



NOTICE OF MEETING OF THE BOARD OF DIRECTORS Notice is hereby given that a meeting of the Board of Directors of IDEA Public Schools will be held on July 30, 2021. The Board will convene in Open Session at 10:00 am (EST). The Board meeting will be held via conference call pursuant to the rules adopted by the Administration Commission under s. 120.54(5). Such meeting is a regular meeting.

IDEA Florida

Board Meeting Agenda

July 30, 2021

Lizzette Gonzalez-Reynolds, Chair  
Nick Rhodes, Secretary  
Gary Chartrand, Director  
Christina Barker, Director

Meeting URL: <https://bluejeans.com/8507669770> or 1.888.240.2560 : Meeting ID: 850 766 9770

Call to Order: 10am EST

Welcome: Lizzette Reynolds

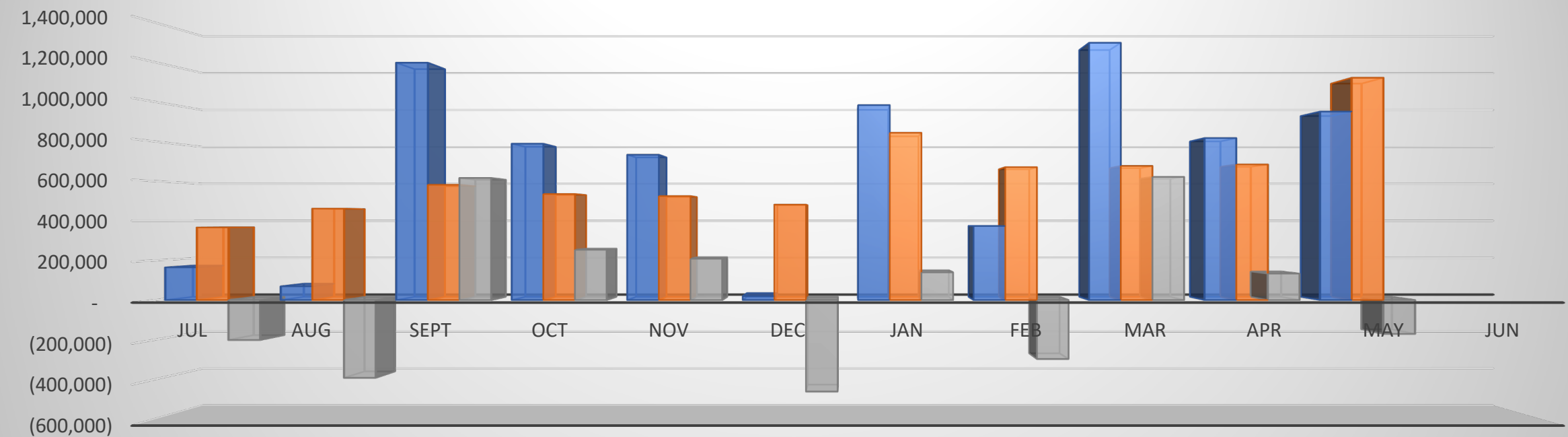
1. **Updates**
  - A. **Tampa Update**
  - B. **Jacksonville Update**
  - C. **Finance Update**
  - D. **Facilities Update**
2. **Approval of Minutes from June 18, 20201 business meeting**
3. **Public Comment**
4. **Action Items**
  - A. **Approval of Pupil Progression Plan and Grading Policy**
  - B. **Approval of Jaumal- Principal**
  - C. **Approval of Student Handbook and Code of Conduct**
  - D. **Approval of Mental Health Allocation Plan and School Safety Policy**
  - E. **Approval of Anti-Bullying and Harassment Policy**
  - F. **Approval of Mandatory Reporting of Abuse and Neglect Policy**
5. **Consent Items**
  - A. **Transfinder Purchase**
  - B. **2021-2022 Board Meeting Calendar**
6. **Member Comments**
7. **Adjourn**

# **IDEA Florida May 2021 Financial Statements Review**

Travis Markey  
Director of IPS

# KEY PERFORMANCE INDICATORS

Revenue – Expense – Surplus/(Deficit) Month-to-Date

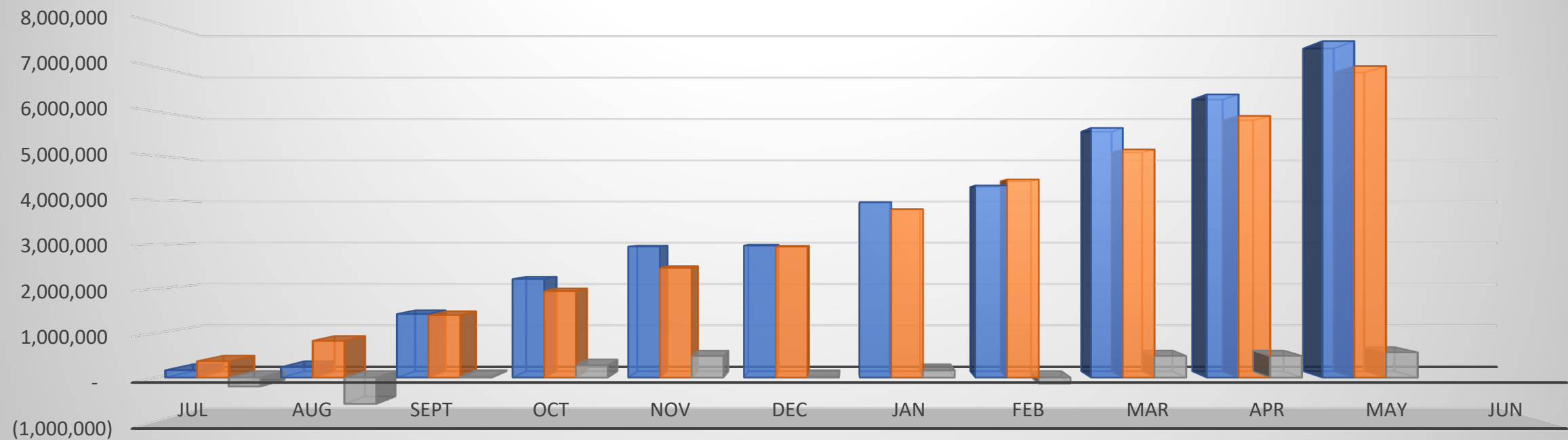


	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revenue	164,677	69,206	1,197,481	788,744	732,979	19,789	983,533	373,325	1,297,829	817,252	950,807	
Expense	366,050	461,521	581,639	535,197	524,698	481,521	843,969	670,494	676,613	683,977	1,121,411	
Surplus (Deficit)	(201,373)	(392,315)	615,842	253,546	208,282	(461,733)	139,564	(297,169)	621,216	133,275	(170,604)	

Instructional Days	0	16	21	20	16	14	18	18	17	21	20	0
--------------------	---	----	----	----	----	----	----	----	----	----	----	---

# KEY PERFORMANCE INDICATORS

Revenue – Expense – Surplus/(Deficit) Year-to-Date



	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revenue	164,677	233,882	1,431,364	2,220,107	2,953,087	2,972,875	3,956,409	4,329,733	5,627,562	6,382,549	7,583,357	
Expense	366,050	827,571	1,409,210	1,944,407	2,469,105	2,950,626	3,794,595	4,465,089	5,141,702	5,896,113	7,018,040	
Surplus (Deficit)	(201,373)	(593,688)	22,154	275,700	483,982	22,249	161,813	(135,356)	485,860	486,436	565,317	

Instructional Days	0	16	21	20	16	14	18	18	17	21	20	0
--------------------	---	----	----	----	----	----	----	----	----	----	----	---










# —Tampa ED—

## UPDATE

# IDEA Tampa Bay

## Q4 PTG Report Card

Goal	PTG	Status
85% Overall Employee Retention	89.87% Employees Retained (71 of 79)	
\$1.3M Pledged Philanthropic Giving	202.35% Pledged Giving (\$2,630,600 of \$1,300,000)	
100% Projected Students Enrollment	117.77% Applications (2525 of 2144) 105.22% Offers Accepted (1128 of 1072) 42.82% Yes Rate (1128 of 2634 w/ 6 waitlisted) 80.41% Registrations Submitted (862 of 1072) 93.10% Registrations Submitted & In-Progress (998 of 1072)	
Nine Active RAB Members	100% Board Members (9 of 9) 95.45% Quarterly Meeting Participation (21 of 22)	
100% Y1 Staffing	91.85% All Hiring (124 of 135) 80.00% Instructional Leader Hiring (12 of 15) 90.22% Instructional Hiring (83 of 92) 100% Operations Hiring (30 of 30)	
Fourth Campus NOI	Polk Country School Board Approved	
Close on Sites 3 and 4	Site 3: Zoning Hearing Pushed to August with October Close Site 4: Fully Executed PSA + Backup Site Appraisal	

# Tampa Bay Regional Lead Team



**Julene Robinson**  
Executive Director



**Christa Thomas**  
Vice President of Schools



**Janet Crenshaw**  
Regional Director of  
Leader Development



**Michele Mitchell**  
Regional Director of Staffing



**Christopher Warren**  
Regional Director of  
Advancement



**Melissa Huffman**  
Regional Director of Operations



**Darlene Hernandez**  
Regional Director of  
Instructional Coaching



**Melissa Vidal**  
Executive Assistant

Conviction • Optimism • Unity • Resiliency • Authenticity • Grace • Equity

# Tampa Bay Regional Team



**Jennifer Hykes**  
Regional Director of  
Special Programs



**Yolanda White**  
Licensed Specialist in  
School Psychology (LSSP)



**Shayna Smith**  
Speech & Language Pathologist



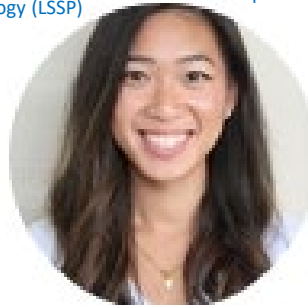
**Susan Syverud**  
Direct Instruction (DI)  
Program Manager



**Jaraux Washington**  
Regional Manager of  
EmpowerEd to Teach



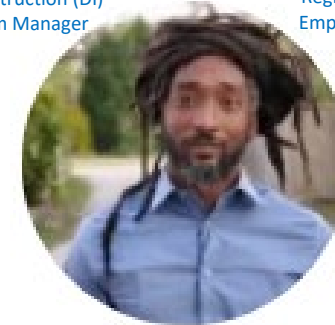
**Drew Isom**  
Regional Director of Transportation



**Lalita Pillai**  
Regional Registered Nurse (RN)



**James Quenneville**  
Regional Manager of  
Child Nutrition Program (CNP)



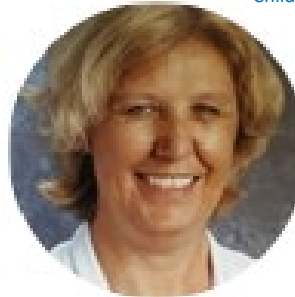
**Marco Mooyoung**  
Mindfulness Coordinator



**Nailah McNeil**  
ELA Curriculum Manager



**Diana Barnett**  
Math Curriculum Manager



**Laura Burger**  
Social Studies Curriculum Manager



**Nicole Marlow**  
Science Curriculum Manager



**Carmika Austin**  
Director of IPS Human Resources



# Regional Advisory Board



**Tavis Myrick**  
*Executive Director*  
Gentlemen's Quest of Tampa, Inc.



**Danielle Ruiz**  
*Senior Manager of Economic Development*  
Duke Energy



**Estella Gray**  
*Senior Director of Communications*  
Florida Blue



**Kareem Young**  
*Executive Director*  
LIFT Health, Inc.



**Dr. Carleah East**  
*Founder/CEO*  
SMILE Psychology & Associates



**Ashley Troutman**  
*Financial Advisor*  
Northwestern Wealth Management  
Company



**Luis Rivas**  
*Director of Supportive Housing  
& Community Development*  
Central Florida Behavioral Health  
Network



**Julie Stapf**  
*Senior Commercial Banking Officer*  
Republic Bank



**April Cobb**  
*Founder*  
Sunshine Education Coalition



# 2021-22 TB PRIORITIES

---

GROW with QUALITY



# 2021-22 TB GOALS

---

1. A Rating
2. 80% K-2 Reading & Math On/Above Grade Level
3. 100% Projected Enrollment | 2,176 Scholars
4. 85% Teacher Retention | 85% Employee Retention
5. 90% New Student Persistence



# 2021-22 TB PRIORITIES

---

1. Achieving Academic & Operational Excellence with Equity
2. Nurturing a Joyful, Safe & Healthy Culture
3. Advancing Diversity, Equity & Inclusion
4. Cultivating an “IDEA Cares” Community School Model
5. Anchoring in Student-Centered Financial Decision-Making

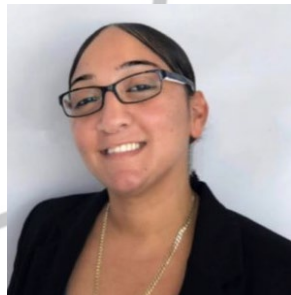
# IDEA Victory



Latoya McGhee  
Founding Academy Principal



Kendrah Underwood  
Founding College Prep Principal



Janine Valentin  
Assistant Principal of Operations



**IDEA Victory**  
**IDEA TAMPA BAY 1**  
EST. 2021

# IDEA Hope



Jamaul Thomas  
Founding Academy Principal



Emily Carlisle  
Founding College Prep Principal



Naomi Marsh  
Assistant Principal of Operations



**IDEA Hope**  
**IDEA TAMPA BAY 2**  
EST. 2021

IDEA Public Schools  
**Florida Board of Directors Meeting**

Friday, June 18, 2021

10:00 am EST

**Summary of Motions and Approvals**

The board passed a motion to approve the minutes from the May 28, 2021, business meeting.

