design is driven by pedagogy and technology.

AFIA is designed on the premise that the effective implementation of learning spaces can actually facilitate student engagement and enhance teaching and learning. Students and staff are not bound by traditional classrooms or caught in the dilemma of creating student programs to fit present day constraints.

Students enrolled in AFIA will enjoy buildings that feature flexible spaces, collaborative areas; studios built with social interaction in mind and integrated technology where comfort and ambiance are not forgotten.

School Work

Students will set goals, maintain a calendar, and create a daily "To-do List." Advisors will check student progress weekly. Working on these goals can happen anywhere and/or anytime: home, school, weekends, and etc. If a student is absent from school, the work of one's life continues!

Parents are encouraged to review material that students are covering and provide opportunities for students to continue their project development at home.

Students will follow their daily calendar of assignments as a way to assist with organization and study skills. The calendar is a tool to help student (s) when absent to obtain the missed assignments and make up assignments.

Late Work Policy

Students that have several excused absences should contact their advisor to determine a reasonable plan to catch up on missed work. If a student consistently turns in work late, the issue will be addressed with the student and their parent(s).

Closed Campus

AFIA operates a closed campus. AFIA is committed to providing a safe campus environment; therefore, students are required to have a parent / guardian check him / her out through the Administrative Assistant/Registrar.

Phone Messages

Parents are encouraged, during regular school hours, to call the main office (638-5910) should an emergency situation occur. The school will notify the student of the emergency.

Student Cell Phones

Students are permitted to bring their cell phone to school; however, cell phones are not permitted to video and audio record other students or staff without their permission. Devices are subject to being confiscated if they are used repeatedly in an inappropriate fashion.

Telecommunications and Other Electronic Devices Searches (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

District-owned devices may be turned over to law enforcement to determine whether a crime has been committed.

Field Lessons

AFIA will offer a wide variety of opportunities to go on trips. The following guidelines will apply:

- Students must return a Field Trip Permission slip signed by a parent. Phone calls will not be accepted as permission.
- Students will follow the Student Code of Conduct on all off-campus trips.

Transportation

(All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the Elementary Principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Student Records

Please contact the main office to change your student's address, phone number, emergency contacts or other information.

AFIA complies with the Family Education Rights and Privacy Act (FERPA) which affords parents certain rights of privacy with respect to the student's education records.

Parents, whether married, separated, or divorced, have a right to access their child's education records, unless a court order specifically restricts that right.

Photographs

AFIA, throughout the year, may have students working on yearbooks. They will also work with webpage designers and media representatives on campus to videotape or photograph student related activities.

By signing the Photo Release Form, parents are giving AFIA permission to *take their child's photograph and to use that photograph*.

Waiver of Student Fees

Requests for a waiver of fees must be made to the Head of School. The individual student's situation will be taken into consideration and a determination based on need will be made.

School Closings / Delay

School cancellations and delays will be communicated to parents via email, phone call, or

texts. In addition, TV stations will announce the school's cancellation or delay information.

Disaster and Fire Preparedness

AFIA has a school crisis plan that provides a disaster and fire protection plan. Drills are conducted regularly throughout the school year. Disaster and fire drill will be held regularly.

Students Selling Items at School

School clubs and organizations may sell items if they have received permission from a school administrator. Items may be sold before and after school.

Distributing Flyers

Students who wish to distribute flyers, literature, etc., must receive approval from a school administrator. Students that wish to post advertising materials for school events must receive approval from a school administrator.

School Schedules

Elementary & Secondary: Monday – Friday
8:00 a.m. to 3:30 p.m.

Monday – Friday - Extended Day
Ends at 5:30 p.m.

Specific Early Dismissals - See School Calendar

Arrival to School

School doors will open at 7:30 a.m. For safety reasons, students should not arrive before 7:30 a.m. Staff will not be on duty prior to 7:30 a.m.

Dismissal from School

- Parents picking up their student prior to regular school dismissal must go to the main office at the middle school to check their student out.
- Due to traffic control and safety reasons, students are expected to report to the designated student pick-up area immediately upon dismissal from school.

Students that aren't picked up upon dismissal time will be held fifteen minutes at their pick-up designation. Students will then wait in the office for parent pick-up and a late fee of \$10.00 will be charged.

Designation for Parent Pick-Up

AFIA will recognize the parent/guardian on the Student Registration Form as the only person (s) having the authority to pick up that particular student. If a parent/guardian or authorized family member claims to have the right to pick up the student, then that person must present a driver license and one of the following:

- A certified court order showing charge of custody rights and proper identification;
- Proof including order from clerks of the court, judges, or attorneys.

A change of custody will not be allowed on school property during the school day unless authorized by the Head of School.

Change of Address

Written notification of a student's address change or phone number should be given to the main office within five days of the change.

Attendance

Texas Compulsory Attendance Law

Regular school attendance is essential for a student to make the most of his or her education—to benefit from facilitator-led and school activities, to build each day's learning on the previous day's, and to grow as an individual.

Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Failure to Comply with Compulsory Attendance

(All Grade Levels)

School employees must investigate and report violations of the state compulsory attendance law. A

student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Exemptions to Compulsory Attendance

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus Elementary Principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Kindergarten Attendance

Students enrolled in kindergarten are required to attend school and are subject to the compulsory attendance requirements if they are enrolled. Late arrival and early pickup of students will result in an unexcused absence and more importantly may result in serious disruption of a student's mastery of content and academic success. More so, frequent tardiness and early pickup of students increases class disruptions and causes facilitator redirection to assist children entering or leaving the classroom, thereby minimizing the instructional learning of other students in the classroom.

Ages 6 and Up Attendance

A child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in 1st grade, and who has not yet reached his/her 18th birthday shall attend school. Parents are required by Texas Compulsory Attendance Law to ensure their child(ren) are in school the full day of instruction every day of the school year.

The Texas Education Code 25.085-096 states that a student may not be given credit for a class unless the student is in attendance at least 90% of the time that

the class is offered. This means that the maximum a student can be absent is nine days per semester per class including excused and unexcused.

Attendance will be taken throughout the school day. State funding is based on daily attendance figures. Therefore, students should make every effort to be present daily. Should it be unavoidable for a student to be absent then a parent/guardian should call the main office before on the date of the absence with the reason for the student's absence and upon return to school the student should present a signed note from the parent describing the reason for the absence.

Note: Unless the absence is for a statutorily excused reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Failure to follow the Texas Compulsory Attendance Law is a Class C Misdemeanor and subject to a fine not to exceed \$500. A violation has occurred if a student has the following unexcused absences.

- 3 full or partial (early pick – ups, tardies) day absences in a four-week period, or
- 10 full or partial (tardies/early pick – ups) day absences in a six-month period.

Personal Illness

Student Illness

(All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours.

If a student becomes ill during the school day, he or she must receive permission from the facilitator before reporting to the receptionist. If the

receptionist determines that the child should go home, the receptionist will assist the student with contacting the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services.