Motion made by: Nick Rhodes  
Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

The Board passed a motion to appoint Gary Chartrand as member of the IDEA Florida Board.

Motion made by: Christina Barker  
Second to motion: Nick Rhodes  
All in favor: Motion carries unanimously.

The Board passed a motion to approve the 2021-022 Budget Adoption.

Motion made by: Nick Rhodes  
Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

The board passed a motion to approve the Insurance Renewal Program.

Motion made by: Gary Chartrand  
Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

The board passed a motion to approve the vendor selection and contract for services: Afterschool Programming.

Motion made by: Christina Barker  
Second to motion: Nick Rhodes  
All in favor: Motion carries unanimously.

The board passed a motion to approve the vendor selection and contract for services: Sixth Grade Mentoring and Enrichment

Motion made by: Nick Rhodes  
Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

The board passed a motion to approve the IDEA Florida Wellness Policy.

Motion made by: Nick Rhodes

Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

The board passed a motion to approve the consent agenda in one action item.

Motion made by: Nick Rhodes  
Second to motion: Christina Barker  
All in favor: Motion carries unanimously.

---

**Board Members present:** Lizzette Gonzalez Reynolds – Chair, Nick Rhodes, Christina Barker, Gary Chartrand

**Staff and Contractors present:** Adam Miller, Jessica Hess, Julene Robinson, Andrew Clarence, Elliott Nguyen, Travis Markey, Christopher Warren, Jessica Hess, Layne Fischer, Eric Haug, Urian Anzaldua, Daniel Woodring, Melissa Huffman, Felida Villarreal, Joffrey Clark, Judith Paredes, Nelva Leal, Tita Teran

**Audience present:** None

Meeting is called to order by Lizzette Gonzalez-Reynolds at 10:02 am (EST)

***Updates***

Lizzette Gonzalez-Reynolds provided a national update.  
Julene Robinson provided the Tampa update.  
Adam Miller provided the Jacksonville update for Jose Luis De Leon.  
Travis Markey provided the financial update.

***Approval of Minutes***

Lizzette Gonzalez-Reynolds requested a motion to approve the minutes from the May 28, 2021, Board of Directors meeting.

Motion made by: Nick Rhodes  
Second to motion made by: Christina Barker  
All in favor, None Opposed.  
*Motion carries unanimously.*

**Public Comment:** None

***Action Item A: Appointment of Gary Chartrand***

Lizzette Gonzalez-Reynolds introduced Gary Chartrand, and Mr. Chartrand provided some insight on his tenure with other boards and shared his willingness to serve the IDEA Florida board.

Lizzette Gonzalez-Reynolds looked for a motion to appoint Gary Chartrand as member of the IDEA Florida Governing Board.

Motion made by: Christina Barker

Second to motion: Nick Rhodes

All in favor, None Opposed.

*Motion carries unanimously.*

**Action Item B: 2021-2022 Budget Adoption**

Urian Anzaldua presented the 2021-2022 Budget Adoption proposal. He further explained that at the May 28th meeting of the IDEA Florida Board of Directors meeting, members received a budget presentation and preview of the draft proposed budget for the 2021-2022 fiscal year. He then proceeded to present the final proposed budget is presented for consideration and approval.

Lizzette Gonzalez-Reynolds looked for a motion to approve the 2020-2021 budget adoption.

Motion made by: Nick Rhodes

Second to motion: Christina Barker

All in favor, None Opposed.

*Motion carries unanimously.*

**Action Item C: Insurance Renewal**

Chair Gonzalez-Reynolds introduced the item and Joffrey Clark provided all the details of the renewal. The proposed Insurance Renewal Program includes coverages for commercial property, named storm, buydown, general liability, commercial auto, commercial umbrella, management liability, and student accident. The total estimated premium for the 2021-22 year is \$350,241.

Lizzette Gonzalez-Reynolds looked for a motion to approve the insurance renewal program.

Motion made by:

Second to motion:

All in favor, None Opposed.

*Motion carries unanimously.*

**Action Item D: Vendor Selection and Contract for Services: Afterschool Programming**

Chair Gonzalez-Reynolds introduced the item and Julene Robinson presented the item. Ms. Robinson further discussed that IDEA Tampa Bay issued a Request for Proposals in May



accepting proposals from regionally based organizations qualified and experienced in aftercare programming to design and deliver high-quality after school care programming to scholars in grades K-2 and 6 for the upcoming school year. IDEA Tampa received four proposals which were independently reviewed and evaluated by three people. The proposal submitted by G3 Life Applications was the highest scoring proposal. G3 Life Applications is a Tampa based 501c3 non-profit holistic mentoring company utilizing sports, incentive-based activities and training programs. The mission of G3 is to “positively impact youth, young adults and communities holistically by transitioning their thinking to capitalize on their potential through exposure, education and inspiration.” IDEA Tampa Bay seeks approval to negotiate and enter into a Contract for Services with G3 to provide After School Programing for IDEA Victory and IDEA Hope for the 2021-22 school year. The final Contract will be substantially similar to the attached draft agreement. The total cost of the program for the year will be based on participation rates and will not exceed \$700,000.

Lizzette Gonzalez-Reynolds looked for a motion to approve the vendor selection and contract for services: Afterschool Programming.

Motion made by: Christina Barker

Second to motion: Nick Rhodes

All in favor, None Opposed.

*Motion carries unanimously.*

***Action Item E: Vendor Selection and Contract for Services: Sixth Grade Mentoring and Enrichment***

Chair Gonzalez-Reynolds introduced the item and Julene Robinson presented the item. Ms. Robinson further discussed that IDEA Tampa Bay issued a Request for Proposals in May accepting proposals from regionally based organizations qualified and experienced in mentoring programming to design and deliver midday programming to scholars in sixth grade. Only one proposal was received. G3 Life Applications is a Tampa based 501c3 non-profit holistic mentoring company utilizing sports, incentive-based activities and training programs. The mission of G3 is to “positively impact youth, young adults and communities holistically by transitioning their thinking to capitalize on their potential through exposure, education and inspiration.” IDEA Tampa Bay seeks approval to negotiate and enter into a Contract for Services with G3 to provide midday programming for sixth graders attending IDEA Victory and IDEA Hope for the 2021-22 school year. The final agreement will be substantially similar to the draft. The annual cost is estimated to be \$280,000.

Lizzette Gonzalez-Reynolds looked for a motion to approve the vendor selection and contract for services: Sixth Grade Mentoring and Enrichment.

Motion made by: Nick Rhodes

Second to motion: Christina Barker

All in favor, None Opposed.

*Motion carries unanimously.*

***Action Item F: Wellness Policy***

Chair Gonzalez-Reynolds introduced the item and Layne Fischer presented the item. Mr. Fischer further discussed how the Wellness Policy outlines IDEA's approach to advance student health, reduce childhood obesity, and promote the general wellness of students by implementing measurable goals to promote sound nutrition and health through nutrition education, physical activity, and other school-based activities. IDEA strives to ensure environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this Policy establishes guidelines to ensure that IDEA students have access to healthy foods throughout the school day and receive quality nutrition education that helps them develop lifelong healthy eating behaviors along with having opportunities to be physically active before, during, and after school. He further added that IDEA schools engage in nutrition and physical activity promotion and other activities to promote student, family, and staff wellness. IDEA staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

Lizzette Gonzalez-Reynolds looked for a motion to approve the IDEA Florida Wellness Policy.

Motion made by: Nick Rhodes

Second to motion: Christina Barker

All in favor, None Opposed.

*Motion carries unanimously.*

***Action Item: Consent Agenda***

Chair Gonzalez-Reynolds introduced the item and asked for a motion to approve the consent agenda in one item.

**4. Consent Agenda**

- A. Purchase Agreement: College Board AP Course Tool
- B. Purchase Agreement: iReady
- C. Purchase Agreement: Zonar GPS Systems (transportation)
- D. Authorize submission of Charter School Program Grant applications to Florida Department of Education
- E. Purchase Agreement: Supplies Pre-Order

Motion made by: Nick Rhodes

Second to motion: Christina Barker

All in favor, None Opposed.  
*Motion carries unanimously.*

**Member Comment:** Lizzette welcomed Gary Chartrand and Julene invited everyone to schedule a visit to Tampa Bay.

***Adjourn***

Meeting was adjourned at 11:03 am EST.

I certify that the foregoing are the true and correct minutes of the meeting of the Board of Directors of IDEA Florida held on June 18, 2021.

---

Nick Rhodes, Board Secretary

---

Date

**IDEA Florida  
Board Action Item  
July 30, 2021**

**Subject:** IDEA Florida Pupil Progression Plan and Grading Policy

---

**Proposed Board Action:** For Approval

**Executive Summary:**

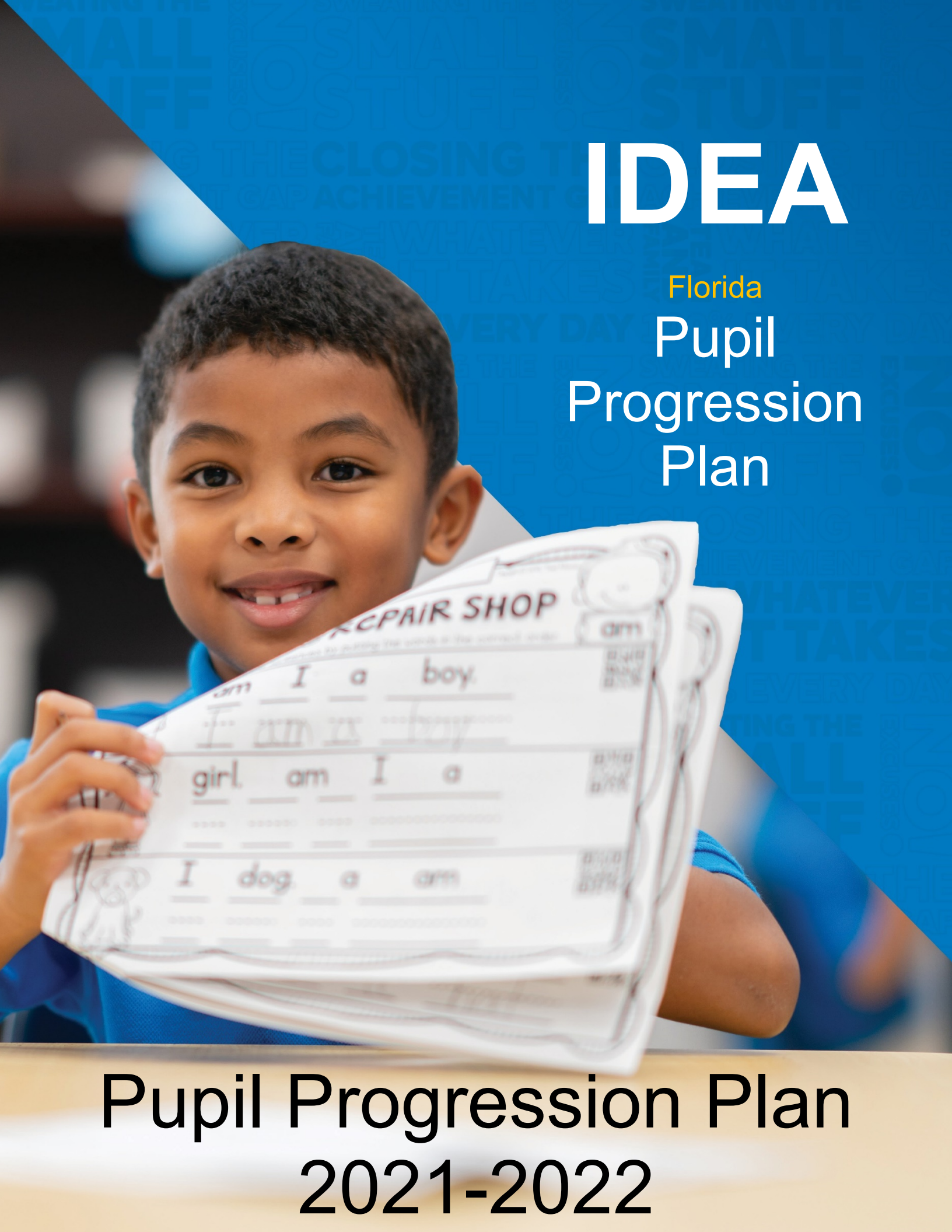
IDEA Florida is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The program for student progression is based on mastery of state standards in English language arts, mathematics, science, and social studies standards.

The Pupil Progression Plan also includes the grading policy for IDEA Florida Schools, including assessment categories and weights, progress reports, grade calculations, and grading of district-normed assessments.