Excused Absences/Exemptions

Student's absences, up to eight (8) days of absences per year from school, may be excused with proper documentation or approval from the Head of School or Elementary Principal for the following reasons:

- Medical appointments (Students are encouraged to return to school on the same day as the appointment.)
- Family emergency
- Quarantine of the home
- Observance of religious holidays
- Juvenile court proceeding documented by a probation officer.
- Naturalization ceremonies
- Military deployment of parent,
- Death or serious illness in immediate family
- Natural disasters, weather or road closures, as declared by the District
- Emergencies recognized and approved by the Head of School or Elementary Principal
- Attending an authorized school function

After the 8th day of absences, a doctors note will be required to excuse an absence.

Tardiness

Students that are tardy to school (arriving after 8:00 a.m.) must be escorted into the building and sign in by a parent/guardian.

Should a student receive more than 4 tardies in a 6-week grading period, the student will be required to follow the recommendations of the attendance committee.

Make-Up Work

AFIA students will be given the opportunity to make up work missed due to an excused absence. It is the responsibility of the student to request and complete assignments or tests missed.

Truancy

Students are required to attend school under the Texas Compulsory Attendance Law. Students absent

without excuse for ten or more days or parts of days within a six-month period or three or more days or parts of days within a four-week period will be treated as truant and action may be brought for failure to comply with the law. The student and parent should make every effort to avoid unnecessary tardies and absences.

Attendance Committee

In accordance with TEC 29.092, an attendance committee composed of a majority of facilitators, an administrator, and other campus staff, will convene to consider student's excessive absences. The attendance committee will alert all students who are in danger of having excessive absences so they will have the opportunity to correct this issue. The Attendance Committee may decide to allow students to make up work due to extenuating circumstances and will determine the timeline. Parents may request to be present for the appeal process.

Attendance for Credit or Final Grade (Kindergarten-Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the Head of School, who allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the Head of School, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences.

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating

circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

Unexcused Tardies/Absences Between Ages 5 and 18

When a student between ages 5 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period or 10 full or partial day absences in a six-month period, the school will send a notice to the student's parent, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to

come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. Any other measures considered appropriate by the district will also be initiated.

If you have questions about your student and the effect of his or her tardies and/or absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Makeup Work Makeup Work Because of Absence (All Grade Levels)

For any class missed, the facilitator may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the facilitator. A student who does not make up assigned

work within the time allotted by the facilitator will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her facilitator if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the facilitator and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade."

Student Withdrawal

An AFIA student must be accompanied by a parent/guardian in order to withdraw from school. All fees and fines must be paid and all school-owned materials/computers must be returned in acceptable condition.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Bacterial Meningitis (All Grade Levels)

State law requires the district 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 commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. 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, most 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. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

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.

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 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 \(CDC\)](#), 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 student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students 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 Head of School for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.**

AFIA Pillar #3 World-Class Curriculum

The curriculum at an AFIA can be defined as a true 21st century approach that recognizes the unique gifts of students in combination with a collaborative partnership between the student, facilitator, and parent.

The education program at AFIA is based on an inquiry model, which the latest research findings have proven is how students learn best. Every student is honored as an individual and their skills and passions are acknowledged throughout completion of the inquiry investigation process. The extraordinary integrated academic program features four interlocking areas of growth: expert learning, character development, leadership opportunities and service-learning projects.

This Inquiry Learning model promotes a collaborative partnership between the facilitator, parent, student and school. This student-centered design allows for the student to be motivated by student needs, interests, and skills. Learning is fostered through flexibility and choice as the facilitator and learner exchange roles.

The physical environment of the school looks very different. AFIA's internal and external learning environments transform the learning process, and a change in the school culture takes place as facilitator and student mobility continually shift throughout the instructional day.

The curriculum at AFIA is framed using "Common Ground", an international school curriculum with embedded Texas Knowledge and Skills standards that guide students in developing expert learning skills, global citizenship, and core content. The Common Ground framework provides an overall structure to the AFIA curriculum as the source of ongoing themes around which projects, activities, and challenges are built.

Curriculum at AFIA consists of a three-tiered curriculum consisting of a core curriculum, a choice

curriculum and an exposure curriculum. The AFIA Core Curriculum includes the state required course work and assessments for each grade level including the core subjects in math, science, social studies and English/Language Arts. The exposure curriculum consists of what we believe well rounded students should be exposed to. With parents and students, we will develop a broad range of events, presentations, and experiences for our students (e.g. possibilities might include overnight camping, leadership retreats, trips to museums).

The student program provides AFIA students opportunities to develop leadership skills and the potential to assume responsibility for the operation of their academy. Students will have meaningful leadership involvement and will:

- co-design/design investigations,
- co-design curriculum,
- co-design the school calendar/school day,
- design learning activities,
- design a fundraising campaign,
- manage a budget for field experiences, materials and school activities.

As a student leader, students will experience the decision-making process of a school, model the process for new students and serve as a leadership mentor to all students.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made if approved by the Head of School for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom facilitator. These guidelines have been reviewed by each applicable curriculum department and have been approved by the Head of School and/or campus Elementary Principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

College Credit Courses

(Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with the University of Texas and Alamo Community Colleges/Northwest Vista, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's

grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Homework

(All Grade Levels)

Homework is a part of the academic program at AFIA. As such, homework may be assigned by a facilitator. Students who have been absent may also need to be assigned homework to catch up on missed class or project work. Homework is generally not given over the weekend, or holidays, but exceptions may be made by individual facilitators. Homework may be requested in advance of an excused, extended absence of three (3) or more days. Please encourage your children to think carefully before they leave school for the day so that they will have everything needed for homework and projects.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day kindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the Elementary Principal.

Junior High / Middle School

The district will ensure that students in middle or junior high school will engage in [30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical

activity within each two-week period for at least four semesters].

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the Head of School or Elementary Principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to campus to obtain the results of his or her child's physical fitness assessment conducted during the school year.

AFIA

Pillar #4

Personalized Learning Model

Recognition

Students who demonstrate greatness will be recognized at the end of a grading cycle.

Section 504

AFIA shall identify, refer, evaluate and, if eligible, provide a free, appropriate public education to disabled students. Contact the school office if you have any questions about the identification, evaluation and placement into Section 504 programs.

Special Education / Free Appropriate Public Education (FAPE)

AFIA complies with the IDEA, which guarantees the provision of a free appropriate public education (FAPE) to all children with disabilities.

AFIA ensures that an individualized education program (IEP) is developed, reviewed, and revised for each child with a disability in accordance with its procedures. AFIA ensures that each of its students with disabilities receives all of the special education, related services, and supplementary aids and services identified in the child's IEP.

English Language Learners

AFIA provides support services, including various intervention opportunities, such as tutorial and small group instructional support for English Language Learners (ELs) to be successful.