---

**Supporting Documentation:** Draft Pupil Progression Plan

**Presenter:** Colleen Stearns, VP of Curriculum and Instruction

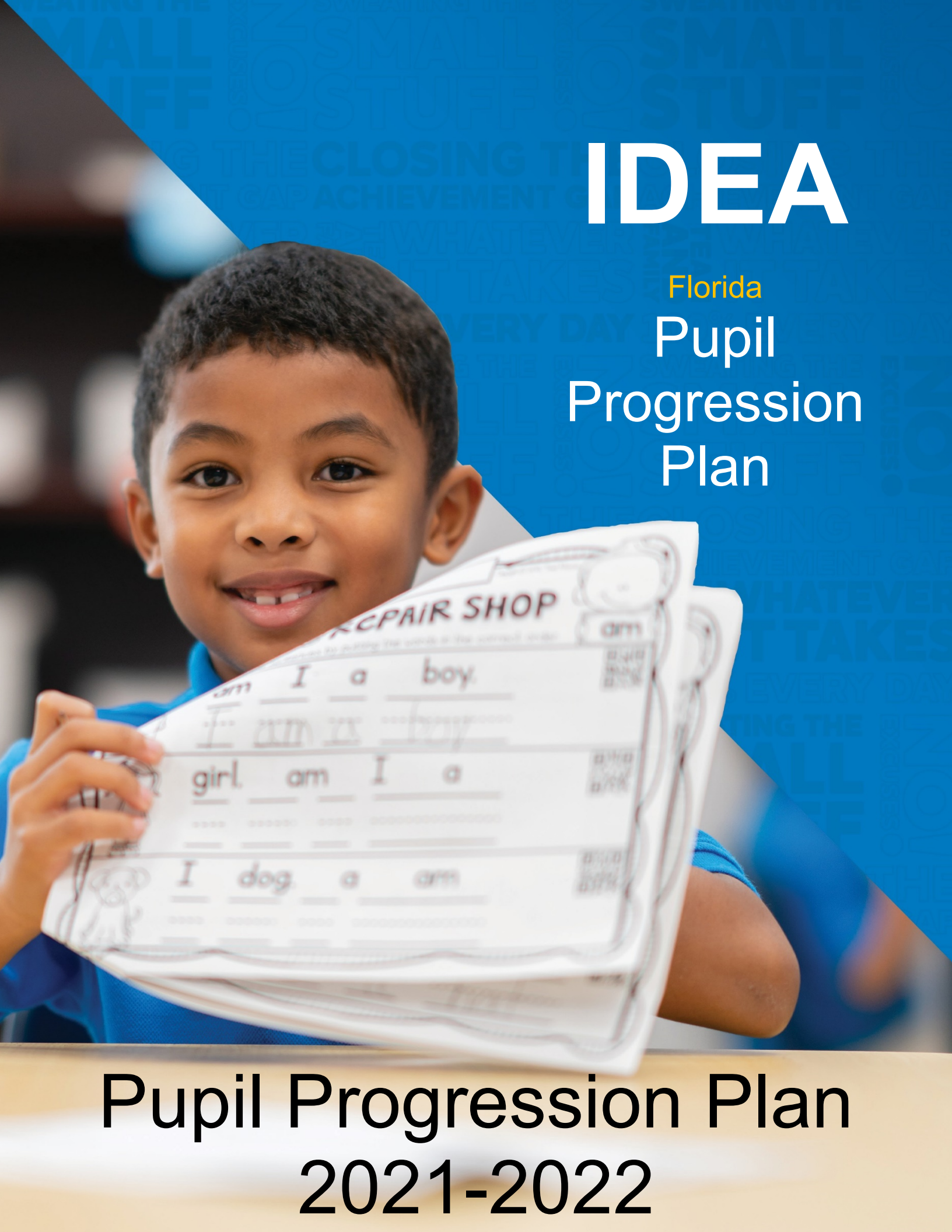


# IDEA

Florida  
Pupil  
Progression  
Plan

## Pupil Progression Plan 2021-2022

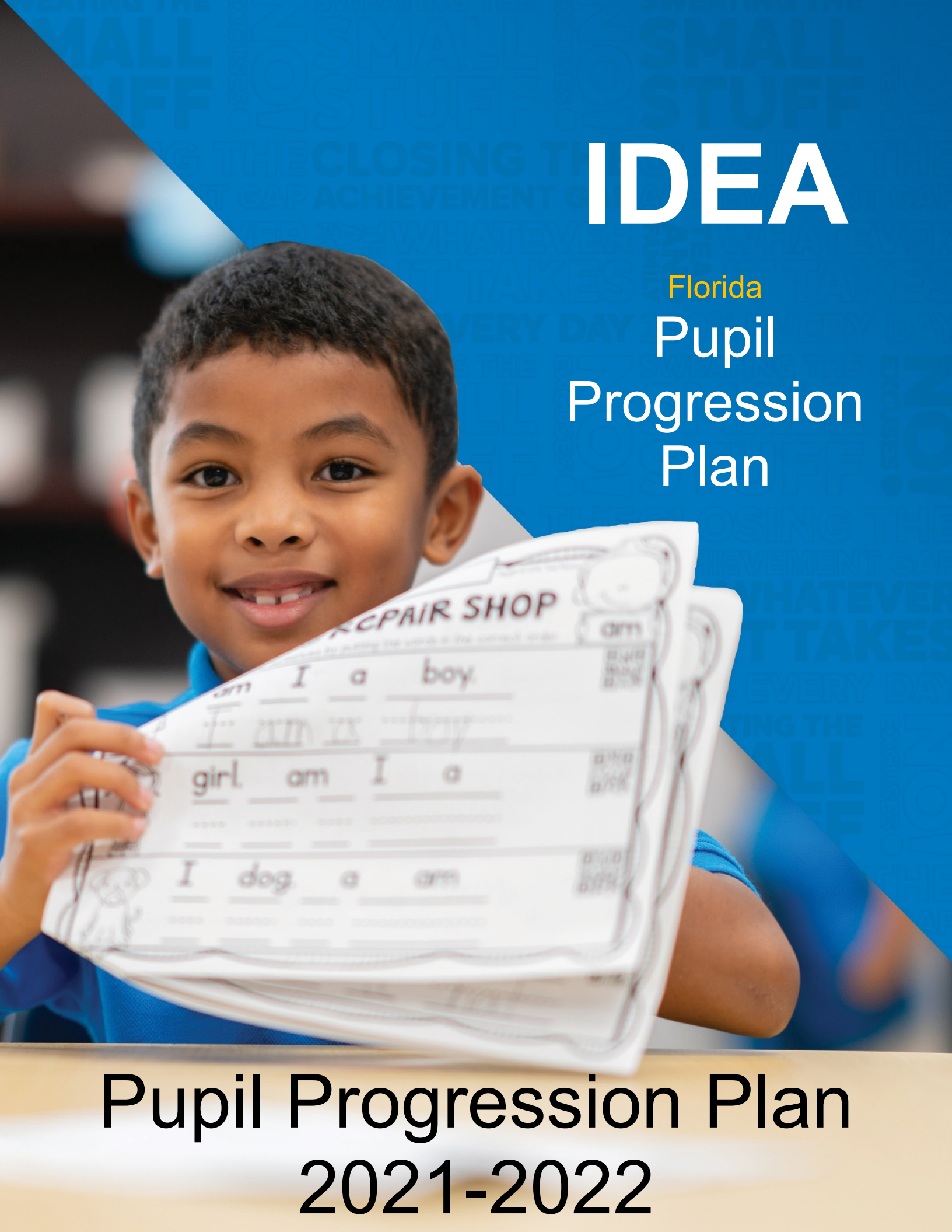
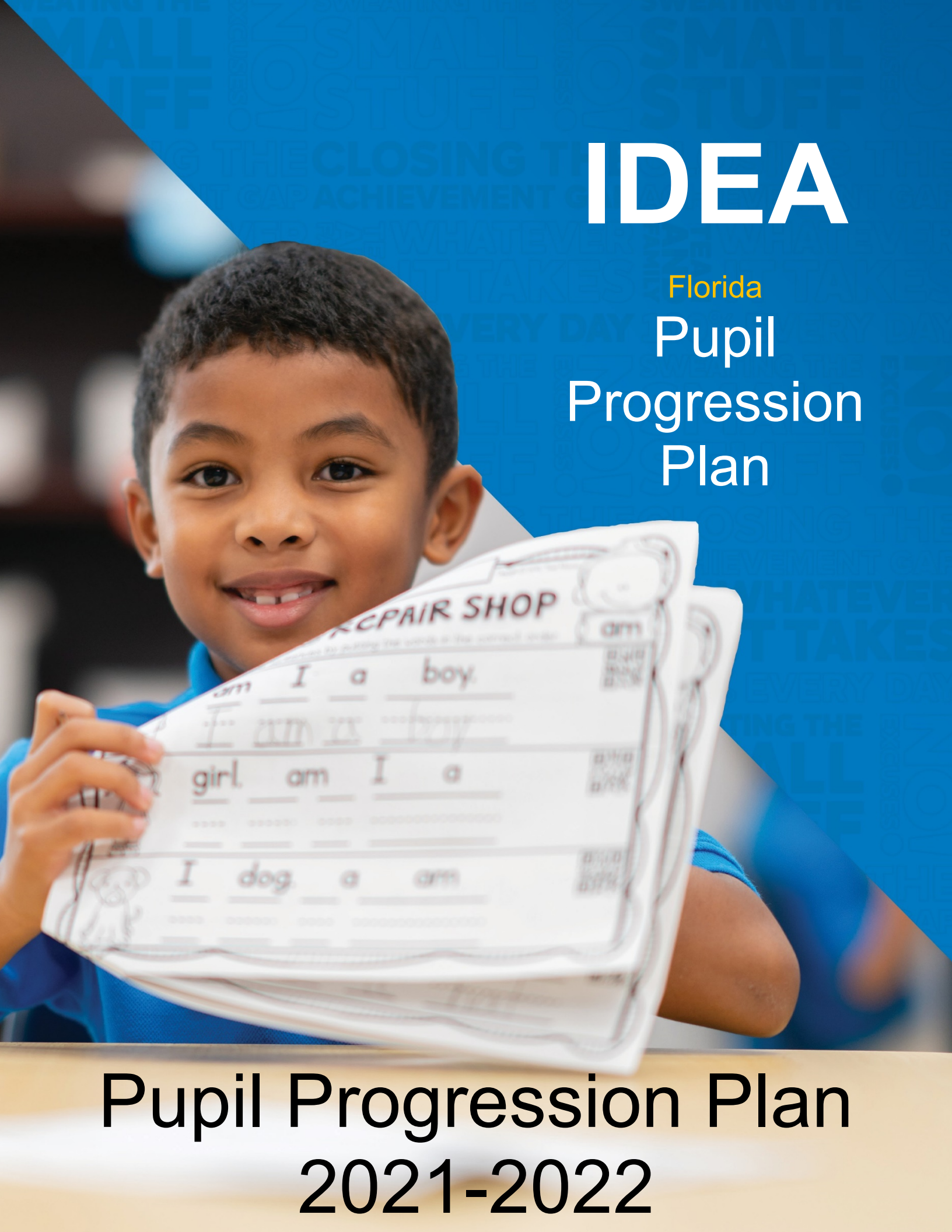
# Pupil



# IDEA

Florida  
Pupil  
Progression  
Plan

## Pupil Progression Plan 2021-2022



# IDEA

Florida  
Pupil  
Progression  
Plan

## Pupil Progression Plan 2021-2022



# Pupil Progression Plan 2021/2022

**Executive Director**

Julene Robinson

**Vice President of Schools**

Christa Thomas

## Student Progression Plan Task Force

**Dr. Colleen Stearns**, VP of Curriculum and Instruction  
**Angie Williams**, Director of Special Program Instruction  
**Denise Jasso**, Director of College Success  
**Christa Thomas**, VP of Schools  
**Julene Robinson**, Executive Director



# Table of Contents

<b>GENERAL STATEMENTS .....</b>	<b>1</b>
District Vision and Mission .....	1
Student Progression .....	1
Required Instructional Time.....	1
Florida Education Equity Act.....	1
Florida Standards and Next Generation Sunshine State Standards .....	2
Assessment and Support.....	2
Progress Monitoring .....	2
Grade Level Placement.....	2
Classroom Schedule Change Request .....	3
<b>ELEMENTARY STUDENT PROGRESSION.....</b>	<b>4</b>
Initial Placement .....	4
Kindergarten.....	4
Grade 1 .....	4
Grades 2 through 5 .....	4
Student Progress Reporting .....	4
Report Cards .....	5
Academic Codes .....	5
Student Progress Alert .....	6
State Assessments .....	6
Reading Remediation .....	7
Academic Acceleration.....	7
Academically Challenging Curriculum to Enhance Learning (ACCEL) Options .....	7
Promotion .....	8
Kindergarten through Grade 5 Promotion.....	8
Midyear Promotion for a Retained Student.....	8
Grade 3 Mandatory Retention .....	8
Extended Learning and Extended School Year Programs .....	9
Personal Fitness .....	9
<b>MIDDLE SCHOOL STUDENT PROGRESSION.....</b>	<b>10</b>
Enrollment.....	10
Full Time.....	10
Critical Student Intervention (CSI) .....	10
Course of Study .....	10
Academic Support Courses .....	12
Career and Education Planning .....	12
Civics.....	12
Academic Acceleration.....	12
Accelerated Mathematics Program .....	12



<b>Non-traditional Course of Study</b> .....	<b>13</b>
<b>State Assessments</b> .....	<b>14</b>
<b>Course Grades</b> .....	<b>14</b>
Grading Scale .....	14
Course Grade Criteria .....	14
Make-up Exams .....	14
End of Course Exams .....	14
Middle School Students Enrolled in High School Credit Courses.....	15
Grade Reporting.....	15
Honor Roll Criteria.....	16
<b>Promotion Requirements</b> .....	<b>17</b>
<b>Extended Learning and Extended School Year Programs</b> .....	<b>17</b>
<b>HIGH SCHOOL STUDENT PROGRESSION</b> .....	<b>18</b>
<b>Enrollment</b> .....	<b>18</b>
Full Time.....	18
Part Time.....	18
<b>Course of Study</b> .....	<b>18</b>
Health Opportunities through Physical Education.....	18
Cardiopulmonary Resuscitation .....	19
Financial Literacy .....	20
<b>Course Grades</b> .....	<b>20</b>
Grading Scale .....	20
Course Grade Criteria .....	20
End of Course Exams .....	20
Exam Exceptions .....	21
Grade Calculations with Exam .....	22
Grade Calculation with No Exam.....	23
Grade Point Average.....	23
Grade Reporting.....	24
<b>High School Course Credit</b> .....	<b>24</b>
Transfer Students: Credit from Accredited Program.....	24
Transfer Students: Credit from Non-accredited Program .....	25
<b>Promotion or Grade Level Placement</b> .....	<b>25</b>
<b>College and Career Acceleration</b> .....	<b>26</b>
<b>Academic Acceleration</b> .....	<b>27</b>
Dual Enrollment.....	27
Advanced Placement (AP) Program .....	28
Credit by Examination under the Credit Acceleration Program (CAP) .....	29
<b>State Assessments</b> .....	<b>29</b>
Progress Monitoring .....	29
<b>Concordant and Comparative Scores</b> .....	<b>30</b>
Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading Concordant Score Options.....	30
Algebra 1 EOC (FSA or NGSSS) Comparative Score Options .....	30
<b>College Entrance Assessments</b> .....	<b>30</b>
<b>Graduation</b> .....	<b>31</b>

Graduation Ceremony .....	31
<b>Florida Diplomas and Certificates .....</b>	<b>31</b>
Florida Standard Diploma .....	31
<b>Graduate Recognitions.....</b>	<b>33</b>
Rank in Class .....	33
Valedictorian/Salutatorian .....	33
Seal of Biliteracy .....	33
Bright Futures Scholarship Program .....	33
The Talented 20 Program .....	34
<b>Student Recognitions .....</b>	<b>34</b>
Honor Roll Criteria.....	34

## **ENGLISH LANGUAGE LEARNERS ..... 35**

<b>ELL Committee .....</b>	<b>35</b>
<b>ELL Placement .....</b>	<b>35</b>
<b>Equal Access for English Language Learners .....</b>	<b>35</b>
<b>Assessment .....</b>	<b>35</b>
Accommodations for Statewide Assessments .....	36
<b>Grade Level Placement.....</b>	<b>36</b>
<b>ELL Transfer Students.....</b>	<b>36</b>

## **EXCEPTIONAL STUDENT EDUCATION..... 38**

<b>Program Placement .....</b>	<b>38</b>
<b>Accommodations .....</b>	<b>38</b>
<b>Grade Reporting .....</b>	<b>38</b>
<b>Grade Level Placement.....</b>	<b>38</b>
<b>Assessments .....</b>	<b>38</b>
<b>Waiver of Assessment Results/Scores.....</b>	<b>39</b>
<b>Graduation Options for SWD .....</b>	<b>39</b>
Standard Diploma .....	39
Deferral of Receipt of a Standard Diploma .....	39
<b>504 Educational Plans .....</b>	<b>40</b>
<b>Gifted Education .....</b>	<b>40</b>

## General Statements

### District Vision and Mission

#### Mission

IDEA Public Schools prepares students from underserved communities for success in college and citizenship.

#### Vision

IDEA Tampa Bay students and alumni will be college graduates and diverse changemakers who, each in their own way, fight for what they know to be right and build a just, peaceful, and prosperous every day for the communities we serve.

### Student Progression

IDEA Florida (IDEA) has an independent plan that is consistent with the provisions of the charter application and Florida statute to include all state graduation requirements. The Student Progression Plan is adopted by the IDEA Florida Governing Board.

IDEA Florida is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

### Required Instructional Time

Florida Statute defines a full-time student day as not less than 300 average minutes per day over a 180-day period, or it's hourly equivalent, for a student in grades 4 through 12, and not less than 240 average minutes per day over a 180-day period for a student in kindergarten through grade 3 or in an authorized prekindergarten exceptional program. (F.S.1011.61(1)(a))

### Florida Education Equity Act

IDEA Florida adheres to the Florida Education Equity Act that prohibits discrimination related to race, ethnicity, national origin, gender, disability, or marital status. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. (F.S.1000.05)

## Florida Standards and Next Generation Sunshine State Standards

The Florida Standards and the Next Generation Sunshine State Standards (NGSSS) reflect the foundational expectations of what students should know and be able to do in each grade level. Instruction is designed to ensure that students meet these standards in all applicable subjects

### Assessment and Support

- ☐ Students are required by statute to participate in the statewide, standardized assessment program. Refer to the *English Language Learners* and the *Exceptional Student, Assessment* section for additional information. (F.S. 1008.22)
- ☐ Students who score below level 3 on the statewide, standardized English Language Arts (ELA) and/or mathematics assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)

### Progress Monitoring

The progress of any student who does not meet minimum state expectations on state assessments must be monitored until the expectations are met as documented by retaking the state assessment or graduating from high school. Any student who scores below level 3 in ELA and/or mathematics must be provided with additional diagnostic assessments to determine the specific academic need as it relates to the standards. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.

Extended learning opportunities are offered based on district criteria, availability of resources, and state statutes related to student progression.

In cases where retention in the same grade level is necessary, academic interventions may include small group instruction, virtual instruction, online resources, tutoring, and/or mentoring.

### Grade Level Placement

District and state regulations place the responsibility for decisions regarding student placement including retention, administrative, and accelerated placement primarily with the principal and the Grade Level Placement Committee. Students may not be assigned to a grade level based solely on age or other

factors that constitute social promotion (F.S.1008.25). Grade level placement decisions are made with consideration of the following indicators:

- achievement level and ability level to reach the age appropriate standards;
- physical, social, and emotional maturity;
- attendance and number of retentions;
- other school records; and
- input from parent or guardian.

Placement exceptions are considered through the following process with parental input.

- ☐ Placement from one grade to another is determined by the Grade Level Placement Committee unless the placement involves another school. The Committee includes the principal and/or assistant principal, academic counselors, and teachers, with input from the Individual Education Plan (IEP) Team, when applicable.
- ☐ Recommendations by the Grade Level Placement Committee that involve another school are to be reviewed by the principals or designees from the sending and receiving schools.
- ☐ If the principals of the sending and receiving schools do not reach consensus, the case is submitted to the District Placement Committee for review. The District Placement Committee includes the Vice President of Schools, ESE Director, and administrators from the sending and receiving schools.
- ☐ If the parent or guardian disagrees with the grade level placement, the principal contacts the Vice President of Schools to request a placement review to include representatives from the school, student services, and the parent or guardian. The Placement Committee meets as needed during the summer.
  - a. Grade placement decisions for students with disabilities are made with input from the student's Individual Educational Plan (IEP) Team. Refer to *Exceptional Student Education, Grade Level Placement* section for additional information.
  - b. Grade placement decisions for English language learners are made with input from the EL Committee.
- ☐ The District Placement Committee makes the final grade-level placement decision.
- ☐ Students who are placed in the next grade level through a placement committee review will be considered administratively placed. Refer to FHSAA athletics guidelines for eligibility criteria.
- ☐ The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.
  - a. The principal or designee of the sending school notifies the parent or guardian of the final placement decision and is responsible for documenting and coding the placement.
  - b. The principal or designee of the receiving school provides the parent or guardian enrollment and scheduling information.

## Classroom Schedule Change Request

If a parent has a concern regarding a classroom teacher, the parent should request a conference with the teacher to discuss the concern. Should the concern not be resolved, the parent may request a schedule change by contacting the school counselor or administrator. The school will review the options and approve or deny the request. If the request is denied, the school will notify the parent and specify the reasons within two weeks. (F.S.1003.3101)

## Elementary Student Progression

### Initial Placement

#### Kindergarten

A student enrolling in kindergarten is required to be five years of age on or before September 1 of the school year. A transferring student from an in-state private school must meet the same age requirement and provide a report card, transcript, or letter from the principal. (F.S.1003.21)

If a kindergarten student transfers from an out-of-state public or private school and does not meet age requirements for admission to a Florida public school, the student must meet the age requirement for the state from which the student is transferring. The parent or guardian must provide all the following documentation:

- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records of previous kindergarten placement for a minimum of four weeks; and
- report card or other records indicating academic performance.

#### Grade 1

A student enrolling in grade 1 is required to be six years of age on or before September 1 of the school year and to have satisfactorily completed kindergarten as documented by a report card, transcript, or letter from the principal. A transferring student from an in-state private school must meet the same age requirement and provide the required documentations. (F.S.1003.21)

If a student in grade 1 transfers from an out-of-state public or private school, and does not meet age requirements for admission to a Florida public school, the parent or guardian must provide the following documentation:

- compliance with the age requirements for admission to public schools within the state from which the student is transferring;
- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records showing successful completion of kindergarten; and
- report card or other records indicating current academic performance, attendance, and grade level placement.

#### Grades 2 through 5

A student enrolling in grades 2 through 5 must provide a report card or other record indicating current academic performance, attendance, and grade level placement. The appropriate grade-level placement is determined based on a review of the student's record. The student's initial grade placement is subject to review based on the student's actual performance during the first six weeks of enrollment.

### Student Progress Reporting

#### Progress Reports

Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.

## Report Cards

- A specialized report card is provided for students in grades K-5 who are provided instruction through NGSSS/FS Access Points. Refer to *Exceptional Student Education, Grade Reporting* section.
- Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course. This is calculated by a weighted percentage which consists of individual course work assignment grades.
  - We monitor cumulative grades during grade verification to ensure that students have sufficient opportunities to show mastery throughout the year. Our system will automatically flag grades that make a student likely powerless to succeed in subsequent terms, by checking whether it is still possible to pass the semester/year if the student were to earn A s in subsequent semesters. The system will send a list of students who are receiving a term grade below 50 to the principal to monitor and communicate. Inc or "Incomplete" may be temporarily used on the report card grade until a student, who needs to complete certain mastery tasks, is held accountable for those assessments or assignments. For each student whose Report Card grade is below a 50 or has Inc, the teacher and/or team will create a written intervention plan to ensure that the student has opportunities to improve academic performance to reach the passing standard for the course. The principal will evaluate the quality of the plan, including the content, timeline, intended outcome, communication and the mechanism for delivery. This plan should be ready prior to finalizing the grades, so it can be communicated to relevant students, families, and/or teachers immediately.

## Academic Codes

The gradebook has only two categories of student tasks: Summative and Formative. Summative assessments determine student mastery after an instructional phase (e.g. a Unit) is complete, comparing against specific objectives, external assessments, and/or other students to accurately reflect cumulative learning. Formative assessments and assignments are used throughout a unit or instructional phase to inform instructional decisions, motivate and teach students how to improve, and clearly signal academic expectations to determine how students are progressing towards a certain mastery goal. The impact of Summative Assessments grows with grade level bands to match their increasing value in collegiate syllabi. The table below provides categorical weights and examples of each type of assessment.

### 21-22 School Year

Category	Examples	Minimum Required	PK-5, Alt. Courses	6-8	9- 10	11- 12
Summative Summative assessments evaluate the level of mastery after an instructional phase is completed.	DI PK-2: Mastery Tests Non-DI: Unit Assessments; End-of-Module Assessments; Embedded Assessments; Papers, reports, presentations,	Varies by course; only assessments listed should be summative	25%	35%	45%	55%

### *IPS Student Progression Plan*

	and other compositions that conclude an instructional phase					
Formative Formative assessments and assignments provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	DI PK-2: Independent work, fix-ups, checkouts, and Homework Non-DI: Quizzes; Classwork and Tasks; Mid-unit, Mid-Module, or biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.	2 per week	75%	65%	55%	45%

### **Student Progress Alert**

If a child is not making satisfactory progress at any time within a grading period, a Student Progress Alert is provided to inform the parent or guardian. This is done through multiple modes. Teachers may schedule a 1:1 meeting with the family or review the progress during a school event such as report card pickup night. Teachers will also consistently use REMIND and email with parents to inform them of their students progress.

### **State Assessments**

Students are required by statute to participate in statewide, standardized assessments. Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

- ☐ The Florida Kindergarten Readiness Screener (FLKRS) is administered to kindergarten students during the first 30 days of the school year.
- ☐ Students in grades 3 through 5 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA). Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
- ☐ Students in grade 5 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA).



## **Reading Remediation**

Based upon state standards, any student determined deficient in reading will be provided targeted and/or intensive reading instruction immediately after identification. All students enrolled in grade 3-8 are assessed at the beginning of year utilizing a national normed referenced screener (Renaissance Star) that will generate to determine reading level of the student. That data point, along with previous historical data points will be utilized for consideration and placement in the districts Critical Student Intervention class. Critical Student Intervention is a reading intervention program that targets students reading 2 years or more below grade level. The reading program utilized in Critical Student Intervention class is a research-based reading curriculum that is made to target the current level of students and occurs daily in replacement of a non-required elective class.