Dyslexia Services

Students suspected of having symptoms of dyslexia are referred to the Student Support Team. If as part of the intervention process dyslexic tendencies are noted, the student will be referred for a Section 504 evaluation for dyslexia to be administered by trained personnel. If the student is identified as dyslexic, the

student will be placed in a dyslexia program and will receive dyslexia support. Student-specific accommodations decided upon by the Section 504 committee will be used during any direct instruction times and during assessments. The Section 504 plan will be reviewed annually, and accommodations adjusted as necessary.

Homebound

If a student has a medical or psychological condition that necessitates being absent for a total of at least four weeks, not necessarily consecutively, a homebound referral will be initiated. Students are responsible for meeting the requirements of grade-level curriculum and will be required to take all standardized tests when possible. Students that are referred for homebound services will be considered for qualification under Section 504.

Homeless Students

AFIA will survey students and parents annually to determine if their living situation is transitional as defined by the McKinney-Vento Homeless Assistance Act. Children and youth who lack a fixed, regular and adequate nighttime residence are considered homeless and may be eligible for services.

Health

Dispensing of Prescription Medications at School

Prescriptions must be in the original, current, pharmacy-labeled bottle with drug name, date, dosage, time of dosage, physician's name and phone number printed on the bottle. A written note signed by the parent stating the purpose and duration the medication is to be given, must accompany the medication and include the parent's emergency daytime phone numbers.

- Parents must deliver the medication to the Head of School or Elementary Principal.
- All paperwork must be filed and signed by the parent.
- Students must never have any medications in their backpacks, purses, or on themselves.

Dispensing of Non-Prescription/Over-the-Counter Medications at School

AFIA does not dispense over-the counter/non-prescription medications at school. Should a special circumstance arise, you must contact the Head of School or the Elementary Principal. AFIA does not dispense aspirin to students. The main office does not have any medication to dispense. ***Students that are found taking medication or giving other students medication will be subject to school disciplinary action.***

Asthma Medications

Parent/guardians are required to provide the Head of School a copy of the student's "Asthma Action Plan" signed and dated by the student's physician. Activity restrictions due to weather or exertion should be provided in writing by the student's physician.

Students at AFIA are allowed to carry their own inhalers at school as long as a note with the physician and parent's signature is on file in the administration office. All inhalers must have the pharmacy prescription label attached directly on the inhaler. It is advised that all asthma medication be administered in the presences of a main office staff member.

Students must bring their personal nebulizer if treatment is required.

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please complete the food allergy disclosure form in the registration packet and contact a campus administrator if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be

developed to assist the student in safely accessing the school environment.

Severe Allergic Reaction

An "Allergy Action Plan" is advised to be completed for any student with a known history of anaphylactic reaction. Forms are available at the school or on the school website under the forms section. Ensure that the Head of School or Elementary Principal is aware any student's hypersensitivities to food/environment/insects.

Fever

Students will be considered to have a fever if their temperature is 100.4 degrees (or greater) orally. Students should not be medicated to reduce a fever and sent to school.

AFIA request that students must be fever free for 24 hours after the temperature has returned to normal (98.6) without the use of analgesics before attempting to return to school.

Immunizations

A student is required to present proof of immunizations as required by Texas State law for school attendance. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Required vaccines for students (Birth-6 years of age):
<https://www.cdc.gov/vaccines/schedules/easy-to-read/child-shell-easyread.html>

Required vaccines for students (7-18 years of age):
<https://www.cdc.gov/vaccines/schedules/easy-to-read/adolescent-shell-easyread.html>

Exemptions from compliance are allowed for an individual by obtaining an exemption for medical reasons or reasons of conscience, including religious beliefs. To obtain a medical exemption, the student must present a statement signed by a health care provider licensed to practice medicine in the United States that indicates the immunization required would be harmful to the health and well-being of the student or a member of the student's family or household. The exemption is valid for one year from

the date signed by the health care provider, unless the physician specifies a lifelong condition.

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, a school administrator will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

Mandated Screenings

AFIA will conduct vision and hearing screenings as required by the Special Senses and Communication Disorders Act for all 7th graders and for all other students entering AFIA for the first time. Parents will be notified if their student does not pass the screening tests.

AFIA will conduct spinal screenings as required in grade 6th. Seventh grade students will be screened for Texas Risk Assessment for Type 2 Diabetes in Children Program as required.

Requirements for all screenings are met if the parent provides the results of the screening conducted by a state-licensed health care provider to the Administrative Assistant or Head of School, or Elementary Principal.

Student Health Insurance

AFIA by law is not liable for injuries that students suffer while on campus. AFIA does not make available voluntary accident insurance.

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

- E-Cigarettes will be considered drug paraphernalia and subject to disciplinary action.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities.

Student Safety

To foster an orderly and distraction-free environment, AFIA has established a Student Code of Conduct. The Code outlines prohibited behaviors and consequences. The school has the responsibility and authority to enforce the AFIA Student Code of Conduct, counsel students and assign discipline when appropriate.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the school administrator will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The Head of School will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The Head of School ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the Elementary Principal considers to be a valid objection.
- The Head of School ordinarily will be present unless the interviewer raises what the Elementary Principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), 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 the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the Head of School or the Elementary Principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The Head of School or the Elementary Principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises a valid objection to notifying the parents. Because the Head of School or Elementary Principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred

prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Food & Nutrition Services

AFIA will participate in the National Child Nutrition Program for breakfast and lunch for the 2019-2020 school year. Students may bring food and use the microwaves for warming.

In accordance with the Texas Public School Nutrition Policy: Parents may provide for their own student's lunch and snacks. However, they may not provide these same items to other children at school. This is a policy from the State of Texas, and AFIA abides by such policy.

Free and Reduced Priced Meals

Parents of students will be required to complete and sign an application for Free and Reduced Priced Meals or sign and mark an application as "not applicable". Families that qualify for Free and Reduced Priced meals, through a completed application, can ensure that their children will receive breakfast and lunch at no charge or reduced rate for those that qualify. Parents can complete meal applications during registration and throughout the school year.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to any vending machines.

Deliveries

Food deliveries from external food businesses and vendors will not be allowed during the school day unless approved by the Head of School or Elementary Principal.

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

AFIA Pillar #5

Authentic Assessments

Grading Policies

Mastery Approach – Facilitators will communicate and collaborate with parents regarding student grades by issuing progress reports every 3 weeks and six weeks and on a “as needs basis”. AFIA is organized into semesters subdivided into six weeks. Core academic classes are two semesters, while electives may be one semester long. Grades for each semester are determined by averaging the grades from three six-weeks. Refer to the AFIA yearly calendar for report card distribution dates.

Grading Scale

AFIA grades on a number system.

Transfer Students

- AFIA does accept grades earned from other public schools. Students from other public schools must present a report card indicating the grades earned. Records from the school most recently attended will be requested.
- Grade points for transfer students shall adhere to the same policy for point values, course values, and dates as those awarded to District students.
- Students entering from a non-accredited school or home schooling will be able evaluated on an individual basis.