The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the next school year. The student will continue to be provided targeted and/or intensive reading instruction until the reading deficiency is remedied.

If adequate progress is not achieved, the student may be retained. Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)

## **Academic Acceleration**

### **Academically Challenging Curriculum to Enhance Learning (ACCEL) Options**

The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students. (F.S.1002.3105)

Students who have demonstrated academic needs beyond the general curriculum may be considered for single subject area, whole grade, and midyear acceleration. Acceleration requests may be considered once during a twelve-month period.

## Promotion

### Kindergarten through Grade 5 Promotion

Students must demonstrate satisfactory or higher-level performance in reading, writing, science, and mathematics to be promoted to the next grade. Exceptions may be made using the School Placement Committee procedures, except for grade 3 (see *Grade 3 Mandatory Retention* section below). Placement decisions are made at the end of the school year.

### Midyear Promotion for a Retained Student

A student who is retained may be considered for promotion at any time during the year once the student demonstrates the ability to read at grade level.

Refer to the *General Statements, Grade Level Placement* section for additional information.

## Grade 3 Mandatory Retention

Students in grade 3 who do not score at level 2 or above on the statewide ELA assessment must be retained. A student in grade 3 who does not have an FSA ELA score is assessed to determine if the student's reading proficiency meets promotion criteria. (F.S.1008.25(6))

The school will provide the following for each student retained in grade 3:

- a review of the previous year's progress monitoring;
  - continuation of progress monitoring during the current school year;
  - a student portfolio (the prior year grade 3 portfolio may be continued); and
  - all appropriate support and services delineated in the district's K-12 Comprehensive Reading Plan, and
  - a highly effective teacher, as determined by the teacher's performance evaluation.
- (F.S.1008.25(7)(3))

Exemptions from mandatory retention in grade 3 must align with current state statutes regarding student progression. Exceptions are limited to the following:

- English language learners with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program;
  - students with disabilities who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
  - students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
  - students with disabilities who participate in the statewide, standardized reading assessment and who have an Individual Education Plan or a Section 504 plan that documents the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in kindergarten through grade 3
- (F.S.1008.25(6)(b)(7));

- students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years;
- students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a level 2 performance on the statewide standardized reading assessment; and
- students who have already been retained once in grade 3. (F.S.1008.25(6)(b)(6))

Documentation is submitted from the student's teacher to the school principal to indicate that promotion of the student is appropriate and is based upon the student's academic record. Documentation may include the student portfolio, report cards, and the Individual Educational Plan, if applicable. The school principal reviews and discusses the recommendation with the teacher(s) and makes the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal makes a recommendation in writing to the district school superintendent. The district superintendent may accept or reject the principal's recommendation.

A midyear promotion of a retained grade 3 student may occur when the student is able to demonstrate successful and independent reading skills and is performing at or above level in reading and language arts through district portfolio review. (F.S.1008.22(5)(6))

## Extended Learning and Extended School Year Programs

During the regular school year, IDEA Public Schools extends learning for our most struggling scholars in grades 3 to 8 through the Critical Intervention Program (CSI). CSI is an additional reading and math academic support period focused on research-based intervention program(s).

The Extended School Year (ESY) Program extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression.

Extended School Year (ESY) services for students with disabilities are determined by the IEP team, in accordance with Individuals with Disabilities Education Act (IDEA).

## Personal Fitness

At IDEA Public Schools we believe that our scholars can perform at their most optimal levels when they engage in **Moderate to Vigorous Physical Activity** during the school day. Rest assured that your student will receive a form of guided physical activity grounded in the SPARK FAMILY national PE Curricula. Students will typically rotate into the personal fitness spaces (indoors and/or outdoors) with their peers 2-3 times per week. Something unique to our district is that we emphasize the use of data to drive instructional decisions, activities and interventions. Students attending PE will use a wrist-based Heart Rate Monitor that informs them of their quality level of movement throughout the class. Every year PE Teachers and students are challenged to meet two very distinct goals **(1)** Become an individual Fitness Ambassador by tracking \*900 MVPA Minutes for Academy (1<sup>st</sup>-5<sup>th</sup>) or \*1,200 MVPA Minutes for College Prep (6<sup>th</sup>-12<sup>th</sup>) grades. **(2)** The Campus will earn Fitness Honor Roll when, at least 80% of students earned Fitness Ambassador status.



## Middle School Student Progression

### Enrollment

#### Full Time

Full-time middle school students must be enrolled in six annual courses, or the equivalent.

### Course of Study

Grade 6	Grade 7	Grade 8
English Language Arts	English Language Arts	English Language Arts
Mathematics	Mathematics	Algebra 1
Science	Science	Science
Social Studies	Social Studies	Social Studies
Individualized Learning	Individualized Learning	Spanish I
Personal Fitness	Personal Fitness	

### Critical Student Intervention (CSI)

Academic support courses are intended for students who need extended instruction in reading and/or mathematics and may be scheduled in place of an elective and/or personal fitness.

Critical Student Intervention is a reading intervention program that targets students reading 2 years or more below grade level. The reading program utilized in Critical Student Intervention class is a research-based reading curriculum provided daily in replacement of a non-required elective class.

Critical Student Intervention is a math intervention program that targets students performing 2 years or more below grade level in math per math state assessments and normed referenced assessments utilized by IDEA Public Schools. The math program utilized in Critical Student Intervention class is a research-based math curriculum that is offered daily in replacement of a non-required elective class.

### **AR Zone**

AR (Accelerated Reader) Zones provide structured independent reading practice for students in 1<sup>st</sup> – 7<sup>th</sup> grade. The ultimate goals of AR Zones are to provide data on students' reading growth, encourage frequent and extended reading practice and make independent reading engaging for students by facilitating successful and meaningful experiences with books.

**Structure:** Every AR Zone has a leveled library available for students to self-select a book to read that is at their "just right level" for reading growth. Students either read a physical library book or an eBook from the digital library (myON software). Once the book is read, students take a comprehension quiz that they must pass with a minimum score of 80%. Students visit the AR Zone several times a week as part of the rotation with PE and iLearning Hotspot. Students also use the digital library & AR software outside of the school day using their 1:1 device.

**Staffing:** Each AR Zone has a dedicated staff member known as an AR Facilitator to run the program and keep students motivated to read on a daily basis. These Facilitators have three primary roles: goal setting and progress monitoring, managing students' behavior in the AR Zone, and celebrating achievements.

**Goals & Recognitions:**

- **Students:** Each IDEA student participating in the AR program is challenged to become a Word Master; meeting a specific word count for their grade level. Students in 3<sup>rd</sup>-7<sup>th</sup> grade are also challenged to become a Royal Reader; read 1 million words at academy and 2 million words at college prep. All of these goals also require an 80% accuracy to be recognized. These student goals are heavily aligned with the volume of reading scholars need to be success in core content areas and state assessments.
- **Campus:** AR Honor Roll status is a national recognition that celebrates excellence in implementation of the AR program as measured by having 85% of students earning at least an 80% accuracy, 60% of students earn Word Master status and 10% (3<sup>rd</sup> – 7th grade) earn Royal Reader status. The AR Honor Roll designation motivates excellence by setting the bar for quality individualization that maximizes student learning.

**iLearning Hotspot:**

At IDEA Public Schools, the iLearning HotSpot functions as a center for individualized math instruction. The Hotspot's primary goal is to develop mathematical knowledge and independent learner habits to prepare students for the demands of college. This means that the learning of all students will be enriched, whether they are high achieving students that need to be challenged or struggling students that need extra support. The vision for the Hotspot is to use adaptive math software to give all students a chance to accelerate their learning in math.

We know that students grow in math when they receive targeted instruction that addresses their unique areas of need. The adaptive software used in the Hotspot allows the student to work on pathways designed just for them. In 1st -7th grade, students work in DreamBox Learning software. DreamBox's Intelligent Adaptive Learning technology personalizes students' learning experience by adapting to students' learning both within and between math lessons, offering students the right lesson at the right time. The result is this: students' foundational gaps are closed so they can access grade-level content and beyond. In the process, students also develop essential learner skills that they will call on in college. The independent and individualized learning that occurs in the Hotspot lends itself to the development of these skills, including:

:

- Thinking critically
- Stewarding their own learning
- Advocating with purpose
- Pursuing discovery
- Articulating with clarity
- Practicing self-discipline

**Goals & Recognitions:**

**Students:**

- Each IDEA student participating in the iLearning HotSpot program is challenged to become a Math Master; completing 200 lessons (about six lessons a week In DreamBox). After that, Math Genius completed 300 lessons. When students complete five or more DreamBox lessons per week, they experience the most significant improvement in mathematics comprehension and testing results.

### **Campus:**

- HotSpot Honor Roll status is a national recognition that celebrates excellence in implementing the individualized learning math program as measured by having 90% of students reaching the "Active User" metric, 60% of students earn "Math Master" status, and 30% earn "Math Genius" status. The HotSpot Honor Roll designation motivates excellence by setting the bar for quality individualization learning math instruction that maximizes student learning.

### **Career and Education Planning**

Prior to promotion to grade 9, middle school students must complete one career planning course. The M/J U.S. History and Career Planning and the M/J Civics and Career Planning courses fulfill this requirement. (F.S. 1003.4156)

The Career and Education Planning course will:

- result in a personalized academic and career plan, that may be revised as the student progresses through middle and high school;
- emphasize the importance of entrepreneurship and employability skills; and
- include information from the Department of Economic Opportunity's economic security report and earning outcomes. (F.S. 445.07)

 The personalized academic and career plan will inform students of the following:

- high school graduation and diploma designation requirements (F.S. 1003.4285);
- Florida Bright Futures Scholarship Program requirements;
- state university and Florida College System admission requirements; and
- opportunities to earn college credit in high school, including: Advanced Placement courses; International Baccalaureate Program; Advanced International Certificate of Education Program (AICE); academic and career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification. (F.S. 1003.492, F.S. 1008.44)

### **Civics**

Civics is required as one of the three social studies courses for students enrolled in grades 6 through 8. IDEA students will take Civics in 8<sup>th</sup> grade. The statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade. Refer to the *Middle School, End of Course Exams* section for additional information. (F.S. 1008.22)

## **Academic Acceleration**

### **Accelerated Mathematics Program**

The accelerated mathematics program provides an opportunity for all middle school students to earn Algebra 1 Honors credit, prior to enrolling in high school.

- a. Accelerated mathematics curriculum.
  - This option is available at sites, pending enrollment of qualifying students.
  - All students enrolled in 6<sup>th</sup> grade will be enrolled in the Math 6 Accelerated course. This course will include all 6<sup>th</sup> grade math standards and approximately half of the 7<sup>th</sup> grade math standards.
  - All students enrolled in 7<sup>th</sup> grade will be enrolled in the Math 7 Accelerated course. This course will include the remaining half of the 7<sup>th</sup> grade math standards and all of the 8<sup>th</sup> grade pre-algebra standards.

- All 8<sup>th</sup> grade students will be enrolled in Algebra 1 Honors.

☐ Upon successful completion of the grade 6 and 7 accelerated mathematics courses, or the equivalent compacted course, students are enrolled in Algebra 1 Honors. This course is available on site at all middle schools.

☐ Upon successful completion of Algebra 1 Honors, students are enrolled in Geometry Honors.

Students will be administered the mathematics FSA (or the associated state assessment) corresponding to the grade level course code in which the student is enrolled.

## **Non-traditional Course of Study**

The course of study for middle school students may be modified to provide appropriate academic intervention for over-age students previously retained in kindergarten through grade 8. This option includes the opportunity to earn high school credit prior to grade 9 placement.

## State Assessments

Students are required by statute to participate in statewide, standardized assessments. Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

- ☐ Students in grades 6 through 8 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA), except in cases where students are enrolled in a mathematics course requiring an EOC. Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
- ☐ Students enrolled in Algebra 1 or Geometry will be administered the FSA-aligned, End of Course (EOC) exam in place of the Mathematics FSA. Refer to the *Middle School, End of Course Exams* section for additional information.
- ☐ Students enrolled in Civics are administered the NGSSS-aligned EOC assessment.
- ☐ Students in grade 8 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA), except in cases where students are enrolled in a science course requiring an EOC.

## Course Grades

### Grading Scale

The grading scale and interpretation of letter grades in grade 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

Grade	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

### Course Grade Criteria

Middle school courses require a district semester exam and a state End of Course (EOC) exam for IDEA-created Final Exam. EOC exams are weighted at 30%.

### Make-ups

- a. For most grade levels and subjects, students who have a failing assessment or assignment grade should be given an opportunity to retake failed assignments at least one time, but no more than three times, within three weeks. It is the teacher's/facilitator's responsibility to provide work for students who are absent and to support them in getting any needed re-teach, resources, and/or opportunities.
- b. In ideal circumstances, late work and assessments would be submitted within the same number of days that the student was absent, but it may be more reasonable to allow until the end of the unit or the end of the grading period, whichever occurs sooner.

In case of missed assignments due to extended absence, campuses and teachers may provide individualized alternative options and due dates or provide alternative programs, on case-by-case bases.

### End of Course Exams



The state standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each Florida End of Course (EOC) assessment. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions.

- ☐ EOC exams are required and scheduled in place of the district semester two exam for Civics, Algebra 1, and Geometry. Refer to the *High School, End of Course Exams* section for a complete list of high school credit EOC courses.
- ☐ For courses that require an EOC, the EOC exam is calculated as 30% of the corresponding final course grade.
- ☐ Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.
- ☐ If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.
  - a. The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet promotion and/or graduation requirements.
  - b. The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.
  - c. The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.

If a student enrolled in an EOC course did not take the required exam, the report card reflects a "NG" exam and semester grade. To receive course credit, the student must take the exam. It is the student's responsibility to request testing in the next available state assessment window. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

## **Middle School Students Enrolled in High School Credit Courses**

☐ Students enrolled in high school credit courses in middle school will earn the high school credit if they pass the course with a 70 or above. However, a high school course taken prior to 9th grade will not be averaged into the GPA. The high school course will appear on the student's high school transcript. The Program Team determines which high school courses will be available and taught to IDEA students prior to 9th grade.

## **Grade Reporting**

- Each student and parent should be given an access code for PowerSchool to access grades at any time. Students and parents should be trained on how to access and understand their grades.
- Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.
- Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course

## **Honor Roll Criteria**

Honor rolls are determined based on a student's academic quarter grades and individualized learning goals. Students are recognized each quarter for earning all As, A/Bs, and other academic grade designations at the discretion of school leadership. When students participate in AR and HotSpot, criteria for meeting individualized learning goals is as follows:

### **HOTSPOT**

Academy 1st to 5th grade

Math Genius criteria: Complete 300 DreamBox math lessons by EOY.

Math Masters criteria: Complete 200 DreamBox math lessons by EOY.

College Prep 6th and 7th grades

Math Genius criteria: Complete 3,000 ST math puzzles by EOY.

Math Masters criteria: Complete 2,000 ST math puzzles by EOY.

### **AR**

#### **Academy 1st to 5th grade**

Royal Reader criteria: At least 1,000,000 words with at least an 80% average accuracy.

#### **Word Masters criteria:**

1st Grade: 15,000 words with at least an 80% average accuracy.

2nd Grade: 50,000 words with at least an 80% average accuracy.

3rd Grade: 125,000 words with at least an 80% average accuracy.

4th Grade: 225,000 words with at least an 80% average accuracy.

5th Grade: 325,000 words with at least an 80% average accuracy.

#### **College Prep 6th and 7th grades**

Royal Reader criteria: At least 2,000,000 words with at least an 80% average accuracy.

Word Masters criteria: 425,000 words with at least an 80% average accuracy.

## Promotion Requirements

Promotion and/or retention is determined when final grades are submitted at the end of the regular academic year. (F.S.1008.25)

☐ Middle school students must pass language arts, mathematics, science, and social studies to meet annual promotion requirements.

☐ To be promoted to high school, middle school students must meet the following cumulative requirements:

- successful completion of three middle school, or higher level, courses in language arts, mathematics, science, and social studies, to include one civics education course and one career planning course; and
- a personalized academic and career plan. (F.S. 1003.4156) Refer to the *Middle School Career and Education Planning Requirement* section for additional information.

☐ Students scoring a level 3 or higher on the Algebra 1 EOC exam meet the promotion requirement for the corresponding mathematics course.

If a student does not meet promotion requirements, exceptions may be considered per grade placement procedures. Refer to the *General Statements, Grade Level Placement* section for additional information.

## Extended Learning and Extended School Year Programs

The Extended Learning Program (ELP) provides supplemental tutorial, grade enhancement, and course recovery support.

- Tutorial support provides non-credit, academic intervention for middle school students scoring below level 3 on the FSA English Language Arts (ELA) or Mathematics and for students in need of assistance with advanced studies.

During the regular school year, IDEA Public Schools extends learning for our most struggling scholars in grades 3 to 8 through the Critical Intervention Program (CSI). CSI is an additional reading and math academic support period focused on research-based intervention program(s).

The Extended School Year (ESY) Program extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression.

Extended School Year (ESY) services for students with disabilities are determined by the IEP team, in accordance with Individuals with Disabilities Education Act (IDEA).

## High School Student Progression

### Enrollment

#### Full Time

A full-time high school student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, state-approved virtual, and dual enrollment classes. To be eligible for an IDEA diploma, the student must be enrolled full time in the school within the first 15 days of his/her last semester.

#### Part Time

Students enrolled full time in private school or FLVS may not co-enroll in courses in IDEA Public Schools.

### Course of Study

The course of study is a combination of required and elective courses aligned to meet one of the five options to earn a Florida standard diploma. They are the following:

- 24-credit program;

Course selection is specific to the student's developmental needs and interests consistent with the student's academic and career plan.

### Standard HS Diploma Requirements (24 credits required):

#### Title XLVII, Chapter 1003, Section 4282

English Language Arts	4 Credits
Mathematics, incl at least 1 in Algebra & 1 in Geometry	4 Credits
Science, incl at least 1 in Biology 1 & at least 2 w/ a laboratory component	3 Credits
Social Studies, incl at least 1 in US History, 1 in World History, .5 in Econ, .5 in Government	3 Credits
Arts: Fine art; Performing art; Speech, Debate; Practical art	1 Credit
Physical Education, incl Health	1 Credit
Electives, incl financial literacy course for .5 credit	8 Credits
<b>TOTAL</b>	<b>24 Credits</b>

*At least one course within the 24 credits required must be completed through online learning or blended learning. This course must be identified in the course code directory*

### Health Opportunities through Physical Education

At IDEA Public Schools we believe that our scholars can perform at their most optimal levels when they engage in **Moderate to Vigorous Physical Activity** during the school day. Rest assured that your student will receive a form of guided Physical Education grounded in the SPARK FAMILY national PE Curricula. Students will typically rotate into the PE spaces (indoors and/or outdoors) with their peers 2-3 times per week. Something unique to our district is that we emphasize the use of data to drive instructional decisions, activities and interventions. Students attending PE will use a wrist-based Heart Rate Monitor that informs them of their quality level of movement throughout the class. Every year PE Teachers and students are challenged to meet two very distinct goals **(1)** Become an individual Fitness Ambassador by tracking \*900 MVPA Minutes for Academy (1<sup>st</sup>-5<sup>th</sup>) or \*1,200 MVPA Minutes for College Prep (6<sup>th</sup>-12<sup>th</sup>) grades. **(2)** The Campus will earn Fitness Honor Roll when, at least 80% of students earned Fitness Ambassador status.

### **Cardiopulmonary Resuscitation**

Cardiopulmonary Resuscitation (CPR) (compression only) and Automated External Defibrillators (AED) instruction is included in the Health Opportunities through Student Physical (HOPE) traditional and virtual course. Additional instructional opportunities may be provided through healthscience courses and/or in afterschool programs. (F.S.1003.453)

Schools are encouraged to provide training in basic first aid, including cardiopulmonary resuscitation for all students in grades 6 and 8. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation for all students in grade 9 and 11. Instruction in CPR must be based on a one-hour nationally recognized program that uses the most evidenced-based emergency cardiovascular guidelines. (F.S. 1003.453)

## **Financial Literacy**

Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective. (F.S. 1003.4282).

## **Course Grades**

### **Grading Scale**

The grading scale and interpretation of letter grades in grades 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

Letter	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

### **Course Grade Criteria**

High school courses require a district semester exam and a state End of Course (EOC) exam or district-created Final Exam. Refer to the *High School, Grade Calculation Charts* for additional information.

All final course grades are reported in the student's permanent record and on the official transcript.

### **End of Course Exams**

EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions. (F.S.1008.22)

- ☐ The state EOC exams are required in place of IDEA-created Final Exams for the following courses:

Algebra 1	Geometry	Biology	US History
Algebra 1 Honors	Geometry Honors	Biology Honors	US History Honors
	IB Geometry	Pre IB-Biology	AP US History
			IB US History

- ☐ For courses that require an EOC, the EOC exam is calculated as 30% of the corresponding course grade.
- ☐ Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.
- ☐ If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.
- The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet graduation requirements.
  - The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.
  - The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not

meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.

- ☐ If a student enrolled in an EOC course did not take the required exam, the report card reflects a “NG” exam and semester grade. To receive course credit, the student must take the exam. It is the student’s responsibility to request testing in the next available state assessment window.

The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

### **Exam Exceptions**

- ☐ There are no exam exceptions for courses with a corresponding EOC exam; this includes Advanced International Certificate of Education, Advanced Placement, and International Baccalaureate US History.
- ☐ Some specialized elective courses do not require a semester exam.

**Grade Calculations**

Category	Examples	Minimum Required	Alt. Courses	9-10	11-12
<b>Summative</b> <i>Summative assessments</i> evaluate the level of mastery after an instructional phase is completed.	<b>DI PK-2:</b> Mastery Tests <b>Non-DI:</b> Unit Assessments; End-of-Module Assessments; Embedded Assessments; Papers, reports, presentations, and other compositions that conclude an instructional phase	Varies by course; only assessments listed should be summative	25%	45%	55%
<b>Formative</b> <i>Formative assessments and assignments</i> provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	<b>DI PK-2:</b> Independent work, fix-ups, checkouts, and Homework <b>Non-DI:</b> Quizzes; Classwork and Tasks; Mid-unit, Mid-Module, or biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.	2 per week	75%	55%	45%

A student who does not take a required exam will receive an “I” grade for a district exam or a “NG” for an EOC exam. Refer to *High School*, *Semester Exams* and *End of Course Exam* sections for additional information.



### **Grade Calculation with No Exam**

This calculation applies to semester courses that do not require a final exam or EOC. Students must earn a minimum of two quality points to pass a semester course that does not require an exam. The student's semester grade will be calculated based on a combination of quarter grades and the quality points assigned.

Quarter grade	Quarter grade	No Semester exam-"H"	Final Grade
A	A	H	A
A	B	H	A
A	C	H	B
A	D	H	B
A	F	H	C
B	A	H	A
B	B	H	B
B	C	H	B
B	D	H	C
B	F	H	C
C	A	H	B
C	B	H	B
C	C	H	C
C	D	H	C
C	F	H	D
D	A	H	B
D	B	H	C
D	C	H	C
D	D	H	D
D	F	H	F
F	A	H	C
F	B	H	C
F	C	H	D
F	D	H	F
F	F	H	F

### **Grade Point Average**

The state grade point average (GPA) is unweighted and is the cumulative average of the semester final grades for high school credit courses. It is calculated by dividing the total number of quality points earned by the total number of points possible based on a 4.0 scale. The School GPA includes weighting for the completion of advanced coursework with a final semester grade of a C or higher.

School approved AP and core content courses are awarded a 1 weighting per credit that is added to the cumulative, weighted district GPA for each credit.

## **Grade Reporting**

Each student and parent should be given an access code for PowerSchool to access grades at any time. Students and parents should be trained on how to access and understand their grades. Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for students in the subjects in which they are failing. Schools and teachers may communicate more frequently about grades at their discretion.

- ☐ Report cards are distributed four times a year after each 9-week Quarter term is complete. Report cards consist of a student's final term grade for each scheduled course. Our system will automatically flag grades that make a student likely powerless to succeed in subsequent terms, by checking whether it is still possible to pass the semester/year if the student were to earn As in subsequent semesters. The system will send a list of students who are receiving a term grade below 50 to the principal to monitor and communicate. Inc or "Incomplete" may be temporarily used on the report card grade until a student, who needs to complete certain mastery tasks, is held accountable for those assessments or assignments. For each student whose Report Card grade is below a 50 or has Inc, the teacher and/or team will create a written intervention plan to ensure that the student has opportunities to improve academic performance to reach the passing standard for the course. The principal will evaluate the quality of the plan, including the content, timeline, intended outcome, communication and the mechanism for delivery. This plan should be ready prior to finalizing the grades, so it can be communicated to relevant students, families, and/or teachers immediately.

## **High School Course Credit**

A semester credit course requires a minimum of 67.5 traditional hours or 60 block hours. This requirement does not apply to virtual, blended learning, and credit recovery courses.

- ☐ Only one credit may be earned per course, or the comparable course. An example of a comparable course is English 1 and English 1 Honors.

## **Transfer Students: Credit from Accredited Program**

Any student who transfers into the district and whose credits can be verified must meet all provisions of the school's Student Progression Plan to be awarded credit. All transfer credits and grades awarded on an official transcript from schools that are accredited by a recognized national, regional, or state accrediting agency will be accepted at face value.

- ☐ Students transferring midyear from schools that award annual credits will have transcripts reviewed to award credits and grades at face value. No credit will be awarded for coursework that has a credit value of less than .50, example .25 credit.
- ☐ Students transferring from a middle school where the student completed high school credit courses but was not awarded credit, will be awarded credits and grades at face value.
- ☐ Students transferring from an accredited school with an unofficial transcript will be placed at the appropriate sequential course level to validate the credit through performance during the first grading period. A student must have a minimum 2.0 cumulative GPA after the first grading period to be awarded credits and grades at face value.
- ☐ A native language credit may be applied as a required English credit for a student transferring from out of the country.
- ☐ Home education or full-time virtual students transferring with a transcript from a regionally accredited program will be awarded credits and grades at face value.

## **Transfer Students: Credit from Non-accredited Program**

Schools may accept transfer credits and grades from non-accredited schools when official transcripts are validated by one or more of the following procedures:

- ☐ a review of the student's academic record,
- ☐ an analysis of a sending school's curriculum,
- ☐ a review of a portfolio of student work; or
- ☐ through an assessment of scholastic performance.