Grade Conversion for Transcripts

A = 90 - 100

B = 80 – 89

C = 70 – 79

STAAR and End of Course Assessments

Students will take part in the annual STAAR assessment required by the State of Texas. For

Elementary School students, these assessments take place in grades 3 (reading, math), grade 4 (reading, math, writing) and grade 5 (reading, math, science). For Middle School students, these assessments take place in grades, 6 (reading, math), grade 7 (reading, math, writing), and grade 8 (reading, math, science, and social studies). For High School students, these assessments take place in the following assessments: Algebra I, English I and II, US History, and Biology.

Awards and Honors

(All Grade Levels)

Anne Frank Inspire Academy High School

- Valedictorian
Highest ranking senior
- Salutatorian
Second ranking senior
- Anne Frank Spirit Award
Chosen by faculty and graduating class
- National Honor Society
National guidelines
- Distinguished diploma
State requirements met
- Recommended diploma
State requirements met
- Foundation diploma
State requirements met

Anne Frank Middle and Elementary Schools

- National Honor Society (AFIA MS)
- Crossing the Line to Greatness (AFIA ES, MS, HS)
- Principal Award (AFIA ES)

Graduation

(Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;

- Complete any local graduation requirements in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Additional Local Graduation Requirements

A student shall complete the following local requirements before graduating from AFIA beginning in the 2019-2020 school year. The requirements listed below are additional to the graduation requirements in state law and rule:

1. School and community service hours (minimum 50 hours per school year)
2. Cumulative student portfolios will be constructed each academic year enrolled, combining high school/post-secondary experiences, academic progress, authentic exemplary work, evidence from student led seminars, presentations, and school and community involvement
3. Individual student led seminars will be held in the fall and spring semesters in each high school grade level according to the following topics (subject to Head of School substitution):

Freshman:

- a. Fall: Student will create and present their Personalized Learning Plan (student co-designs with counselor and/or facilitator and parents)
- b. Spring: Student will demonstrate and present their understanding and application utilizing the 9 step Guided Inquiry Learning Model.

Sophomore

- a. Fall: Student as an expert learner will focus on goal setting, establishing and maintaining high expectations, content/discipline

expertise, and reflective learning practices.

- b. Spring: Student as a service learner will incorporate academic knowledge to address genuine school and community needs

Juniors:

- a. Fall: Student explores career options and connect careers with high school classes and college majors; incorporates career interest assessment and identifies targeted goals to reach career
- b. Spring: Student explores colleges of interest websites and identifies requirements for application and acceptance

Seniors:

- a. Fall: Student will focus personal seminar on personal inspiration as identified within the areas of hope, courage, tolerance, and wisdom
- b. Spring: Student will focus personal seminar incorporating constructed portfolio identifying what they have learned and where they are going after graduating from AFIA.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History (see standardized testing section below for more information).

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Testing Requirements for Graduation for Students Receiving Special Education Services

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee. An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s Individual Education Plan.

Non-Completion of Graduation Requirements

A student that has not successfully completed state and local requirements for graduation will not receive a diploma at graduation but will be allowed to participate in the graduation ceremony with their class cohort.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Currently all students at AFIA earn a “Multi-Disciplinary” endorsement which will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Graduating under the foundation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible, for this local graduation honor starting with the graduation class of 2022- 2023, a student must:

1. Have been continuously enrolled at AFIA for six semesters immediately preceding graduation;
2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program.

Beginning with the graduating class of 2019-2022, to be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled at AFIA for the four semesters immediately preceding graduation;
2. Have completed at a minimum the foundation graduation program.

HONOR GRADUATES

The District shall recognize as honor graduates the following students:

1. Students with a GPA of 4.0 or better based on a weighted grade point scale.

Class Rank Calculation

The following criteria shall apply to all students in calculating GPAs used in determining class rank:

1. All high school courses including traditional correspondence courses; distance learning courses; credit by examination, with or without prior instruction for which a passing grade is earned; and high school credit courses taken in junior high shall be used to calculate a student’s final GPA. Summer courses shall not count for class rank calculation but shall count as high school credit for graduation requirements.
2. A student’s GPA shall be determined mathematically using all grades earned each semester in designated high school courses taken in grades 8–12, excluding student assistants, drivers’ education, off-campus physical education waiver courses, and any courses designated as GPA-exempt courses.
3. Courses transferred from non-District schools shall be recorded and calculated using the District grading scale and weighted course leveling.
4. Final GPAs shall be calculated upon completion of the sixth six-week grading

period of the graduating student's senior year. Class rank is based on the fifth six-weeks grading period.

5. The numeric semester average shall include grade points according to the District's weighted grade point scale. Students shall receive weighted grade points corresponding to the level of difficulty of the courses taken.
6. Advanced Placement (AP)/Pre-AP, Dual Credit weighted grade points earned through another accredited institution shall be accepted and awarded only for courses designated as AP/Pre-AP, Dual Credit in the District.
7. Grades for extended or modified courses shall not be used in the computation of the GPA for class rank. All courses used in class rank computation shall be taken during the regular school year.
8. For the purpose of determining valedictorian, salutatorian, and top five graduates, a projected GPA shall be calculated based on high school courses taken in grades 8–11 and the first five grading periods of the senior year.
9. The projected GPA for commencement shall be used to rank all of the senior students only for the purpose of determining the top five students and the students who earn the privilege of wearing an honor cord at the commencement ceremony.

Ties

Possible ties for valedictorian and salutatorian shall be determined by the following procedure:

1. Averaging the grades from courses taken in common by all students involved in the tie;
2. Comparing scores on standardized college entrance tests (ACT or SAT) taken by the tying students, or if the tie is not broken; and
3. Computing the weighted GPA to a sufficient number of decimal places until the tie is broken.

Level I and II Courses

For purposes of determining class rank, only courses designed as AP or dual credit shall be classified and weighted as Level I courses. Level II courses include Pre-AP, and all state approved courses including modified.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies as determined by the Head of School.

A student must meet graduation eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students will be notified by the Head of School if they are selected.

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Standardized Testing

(Secondary Grade Levels)

SAT / ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) will be given to all sophomores and interested juniors for National Merit consideration and ACT-Aspire as corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain

circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on *October 16, 2019 at 8:00 a.m.* at Anne Frank Inspire Academy High School.

Please contact the Head of School or academic counselor for information about this opportunity.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7

- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP).

Kindergarten Promotion and Retention

Kindergarten promotion is based on mastery of the skills necessary for success at the next level and shall be validated by assessments that may either be incorporated into unit or final checklist of skills that may be administered separately.

In Kindergarten, students may be retained based on the following criteria to be reviewed by a committee made up of the parent, classroom facilitator, and Head of School.

Kindergarten retention criteria:

1. Chronological age and observed social and emotional development of the student;
2. A parent's request that the student be retained;
3. The facilitator's recommendation that the student be retained;
4. Final checklist of skills;
5. Any other criteria considered appropriate by the committee

All criteria must be evaluated by the students' facilitator, parent, and Head of School and all must be in unanimous agreement for kindergarten retention to occur.

Elementary and Secondary Promotion and Retention

In grades 1-5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

In grades 1-5, the promotion/retention committee will determine student promotion/retention. That committee is comprised of the Head of School or designee, facilitator, and LPAC representative (when applicable). The committee will make determinations based on a student's ability to meet district criteria as identified. Parents have the right to appeal the committee's decision by providing any supporting documentation (in writing within 5 days) that would impact the decision. The committee will review any documentation provided by the parent/guardian and provide a written response within 5 days.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the Head of School or Elementary Principal or designee, the facilitator, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the

student will be designed to enable the student to perform at grade level by the end of the next school year.

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

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the Head of School, Elementary Principal, or Special Education Director.

To earn high school credit in a secondary course, a student must receive a minimum grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

AFIA

Pillar #6

Teachers as Facilitators

Student Support Team Students Experiencing Academic or Behavioral Difficulties

AFIA offers specialized support services to students that fail to make progress during a six-week grading period as well as for students that do not meet the standard on state required tests. When a student fails to make progress, the student will be referred to the *Student Support Team*. The SST may convene at any time to discuss any student that fails to make progress; design interventions tailored to meet the student's needs and a Student Support Team Chair will be assigned. A follow-up meeting every two weeks will be held until the student is successfully participating in the educational process.

- After a referral has been made to the Student Support Team, the team will meet every two weeks until the student is successfully participating in the educational process. Progress will be documented.
- Students may be recommended by the Student Support Team for the following interventions;
 - Contact the student's parent (The parent will be informed of their child's progress).
 - Administer screenings for support services in order to determine the type of academic support needed.
 - Administer a formal evaluation to determine the possible need for 504 or special education services, if further intervention is needed.
 - Place student in intervention groups based on their level of need.
 - Place student in peer tutoring groups.

The Student Support Team's chair will serve as the contact regarding options for a child experiencing difficulties and in need of academic support.

Advisory

Students will be assigned an advisory and an advisor/student success coordinator. The role of the advisor/student success coordinator is to support students to do their best work. This includes logistical, mentoring, service, and networking support. The advisors/student success coordinators work closely with students to establish plans of action, in all types of support areas to assist in successful execution and achievement of goals, including daily "to do" lists and student-led conferences. As a mentor, the advisor/student success coordinator hears out issues the student may be struggling with, helps them to resolve conflicts, and helps to develop their collaborative skills. Networking support is provided identifying contacts and connection the student needs to make to make in order to participate in service learning, exposure curriculum and other activities.

AFIA Pillar #7

Connection to the Community

School Volunteers

AFIA encourages school volunteers. Individuals are needed in all support areas. If an individual or organization has a desire to become involved, AFIA would love to hear from you.

Training will be provided to ensure a rewarding experience for volunteers, students, and staff. Options are available during school hours as well as during the extended day program.

Volunteer forms are available in the administrative office. Let your life experiences serve as a source of inspiration for our students.

There are many ways in becoming a school volunteer:

- Through the AFIA Community Partners Program, volunteer with structured presentations, seminars, and field trips.
- Participating in our campus parent facilitator organization
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- Student Science/History Fair
- Academic Tutoring
- Team Mentoring Program

If you have a specific interest with volunteering, please contact us to see if we can accommodate your ideas!

All volunteers will be asked to consent to a background check.

Service Learning

All AFIA students in grades 9-12 are required to engage in 50 hours of service learning per school year to include school and community. All service projects must be approved by the student's advisor prior to engaging in service activities. Students will also be required to produce artifacts of learning to include reflections, seminar presentation, and incorporation into a student portfolio. Students are encouraged to create their own experiences. The list below provides examples of acceptable service projects.

- Adopt a highway
- Beautification projects
- Grocery shopping for the elderly
- Fundraise or partner with a local non-profit agency
- Provide/deliver meals for needy individuals
- Participate in after school programs
- Book Drive
- Collect/Distribute items for soldiers overseas
- Provide lessons/tutorials at an elementary school on a subject in your area
- Reading to students at the elementary school
- Collect food for a food pantry and/or the EMCC Student Food Pantry
- Support at-risk children
- Set up a job fair for the unemployed in the community
- Fund raiser for cancer research
- Environmental sustainability programs
- Organize a free yard sale in a low-income neighborhood
- Partner with a homeless shelter
- Provide textbooks and children's literature for those who can't afford them
- Organize a community picnic to benefit low-income individuals
- Start community vegetable garden for poor/homeless
- Start a clothes closet
- Support elderly, veterans, and other needy populations

All AFIA middle school students in grades 6-8th are required to complete eight hours of service learning

per school year. Eighth grade students, in addition to the eight hours of service, are required to engage in a service project that includes a research paper, a presentation to their peers and school staff.

Students will need to document that their hours have been completed, therefore; their success coordinator will need to coordinate this requirement .

Should a student not meet the required Service-Learning hours then they may lose eligibility for school – sponsored activities to include graduation.

Parent/Community Involvement

Parent and Family Engagement

(All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor , Head of School or Elementary Principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting facilitators as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To

schedule a telephone or in-person conference with a Facilitator, School Counselor, Elementary Principal, or Head of School, please call the school office for an appointment. The facilitator will usually return your call or meet with you during his or her conference period or before or after school.

APPENDIX A: CODE OF CONDUCT

Student Code of Conduct

AFIA's rules and the authority to administer discipline applies whenever the interests of the school are involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

Code of Conduct Violations

Students who engage in any of the following behaviors are subjected to disciplinary consequences, up to and including suspension or expulsion.

- Commission of a felony;
- Extortion, intimidation, or disrespect of another student or staff member;
- Engaging in inappropriate physical or sexual conduct;
- Engaging in conduct that constitutes sexual harassment, including but not limited to verbal or Physical conduct of a sexual nature;
- Assault of, or threats to, another person, including any physical, verbal, emotional and written forms;
- Possession or sale of stolen property;
- Starting or building a fire on school grounds;
- Possessing, distributing, selling, using, or smoking tobacco products;
- Possessing, distributing, selling, or using medications that are available with or without a prescription;
- Possessing drug paraphernalia;
- Possessing, distributing, or printing pornographic material;
- Possession, distribution, or use of knives, firearms, ammunition, explosives, bladed instruments, air guns, chemical-dispensing devices, fireworks, replica firearms or bombs, electronic stunning devices, and other dangerous items;
- Discharging a fire extinguisher, except in an emergency;
- Cheating or copying the work of another;
- Throwing objects that can cause bodily injury or property damage;