Students enrolling from home education or nonaccredited programs who do not possess an official transcript will have credits validated through performance during the student's first enrolled grading period. A student transferring into a school will be placed at the appropriate sequential course level. To receive credit for the previous course(s), the student must earn a minimum GPA of 2.0 in the course by the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:

- ☐ portfolio evaluation;
- ☐ written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- ☐ demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- ☐ demonstrated proficiencies on nationally normed standardized subject area assessments;
- ☐ demonstrated proficiencies on the FSA ELA/EOC assessments; and
- ☐ written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is determined after school personnel have had the opportunity to observe the student's work.

- ☐ Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment.
- ☐ No honors points will be granted, and the grade awarded will be a "P" for pass.
- ☐ Students transferring from a home education program may not accrue credits in one school year, which exceed the number of credits that may be accrued through a traditional schedule. Grade placement is made according to the high school grade level placement/promotion matrix for grades 9 through 12 based on the number of credits validated, and the year a student entered grade 9.
- ☐ If a student transfers to a Florida high school from out of the country, out of state, a private school, or a home education program and the student's transcript shows credit in Algebra 1, the student must take and pass the Algebra 1 EOC, or state approved equivalent assessment to earn a Florida high school diploma. Transferring students must take and pass all state assessments or earn an ELA concordant score, or an Algebra 1 mathematics comparative score to earn a Florida high school diploma.

The Interstate Compact on Educational Opportunity for Military Children provides additional transfer of credit guidance for students of military families. (F.S.1000.36)

## **Promotion or Grade Level Placement**

Promotion from one grade to the next is determined, in part, upon satisfactory performance in English Language Arts, social studies, science and mathematics, along with all credits required for graduation. A student's grade level placement is determined based on the year they entered grade 9, unless they are a foreign student with no obtainable record of credits.

- ☐ Promotion from grade 9 to grade 10 occurs when a student has completed one full year and has earned five credits towards graduation.

- ☐ Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned eleven credits towards graduation.
- ☐ For 24 credit option students, promotion from grade 11 to grade 12 occurs when a student has completed three full years and has earned seventeen credits, including eight required credits in English, mathematics, science, and social studies.
- ☐ Students electing to graduate with the 24-credit program in three years or less are promoted to grade 12 on May 1 of their final semester if they are on track to graduate.


## **College and Career Acceleration**


The student's course of study should be reviewed annually to identify pathways to post-secondary college opportunities. College acceleration options provide an opportunity for students to earn college credit based on one of the following criteria:

- ☐ score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination; or
- ☐ grade of C or better in an approved dual enrollment course.


## **Dual Enrollment**

Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary Florida college or university. The credit earned applies toward both a high school diploma and a college degree. Dual enrollment courses can potentially substitute a high school course with approval from AST.

 A student must have an overall cumulative, unweighted state GPA of 3.0 and meet the required score on the ACT, PERT, PSAT, or SAT, as defined by the postsecondary institution to be enrolled in dual enrollment. Academic dual enrollment entrance requirements at an articulated university are determined by the individual institution and may require above a 3.0 GPA.

 A full-time student may be enrolled part time in any college or university as agreed upon in the Interinstitutional Articulation Agreement.



 Students must have prior approval from their school before enrolling in any off campus dual enrollment course, and they must meet all required deadlines, as specified by the post-secondary institution. Students taking online or off campus dual enrollment courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations.

- ☐ A student may enroll in a college or university course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Interinstitutional Articulation Agreement. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263.
- ☐ Only courses identified on the State Department of Education master list of approved courses will receive dual enrollment credit.

Dual credit courses will be listed on a student's high school transcript. These courses will be on the 5.0 (weighted) scale. Students need to earn a C or higher to earn high school credit for the dual credit course.

- ☐ Credits and grades earned through dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Upon completion of each semester, transcripts from dual credit community college or university will be sent to the individual high school site for transcript update. Upon completion of each semester, transcripts from the dual credit community college or university must be submitted by the student to their IDEA College Counselor for transcript update. It is the student's responsibility to verify that all coursework has been updated accurately.

## **Advanced Placement (AP) Program**

AP is a rigorous, nationally standardized curriculum that prepares students for success in college. However, it has not always been available to all students. Traditionally, select students are tracked through earlier, advanced course sequences or are encouraged to take AP courses based on previous performance. We are often asked why we do not offer differentiated tracks for students, like honors or general courses in addition to AP courses. At IDEA, our mission is to prepare ALL students for success to and through college. This means that ALL students deserve access to rigorous, college preparatory experiences that will prepare them to succeed when they get to college. AP is a central strategy to ensuring our students are academically prepared for the rigors of college. Therefore, all IDEA students deserve the same level of intensive college preparation.

IDEA Core Content Course Sequence

	ELA	Math	Humanities	Science	Spanish
9 <sup>th</sup>	Pre-AP English I	Geometry	AP Human Geography	Pre-AP Chemistry	Spanish II
10 <sup>th</sup>	Pre-AP English II	Algebra II	AP World History	Physics	Spanish III
11 <sup>th</sup>	AP English Language	Pre-Calculus	AP US History	AP Environmental Science	AP Spanish Language
12 <sup>th</sup>	AP English Literature	AP Calculus AB or AP Statistics*	AP Microeconomics & AP U.S. Government & Politics	AP Physics I AP Bio or AP Chem*	AP Spanish Literature

\*In their senior year, students can choose between the Math and Science senior level AP courses that most align to their interests and college and career plans.

The Advanced Placement (AP) program is a nationwide program eligible to secondary students in grades 9 through 12. The AP course descriptions and examinations are prepared by the College Board and are administered in May of each year. As with AICE, dual enrollment, and IB programs, students completing

AP courses and exams are eligible for postsecondary education credits by the receiving college or university if they score a minimum of three, on a five-point scale on the corresponding AP examination. Students enrolled in an AP course are expected to take the corresponding AP examination as part of the course and are exempt from exam registration fees. Students who cancel or who do not have an approved absence will be required to pay the \$40 unused or cancelled AP exam fee charged by the College Board.

A student may earn high school credit through the passage of an AP examination without course enrollment or completion. If a student attains a passing score on the AP exam, the student will be awarded course credit under the Credit Acceleration Program (CAP).

### **Credit by Examination under the Credit Acceleration Program (CAP)**

Under the Credit Acceleration Program (CAP), a student may earn high school credit through the passage of a College Level Examination Program (CLEP) exam, an Advanced Placement (AP) exam, or a statewide, standardized end-of-course (EOC) exam (Algebra 1, Geometry, Biology 1, US History) without course enrollment or completion. The student will take the exam during the regular administration of the exam. The grade awarded will be entered as “NG.”

## **State Assessments**

Students are required by statute to participate in statewide, standardized assessments. (F.S.1008.22)

- ☐ Students in grades 9 and 10 are administered the English Language Arts (ELA), FS-aligned Florida Standards Assessment (FSA).
- ☐ Students enrolled in courses specified by the state are administered Florida EOC assessments. Refer to the *High School, End of Course Exams* for additional information.
  - Algebra 1 and Geometry, FS-aligned EOC assessments
  - Biology 1 and U.S. History, NGSSS-aligned EOC assessments
- ☐ Students must earn a passing score on the grade 10 FSA ELA or a concordant score, and a passing score on the FSA Algebra 1 EOC or comparative score to graduate with a standard diploma. Scores may change due to legislation. Refer to the FLDOE for additional information.

FSA	Passing Score
Grade 10 FSA ELA	350 (Beginning Spring 2014)
FSA Algebra 1 EOC	497 (Beginning Spring 2016)

Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information.

### **Progress Monitoring**

- ☐ Students who score below level 3 on Florida Standards Assessment (FSA) for English Language Arts (ELA) and/or the Algebra 1 EOC assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student’s performance. (F.S. 1008.25)
- ☐ A student who is not meeting the school or state requirements for satisfactory performance in ELA and mathematics will be provided one of the following plans:
  - a federally required student plan such as an Individual Education Plan;
  - a school-wide system of progress monitoring; or
  - an individualized progress-monitoring plan.
- ☐ A student who scores a level 4 or 5 on the FSA ELA and EOC mathematics assessment may be exempted from participation in the school-wide system of progress monitoring.
- ☐ A student with a GPA below 2.0 or who is not on track for graduation will receive academic advisement

as part of the CAPE law.

## Concordant and Comparative Scores

### **Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading Concordant Score Options**

A student may meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422. The following concordant and comparative scores, specific to the year the student entered grade 9, satisfy the assessment graduation requirements. Available for all students who entered grade 9 in 2010-2011 and beyond:


SAT EBRW	480
ACT English and Reading Subtests  If the average of the two-subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.	18


### **Algebra 1 EOC (FSA or NGSSS) Comparative Score Options**

Available for all students who entered grade 9 in 2010-2011 and beyond:

PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16

## College Entrance Assessments

 The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) provides an opportunity for students to prepare for college entrance exams by learning about their strengths and weaknesses in English and mathematics, as well as an option for meeting the graduation requirement for the Algebra 1 EOC. The PSAT is given each year in October to students in 10th and 11th grade at no charge. Juniors taking the PSAT may qualify for the National Merit and the National Hispanic Scholars Programs.

 The ACT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the FSA ELA and/or Algebra 1 EOC. At IDEA, we offer one district test for 11th and 12th grade students at no charge in October. Counselors also support students in signing up for additional ACT tests throughout the school year. Registration fee waivers are available for students who qualify for the free or reduced lunch program. For students who do not qualify for a fee waiver, they are responsible for paying the application fee directly to the testing agency.



- ☐ High schools may evaluate the college readiness of students utilizing the Postsecondary Education Readiness Test (PERT). The PERT math score may also serve as an Algebra 1 EOC comparative score for students who entered grade 9 prior to the 2018-19 school year.

## Graduation

- ☐ A diploma will be awarded to any student who completes the 24-credit program, by meeting the required credits, 2.0 cumulative, unweighted state GPA, and achieving a qualifying score on all required state assessments.
- ☐ Students earning the credit requirements for the 24-credit program, with the exception of the state assessments or the 2.0 cumulative, unweighted state GPA, will be eligible for a Certificate of Completion.

### Graduation Ceremony

To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit program, must have earned all required credits by the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met.

- ☐ A student may participate in one graduation ceremony with his/her designated class or grade 9 cohort.
- ☐ A student must have met all financial obligations to the school before being given a diploma.
- ☐ Participation in a graduation ceremony is dependent upon a student meeting both graduation requirements and abiding by discipline standards. Violation of a discipline standards may result in the student's non-participation in graduation. Each high school's principal will decide who is eligible to participate in graduation exercises based on the discipline violation.

## Florida Diplomas and Certificates

### Florida Standard Diploma

All courses of study and graduation requirements are consistent with the Florida Department of Education and Hillsborough County Public Schools graduation requirements. Graduation requirements may change due to legislation.

The following are the requirements to meet a standard diploma.

Students must be enrolled as a full-time student within the first 15 days of his/her last semester to receive a Hillsborough County Public School diploma.

Students entering grade 9 will work toward a standard 24-credit diploma.

- ☐ A student must achieve a minimum cumulative, unweighted state GPA of 2.0. The cumulative, unweighted state GPA required for graduation is calculated by including all grades earned by the student except those enhanced.
- ☐ A student must earn a passing score on the FSA ELA and the FSA Algebra 1 EOC, or a concordant/comparative score on the state approved alternative assessment.
- ☐ A student with a disability (SWD) for whom the individual education plan (IEP) team determines that the required assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. According to Florida statute, a waiver of the required assessment results by the IEP Team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572) Refer to the *Exceptional Student Education, Additional Graduation Options* section for

additional information.

☐ For students seeking the 24-credit standard diploma, at least one course must be completed through a state-approved virtual instruction program, online dual enrollment, blended learning instruction, or completion of a course in which a student earns a nationally recognized industry certification in information technology or passage of the information technology certification examination without enrollment in the corresponding course. Online courses that meet this requirement are a yearlong, full-credit course, a half-credit course, a credit recovery course, a driver education course, or a blended learning course. Students taking online courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations. Exceptions to the online course requirement may be allowed for the following:

- students pursuing the AICE, IB, the 18-credit ACCEL, or the Career and Technical Education Graduation Pathway options;
- students with disabilities whose IEP indicates that an online or blended learning course is inappropriate; and
- students who transfer into a Florida public high school who have one year or less left in high school. (F.S. 1003.4282(4))

Meeting graduation requirements, passing coursework and examinations are the responsibility of each student. While the school attempts to check each student's record and to guide his or her progression, each student is responsible for seeing that all requirements are met within the traditional four years.

## **Graduate Recognitions**

### **Rank in Class**

The final rank in class will be determined for seniors at the end of the first semester of their senior year.

- ☐ A student must be enrolled by the final day of the first semester of his/her senior year to be ranked.
- ☐ The cumulative, weighted district GPA is used to determine rank in class. All attempted and enhanced high school course grades are calculated in the GPA, except for high school credit prior to grade 9.
- ☐ Following the grade submission deadline, class rank is finalized on a district designated date. This provides time for schools to review individual student transcripts for accuracy. additional credits earned during the second semester but will not impact final class rank.

### **Valedictorian/Salutatorian**

Each high school will recognize a valedictorian and salutatorian from among the graduating seniors. The valedictorian will be the student whose rank in class is number one (1) and the salutatorian will be the student whose rank in class is number two (2).

In the event of a tie for valedictorian, each student whose rank is tied for first in the class will be recognized as a co-valedictorian. If there are co-valedictorians, there will be no salutatorian since the next student's rank would be third.