- Using profanity, vulgar language or obscene gestures;
- Fighting;
- Violating the inappropriate conduct or harassment policy, including, but not limited to repeated teasing, taunting, threatening, hitting, stealing, intentional exclusion, and rumors that create an ongoing pattern of harassment and abuse;
- Engaging in bullying;
- Stealing, theft, or robbery;
- Damaging or vandalizing school property or property belonging to others;
- Name calling, ethnic or racial slurs, or derogatory statements;
- Inappropriate or illegal use of the school's electronic communication systems, including the Internet, or abuse of the technology use policy;
- Violating local, state or federal laws;
- Continuous or repeated behavior that disrupts the school environment or educational process;
- Inappropriate public display of affection,
- Engaging in sexual acts;
- Making a terroristic threat;
- Possessing, selling, delivering, distributing, using, or being under the influence of an alcoholic beverage or illegal drugs glue or aerosol paint;
- Indecent exposure as defined by the Texas Penal Code;
- Public lewdness as defined by the Texas Penal Code;
- Retaliating against a school employee or other person;
- Being involved in any gang activity;
- Using or exhibiting an illegal knife or weapon, as defined by the Texas Penal Code;
- Defiance failure to follow and comply with administrative directives;
- Engaging in arson;
- Verifiable evidence of crimes charged for conduct committed on-campus or off-campus.

The above list of prohibited behaviors is offered to provide examples. Disciplinary action, up to and including suspension or expulsion, may result for other types of school-related misconduct that violates the intent of the AFIA Code of Conduct. AFIA

does not provide alternative placement instructional settings, so a student would be asked to leave for a mandatory alternative placement.

Students with Disabilities

The discipline of students who have been identified with a disability will be conducted in accordance with the current federal and state laws.

Discipline at AFIA is designed to encourage students to take responsibility for their personal behaviors as well as for members of the school community. The seriousness of the offense will dictate the discipline administered. Facilitators/Administrators will handle discipline issues within the school and administer consequences. The following are examples of discipline management techniques:

- Verbal Redirection;
- Responsibility notes to parents
- Timeout;
- Phone calls to parents / guardians;
- Seating changes
- Counseling by facilitators or administrators;
- Parent-facilitator-administrator conferences;
- Behavioral contracts;
- Grade reductions considered for violations such as cheating, copying, allowing others to copy work, or plagiarism;
- Behavior Referral.

Facilitators are required to contact the parent and solicit the parent's assistance before referring a student to the school administration. However, issues such as fighting, tobacco/drug use, abusive language and other major problems should be referred to the campus administration directly. Enrollment at AFIA confirms a student's knowledge and willingness to comply with the school's rules and code of conduct. The campus administration oversees the student's compliance to the code of conduct.

When a student violates the Code of Conduct, as outlined in this handbook, they are subject to disciplinary consequences, up to and including suspension or expulsion, if the behavior is persistent or deemed serious by the Head of School.

Drug-free School

AFIA is a drug-free environment. All students are prohibited from the possession, use, sale, distribution, transmittal; or attempt to possess, use, sell, distribute, transmit; or being under the influence of a controlled substance, or any intoxicant or behavior-altering drug on school premises or off school premises at a school-related activity, function, or event.

Fighting/Assault/ Inciting Violence/Disruptive Behavior

Fighting/Assault/ Inciting Violence/Disruptive Behavior are strictly prohibited. Consequences will be determined by the Head of School and may include emergency removal, parent conferences and possible expulsion.

Gang – Related Attire/Signs/Graffiti

Gang – Related Attire/Signs/Graffiti is prohibited and may result in emergency removal, parent conferences and possible expulsion.

Drugs and Alcohol

Using, being under the influence and/or possession of drugs and alcohol on campus or at school - related events will result in emergency removal, parent conference, possible expulsion, and/or referral to the local Police Department for criminal charges.

Felony Convictions

A student convicted of a felony that occurred on or off campus is subject to expulsion.

Tobacco

Tobacco is prohibited. Students in violation of the tobacco/smoking regulation will be subject to disciplinary action.

Gum Chewing

Gum Chewing is prohibited.

School Property

Willful destruction or defacement of school property at any time is just cause for disciplinary action and may result in expulsion.

At the end of the school year, students are required to return all school-issued materials (computers,

calculators, novels, etc.) in good condition. Failure to do so will result in the student being required to reimburse the school the replacement cost for these items. School records will be held until the reimbursement has been paid.

AFIA assumes no responsibility for any loss to students' personal property or for items such as (but not limited to) cellular phones, cameras, iPads, iPods, computers, and radios.

Bullying / Harassment

Bullying

(All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as 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.

The district is required to adopt policies and procedures regarding:

- 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;

- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a Facilitator, School Counselor, Head of School, Elementary Principal or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Sexual Misconduct

Public display of affection is prohibited.

Consequences may include in – school suspension, out – of – school suspension, parent conference and expulsion.

Sexual Harassment

Students should not engage in unwanted and unwelcome verbal or physical conduct of a sexual

nature directed toward another student or school employee. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense.

Interrogation and Searches

Searches in General

(All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District or school administrators may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

AFIA may seize any contraband, substance, material, objects, or items that pose a hazard to the school's safety.

Students refusing to submit to a reasonable search by a school administrator will be subject to disciplinary action. AFIA administrators may detain a student pending the notification and arrival of the student parent/guardian/or law officials.

Locker/Desk/Storage Area/Technology Inspections

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to

search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices

(All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Physical Restraint

Selected AFIA employees will complete CPI training, and may restrain a student for the following reasons as a last resort:

- Protect a staff member or student from injury
- Protect property from serious damage
- Restrain an irrational student
- Obtain a dangerous object

Out of School Suspension

- Students will be informed of the reason for the suspension after a Discipline Committee meeting.
- Out of school suspended students will be permitted to make up work missed.
- The suspended period will not last longer than five days.

Disciplinary Process

The Head of School has the authority to suspend a student for a period of up to three school days for any of the following reasons:

- Persistence violation of the Student Code of Conduct;
- Investigation of an incident/allegation;

- A recommendation to expel a student has been considered.

Emergency Suspension Action

The Head of School after consulting with the Deputy Superintendent or Superintendent, may order the immediate suspension of a student for up to three (3) days if the Head of School believes that the student's presence threatens the health, safety or welfare of himself / herself , another student or staff member.

Should a student be suspended in an "emergency" situation without the opportunity for notice of the allegations against him / her, the Head of School must notify the student of the allegations and provide the student with an opportunity to present his/her version of the incident within a reasonable period of time, not to exceed three (3) days from the date of the suspension.

During the Suspension

During the suspension, student(s) are not allowed to be on campus, including afterschool activities. All suspended days will be counted as unexcused absences; however, students may receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension. Students make – up worked missed during the suspension will reflect the grade (s) earned.

Expulsion – Due Process

If the Head of School believes a student has committed an expellable offense, he / she may make the recommendation to the superintendent. Prior to taking any expulsion action, the Head of School will schedule a hearing before the Superintendent and provide written notice to the student and his / her parents.

Hearing Written Notice:

- The notice will state the reason for the recommended expulsion;
- The notice will state the date, time, and location of the hearing;
- The hearing will be held within three days after the date of the notice; (unless the parents and Superintendent agree in writing to an alternate time)

- The notice shall also state that the student is entitled to:
 - be present at the hearing
 - have an opportunity to present evidence;
 - have an opportunity to examine / question the school's evidence and witness;
 - be accompanied by his / her parents or another adult who can provide guidance to the student and who is not an employee of the district; and
 - be represented by an attorney.

The notice shall state that failure to request such a hearing constitutes a waiver of further rights in the matter.

Hearing before Superintendent is final

- Provide written notice to the student and his / her parents;
- The hearing will be held regardless of whether the student, parents or another adult attends;
- The Superintendent shall audio record the hearing.

Hearing Procedures

- The school administration will be allowed to present its evidence of the alleged violation.
- The student, parents or his attorney may present evidence and cross examine the administration witnesses in defense of the allegations.

Within 24 hours of the hearing, the superintendent will notify the student and the student's parents in writing of his / her decision. The decision will specify the following

- The length of the expulsion (if any);
- The procedures for re-admittance to the school at the end of the expulsion period; and
- The right to appeal the superintendent's decision to the school board.

Readmission after the Withdrawal or Expulsion

If a student has been expelled or has withdrawn prior to a final expulsion or disciplinary hearing, the

student is not eligible for readmission to Anne Frank Inspire Academy, unless the following terms are met:

- The student has a clean discipline record at their current school for at least one full semester; and

If the student wants to return to AFIA he/she must reapply and follow the same process for admissions as a new applicant.

Firearm Violations

In accordance with the Gun – Free Schools Act, the school shall expel, from the student’s regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school – sponsored or school – related activities during the period of expulsion.

Students Under Expulsion Order

Any student who is subject to an expulsion order from another district or an open – enrollment charter school is not eligible for enrollment at AFIA.

APPENDIX B: Instructional Internet Policy

Internet Policy

Anne Frank Inspire Academies has created an engaging learning environment for all students, staff and facilitators.

AFIA seeks to bridge skills needed to be successful in the 21st century with the student's experiences into a seamless process. Electronic media serves as one component used to create rigorous curriculum opportunities utilizing resources and experiences with which students are familiar.

We ask that students attending AFIA are aware of the following:

- Students are responsible for any loss, damage or theft of their personal/school property.
- AFIA staff will not be responsible for any lost or stolen electronics.
- When student's electronic device(s) cause a disruption to the learning environment, or is used in an inappropriate manner, they will be subject to confiscation or loss of privileges.

The Anne Frank Inspire Academy offers a 21st Century instructional technology environment. Consequently, students at AFIA will need regular access to a computer with Internet capability. While the school does not have a "one-to-one" laptop or tablet program, we do offer a combination of on-campus devices, the ability to BYOD (Bring Your Own Device) to school, and several out of school options. Students are highly encouraged to bring their own laptops and iPads for their daily use.

There are a variety of ways for students to access the Internet:

AT SCHOOL:

1. The school will have laptops and virtual desktop computers available at school for student use.
2. Students may bring a computer, laptop, or tablet for school for use.

AWAY FROM SCHOOL:

1. The school will have a limited number of laptops available for student check out each evening, as needed.
2. Students may also use public sources for Internet access like the public library system.

Please note:

- Students do not need to buy a computer to attend AFIA.
- The school generally uses PCs but any wireless computer/device should be able to get on the school Internet.
- While at school, students will be required to use our monitored and filtered wireless service available only to students and parents while on campus. This service will require a student or parent password that the school will assign.
- All school computer programs are Internet based (not server based) so they can be accessed from almost anywhere the Internet is available.
- A Smart Phone is not considered an acceptable device for completing daily work.

Availability of Access

Access to the Internet shall be made available to students, and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Personal use of the system shall not be permitted.

Access to AFIA's internet system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the internet and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with Anne Frank Inspire Academy policies.

Violations of law may result in criminal prosecution as well as disciplinary action by Inspire Academies Charter District.

Acceptable Use of Information Technology

The Board supports use of the Internet for use in the AFIA's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration. It is the intent of Anne Frank Inspire Academy to promote responsible, ethical, and appropriate use of information technology and resources.

Internet and e-mail access makes material available to students that may not be considered appropriate in a school setting. AFIA cannot regulate and monitor all the information received or sent by persons who use the Internet or e-mail; and AFIA cannot ensure that students will be prevented from accessing inappropriate materials or sending or receiving objectionable communications. AFIA believes, however, that the availability and value of the Internet and e-mail far outweigh the possibility that users may procure inappropriate or offensive materials. Access to AFIA's information technology and resources is a privilege, not a right. Staff and students will be held accountable for noncompliance with this policy.

Access to AFIA's information technology and network resources is a privilege, not a right. Staff and students will be held accountable for noncompliance with this policy.

General Guidelines

1. AFIA reserves the right to log, monitor, and review Internet, e-mail, and other network use of each user. This logging, monitoring, and review may be conducted without cause and without notice. Each user of a district computer or the district network, by the use thereof, agrees and consents to such logging, monitoring, and review and acknowledges that she/he has no right or expectation of confidentiality or privacy with respect to Internet, e-mail or other network resources. Users should expect that files stored on AFIA servers or computers will not be private. An e-mail archiving system is utilized.
2. The district employs the use of an Internet filter as a technology protection measure

pursuant to the Children's Internet Protection Act. The filter may not be disabled or bypassed by students or other minors for any reason.

All students, administrators, and staff members who use the Internet, e-mail, and other network facilities must agree to and abide by all conditions of the policy. AFIA makes no warranties of any kind, whether express or implied, for the service it is providing.

3. AFIA is not responsible, and will not be responsible, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption.
4. Use of any information obtained through the use of the district network is at the user's risk. The district disclaims responsibility for the accuracy or quality of information obtained through the Internet or e-mail.
5. The district assumes no responsibility or liability for any changes incurred by a user.
6. A user may not install any software onto local and/or network drives or disks, unless she/he has the specific, prior written permission from the Head of School.
7. Administrators, facilitators and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.
8. All users have the responsibility to respect and protect the rights of every other user in the school and on the Internet.

The administration reserves the right to determine what is inappropriate use.

Delegation of Responsibility

The Technology Director or designee shall be responsible for implementing technology and procedures to determine whether the district's computers are being used for purposes prohibited by law or for accessing sexually explicit materials.

The procedure shall include but not be limited to:

- Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the administration.
- Maintaining and securing a usage log.
- Monitoring online activities.
- Providing training to minors in appropriate online behavior. This includes behavior when interacting with other individuals on social networking websites, and in chat rooms, and cyberbullying awareness and response.

Procedures

Network accounts or access to the Internet will be used only by the authorized user for its authorized purpose. Network users shall respect the privacy of other users on the system.

Account/Access will be granted to only those individuals who meet the following requirements:

1. Students must have read the Internet Access Agreement Form and indicate their agreement with its provisions by signing the signature page and returning it to the front office. Students must have their parent/guardian sign the signature page indicating the parent's/guardian's acceptance of the policy and agreement of the terms of the policy and their consent to allow the student to access and use the network.
2. Students and employees must have received instruction on network access, use, acceptable versus unacceptable uses, network etiquette, and the consequences of abuse of privileges and responsibilities.

General Prohibitions

The use of the network for illegal, inappropriate, unacceptable, or unethical purposes by students or employees is prohibited. The administration reserves the right to determine if any activity constitutes an acceptable or unacceptable use of the network.

The following are expressly prohibited:

1. Use in an illegal manner or to facilitate illegal activity.
2. Use for commercial, private advertisement, or for-profit purposes.
3. Use for lobbying or political purposes.
4. Use to infiltrate or interfere with a computer system and/or damage to data, files, operations, software or hardware components of a computer or system.
5. Hate mail, harassment, discriminatory remarks, threatening statements and other antisocial communications on the network.
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
7. Use to access, view or obtain material that is obscene, pornographic, including child pornography, or harmful to minors.
8. Transmission of material likely to be offensive or objectionable to recipients as determined by district administration.
9. Intentional obtaining or modifying of files, passwords, and data belonging to other users.
10. Impersonation of another user, anonymity, and pseudonyms.
11. Loading or using of unauthorized software or media.
12. Disruption or distraction of the work of other users.
13. Destruction, modification, abuse or unauthorized access to network hardware, software and files.
14. Quoting personal communications in a public forum without the original author's prior consent.
15. Use of the name of the school district and use of written logos or web content provided by the district through its web site without the written permission of the Head of School.
16. Allowing an unauthorized person to use an assigned account.

17. Creation and introduction of computer viruses, trojans, worms, and other malicious programs.
18. Use of software or hardware to compromise or bypass network security.
19. Bullying/Cyber bullying.
20. Use while access privileges are suspended or revoked.
21. Any attempt to circumvent or disable the filter or any security measure.
22. Use inconsistent with network etiquette and other generally accepted etiquette.
23. Disclose, use or disseminate any personal identification information of themselves or other students.
24. Engage in or access chat rooms or instant messaging without the permission and supervision of a facilitator or administrator.

Network Etiquette

Users are expected to abide by the rules of network etiquette.

These include but are not limited to the following:

1. Be polite.
2. Use appropriate language.
3. Do not reveal personal information such as addresses or telephone numbers of others.
4. Recognize that e-mail is not private or confidential.
5. Do not use the Internet or e-mail in any way that would interfere with or disrupt its use by other users.
6. Respect the rights of other users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or school files. Each user is required to report any security problems to a staff member, Head of School or Elementary Principal.

To protect the integrity of the system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.

2. Users are not to use a computer or network resource that has been logged in under another User's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Inappropriate Use Consequences

- The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate, willful or negligent acts.
- Illegal use of the network: intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services will be reported to the appropriate legal authorities for possible prosecution.

The use of the Internet and network resources is a privilege, not a right. School administrative staff, along with the Superintendent, will deem what is appropriate and inappropriate use and their decision is final.

Consequences for inappropriate use violations may include:

1. Suspension of information network access.
2. Revocation of information network access.
3. Suspension of network privileges.
4. Revocation of network privileges.
5. Suspension of computer access.
6. Revocation of computer access.
7. School suspension.
8. School expulsion.
9. Report of violation of local, state or federal laws to appropriate legal authorities.
10. Dismissal from employment.
11. Legal action and prosecution by the authorities.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to:

1. Creating or spreading computer viruses, worms, trojans, and other malicious programs.
2. Compromising network security.

Vandalism will result in cancellation of access privileges

Copyright

The illegal use of copyrighted software by students and staff is prohibited.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a facilitator or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc. All district computers/servers utilized by students and staff shall be equipped with Internet blocking/filtering software.

Internet safety measures shall effectively address the following:

1. Control of access to inappropriate matter on the Internet and World Wide Web.
2. Safety and security when using electronic communications.
3. Prevention of unauthorized online access including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information.
5. Restriction of minors' access to materials harmful to them.

AFIA BYOD Guidelines

How to Connect

- Connect to the wireless network settings on their device.
- Students may add a new network, and use the information provided to complete the network name and password.
- This network should be set to "public" on the student's device, and should be set to automatically log in, so that the student will automatically be on the BYOD network when they arrive at school.
- Students who cannot access the AFIA network or who have technical issues with their technology tool need to take care of this issue by working with the user's manual that came with the device outside of AFIA.
- AFIA staff will assist students with issues as much as possible but these are not AFIA

devices and staff may not be able to troubleshoot all issues.

- Students having problems connecting their device should schedule a time immediately with a facilitator, Head of School, or Elementary Principal for help in connecting their devices.
- It is the responsibility of the student to charge their devices. AFIA staff will assist student in charging their devices when they are not being used. There are outlets available at the school, and AFIA staff will assist students in charging devices, but a student may not always be able to access an outlet and should plan accordingly.
- Printing documents at AFIA from a student's device is not possible. Students may access their document using the cloud storage (made available to you through your school accounts) you can save documents to the cloud, and then print through the school's internal network. You will do this by logging into one of the school's laptops or virtual desktops and accessing your cloud-based document there for printing. Students are asked to be responsible and environmentally friendly when printing.

Acceptable Devices

Just about any laptop or netbook will work on our network and is acceptable. The device will need a working web browser. Windows based, Apple, or Chromebook operating system should work without issue.

Mobile devices, such as iPads, Android Tablets, smart phones, iPods, and other devices will work on the network.

Which should I bring?

Mobile devices, such as cell phones are great because they are small, easy to carry, and allow parent access to the student throughout the day. They can also be great tools if used appropriately for researching, planning, and collaborating. However, they are not great for creating new products and can be disruptive to the learning environment. Laptops and netbooks are heavier to carry around, but they do allow you to be more productive in situations where you will be creating documents, movies, or other digital media

Thus, students may carry cell phones, but students must gain facilitator approval prior to use in instructional settings.

Required Software

AFIA students can access practically everything needed through any web browser. There is no required software to take part in the Bring Your Own Device Program at AFIA.



ANNE FRANK
INSPIRE ACADEMY
A BRAINATION SCHOOL

Anne Frank Inspire Academies Student Handbook

We have read the Anne Frank Student Handbook, and we accept the procedures and policies contained within it.

We have read and understand that failure to comply with the policies and procedures may result in disciplinary action, up to and including expulsion.

Student Signature: _____ Date: _____

Parent / Guardian Name: _____ Date: _____

Parent Signature: _____ Date: _____