In the event of a tie for salutatorian, each student whose rank is tied for second in the class will be recognized as a co-salutatorian. If there are co-salutatorians, the rank of the next student would be fourth. A student's actual rank will be noted on their official transcript.

Students must complete all four years of High School, grades 9, 10, 11, and 12, at IDEA Public Schools to be eligible for valedictorian or salutatorian.

### **Seal of Biliteracy**

The Seal of Biliteracy is the attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages, in addition to English. This recognition will be noted on the high school diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) and awarded by the Commissioner of Education to high school graduates meeting the requirements.

The requirements for earning the Seal of Biliteracy include:

- earning four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- achieving a qualifying score on a world language assessment, or
- satisfying alternative requirements as determined by the State Board of Education.

The Silver Seal of Biliteracy is awarded to students who have earned four world language credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment (refer to the district website or the FLDOE for the recognized exams and required scores).

The Gold Seal of Biliteracy is awarded to students who have met the above requirements and have also earned a level 4 or higher on the grade 10 FSA ELA or have attained an advanced qualifying score on a nationally recognized assessment.

### **Bright Futures Scholarship Program**

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and volunteer service

work hours earned in grades 9 through 12. The school will annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report.

For detailed information on the Bright Futures Scholarship Program, go to [floridastudentfinancialaid.org](http://floridastudentfinancialaid.org).

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation if the student applies for the scholarship award no later than December 31 of the student's graduation year.

### **The Talented 20 Program**

The Talented 20 Program provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20% of their graduating class and who have completed the 18 academic credits required for a state university admission. Determination of Talented 20 students at each high school is made upon completion of the seventh semester. Please note that, while eligible students are guaranteed admission at one of the state universities, it may not be to their first choice of schools. Students are given priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), if they are eligible for this needs based grant.

## **Student Recognitions**

### **Honor Roll Criteria**

Honor rolls are determined based on a student's academic quarter grades when the student is enrolled in a minimum of four district courses.

- ☐ The Principal's Honor Roll designation is awarded to students who earn A's for all academic grades.
- ☐ The High Honor Roll designation is awarded to students who earn a minimum of three A's and no grade lower than a B for academic grades.
- ☐ The Honor Roll designation is awarded to students who earn B's or higher for academic grades.

## English Language Learners

### ELL Committee

The ELL Committee includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- review and make placement recommendations;
- evaluate continuation of program services to support language acquisition;
- determine eligibility; and
- provide recommendations for programs and access to additional services. (Rule 6A-6.0908, F.A.C.)

### ELL Placement

The placement of English language learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy.

- ☐ The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential.
- ☐ English language learners will have equal access to appropriate programs and courses that are equal and comparable in scope, sequence and quality to instruction provided to English proficient students. Instructional services are documented in the ELL student plan.
- ☐ English language learners who have completed the credits required for graduation but have not met the 2.0 GPA or the state assessment requirements are eligible for a certificate of completion and an additional year of high school. (Rule 6A-6.0909, F.A.C.) *Refer to the High School, Certificate of Completion section for additional information.*

### Equal Access for English Language Learners

- ☐ English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services. (Rule 6A-6.0908, F.A.C.)
- ☐ All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible.
- ☐ English language learners will not be subject to disciplinary action because of their use of a language other than English.

### Assessment

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction.

- ☐ English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition.

English language learners must participate in the statewide assessment program, prescribed in F.S.1008.22. There is no exemption from participation in the statewide assessment program for English language learners.

Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan. (Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, F.A.C.) The ELL committee will convene whenever substantive changes in an individual ELL student plan are required.

### **Accommodations for Statewide Assessments**

Appropriate and allowable accommodations must be provided to English language learners on statewide assessments. (Rule 6A-6.09091, F.A.C.) Accommodations are defined as adjustments to settings and/or scheduling to include amount of time for administration, assistance in heritage language, and the use of an approved translation dictionary or glossary. Examples may include:

- testing in a separate room with the ESOL or heritage language teacher;
- scheduling in multiple increments within one school day, when allowed;
- additional time within one school day may be provided to complete a test session;
- access to an approved heritage language dictionary or glossary; and/or
- limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.

Accommodations that negate the validity of statewide, standardized assessments are not allowable.

Prior to the test administration, parents or guardians of English language learners must be notified in writing, in their native language whenever possible, of these accommodations. Parent may elect to refuse testing accommodations.

English language learners are eligible for accommodations on all district and site-based assessments.

## **Grade Level Placement**

Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- academic performance;
- standardized assessments and language acquisition data;
- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction;
- the student's English language proficiency; and
- attendance and retention data.

Promotion or retention decision may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. (Rule 6A-1.09432, F.A.C.)

Refer to the *General Statements, Grade Level Placement* section for additional information.

## **ELL Transfer Students**

The following placement guidance applies to students transferring to the district.

At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade-level.

Throughout the academic year, students entering from another site in the district, the state, and out-of-state are placed in the concurrent grade-level.

- ☐ The ELL Committee, along with the College Counseling team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation.
- ☐ Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

# Exceptional Student Education

## Program Placement

Placement of a student into an exceptional student education (ESE) program must comply with procedures established in the Exceptional Student Education Policies and Procedures (SP&P) document.

- ☐ A student will only be placed in an ESE program when a staffing committee determines that the student meets eligibility and a parent or guardian consents to Exceptional Student Education.
- ☐ The Individual Education Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), school psychologist or other specialist, Local Education Agency (LEA) representative, and when appropriate, the student.
- ☐ The IEP team determines Extended School Year (ESY) services for SWD.

The general education setting is the first consideration when determining placement for students with disabilities (SWD). Core instruction should be delivered in the general education classroom to the maximum extent appropriate.

The school will make available a Free Appropriate Public Education (FAPE) to a SWD through the end of the school year in which the student turns 22, provided the student is age 21 at the start of the school year and has not graduated with a standard diploma.

## Accommodations

Any student who has been evaluated and determined to have a disability under IDEA or Section 504 may receive accommodations based on the individual needs of the student, as documented on the IEP or Section 504 plan. Accommodations are changes that are made in how the student accesses information and demonstrates performance. Students use accommodations to increase, maintain or improve academic performance. Accommodations do not alter course content or expectations for achievement of grade level state standards. (Rule 6A-6.03411(1)(a), F.A.C.)

## Grade Level Placement

The general education promotion requirements apply to SWD. If a student does not meet the promotion requirements, the School Placement Committee determines (with input from the IEP team and the ELL committee, when applicable) the grade level placement. The committee includes the principal and/or assistant principal, school counselors, and teachers who have knowledge of the student's current performance abilities.

## Assessments

SWD participate in the state and school assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state and school assessments are allowable as specified in the test administration manuals. (Rule 6A-1.0943, F.A.C.)



The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment (FSAA) as defined in state board rule is made by the IEP team and recorded on the IEP. Parental consent procedures for participation in the Florida Standards Alternate Assessment must be followed. (Rule 6A-6.0331(10), F.A.C.)

The Exceptional Student Education Policies and Procedures (SP&P) provides additional guidance on the participation of students with disabilities in state and district assessments.

SWD may be eligible for an extraordinary exemption in accordance with F.S. 1008.212.

## **Waiver of Assessment Results/Scores**

A student with a disability for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. A waiver of the statewide, standardized assessment results by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572)

A graduation portfolio of quantifiable evidence of achievement is required for students alternately assessed whose performance on standardized assessments is waived. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards.

## **Graduation Options for SWD**

### **Standard Diploma**

The high school section of this document provides graduation options for all students. Refer to the district website for specific graduation requirements.

Two additional options are available only to students with disabilities. Both require 24 credits and allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- ☐ Students with significant cognitive disabilities may earn credits through access courses and be assessed with an alternate assessment.
- ☐ Students who choose the academic and employment option must earn a semester credit in an employment-based course paid at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act. The student's employment transition plan specifies the required number of hours per week for the equivalent of at least one semester and documents the successful completion of required components. Students may earn additional, elective credits in employment-based courses.

The diploma option for a SWD will be documented on the IEP prior to the student's 14th birthday and reviewed annually by the IEP Team.

A student will be exempted from the online course graduation requirement when the IEP indicates that an online or blended learning course is inappropriate.

### **Deferral of Receipt of a Standard Diploma**

SWD who meet the standard high school diploma requirements and the criteria specified in F.S. 1002.4282(3)(c) may defer the receipt of the diploma and continue to receive services. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent or guardian, or the student over the age of 18 for whom rights have transferred must sign a separate document stating the decision. (Rule 6A-6.0331(8), F.A.C.) The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services.

The parent and the student must be informed by the school, in writing, by January 30 of the year in which the student is expected to meet graduation requirements. Failure to defer receipt of a standard high school diploma after all requirements are met releases the school from the obligation to provide aFAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school, until the end of the school semester or year in which the student turns 22. (Rule 6A-6.0328(1), F.A.C.), (F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22)

## 504 Educational Plans

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity receiving federal financial assistance. Section 504 guarantees the right to full participation and access to FAPE.

The school is committed to identifying, evaluating, and providing FAPE to students who are disabled, within the definition of Section 504, regardless of the nature or severity of their disabilities. The district recognizes and acknowledges that students may be disabled and eligible for services under Section 504, even when they do not qualify for or require special education and/or related services pursuant to the IDEA.

If a student has a physical or mental impairment that significantly limits the student's learning but does not require specially designed instruction, the student will be eligible for reasonable, but more than standard, accommodations and/or modifications of the regular classroom or curriculum to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided, pursuant to a Section 504 Accommodation Plan.

Refer to the *fldoe.org* for additional information.

## Gifted Education

Exceptional student education includes students who are identified as gifted. A continuum of services and specially designed instruction is available for students who qualify for gifted services, including acceleration and enrichment.

At the secondary level, the course of study may include Honors, Advanced Placement courses; International Baccalaureate Program; academic and career dual enrollment; and career education courses, including career-themed courses are examples.

The Education Plan (EP) document is used by the EP team in making appropriate placement decisions based on the student's goals, strengths, and needs. The EP team includes the parent or guardian, general education teacher(s), special education provider(s), LEA representative, and when appropriate, the student. If a student is eligible for an additional ESP program, then the student's individualized education plan (IEP) will include their gifted eligibility and goals.

Refer to *Rule 6A-6.030191 F.C.A.* for additional information.



**IDEA Florida Board  
Action Item  
July 30, 2021**

**Subject:** Employment Agreement for Florida Professionals for the 2021-22 School Year

---

**Proposed Board Action:** For Approval

**Executive Summary:**

Julene Robinson, Executive Director of IDEA Tampa Bay, proposes Professional employment Agreements for the four individual named below to serve as Principals.

Jamaul Thomas- IDEA Hope Academy

Mr. Thomas is an exceptional leader who has extensive experience in K-12 education and has a proven track record in raising student achievement. Mr. Thomas has participated in IDEA's Principal-in-Residence Program, receiving intensive and targeted training, coaching and guidance.

---

**Supporting Documentation:** Resume for Jamaul Thomas

**Presenter:** Julene Robinson, Executive Director, IDEA Tampa Bay

# Jamaul D. Thomas

386.515.9010 | 1840 Atlantic Drive Ruskin, Florida 33570 | [Email](#) | [LinkedIn](#)



**Innovative Educator, Instructional Leader, & Education Manager** serving students and families in elementary, middle, and high school schools within, public, independent, and supplemental education service settings for nearly 10 years. Extensive knowledge in effective pedagogy for diverse learners, instructional best practices, improving educational equity, and adult learning theory.

## MISSION

To provide exemplary leadership that promotes exemplary learning offering excellence always.

## MOTTO

Every Child  
Every Chance  
Every Day

"Teacher First,  
Student Always!"

## VISION

As a direct result of strategic and competent instructional leadership, **all students**, regardless of background, will perform at high levels, achieve educational excellence, and will be fully prepared for college, career, and citizenship.

## VALUES

Integrity  
Excellence  
Equity  
Passion  
Growth Mindset

## IMPACT

- As an Leadership Team Member at the elementary and secondary level, I have had the opportunity to **coach and develop** teaching **professionals** in both public and public charter school districts that is recognized throughout the nation for educational innovations and excellence
- Successfully **developed relationships** with families and children of diverse backgrounds and intentionally creates the **culture of achievement** and high expectations so that all students are able to achieve at high levels
- A proven collaborative leader who focuses on **instructional and organizational leadership** and **bringing together school stakeholders** to enhance student services
- Consistently demonstrates ongoing **advanced ratings for leader development** exemplified through the School Leadership Levers
- Built relationships with **community partners in education** to provide resources for curriculum development and deep dive learning enrich the culture of achievement for underrepresented populations.
- Created and developed **instructional programming** for Kindergarten to maintain above metrics for quarterly progress towards goals.
- **Facilitate bi-weekly strategy** data meetings to analyze Kindergarten data to produce actionable ongoing strategies that ensure teachers have a clear understanding of student learning successes, gaps, causes that produce robust re-assessment plans.
- Conceptualized and **implemented intervention** programs for kindergarten to assist in the distance learning gaps for students
- Developed and managed the "From Boyz II Men: ", a highly successful social-emotional initiative which resulted in **100% reduction** in discretionary suspensions, more than **72% reduction** in disciplinary referrals,
- Achieved highest percentage of survey data for campus leadership staff on the GPTW with **93% overall satisfaction**.
- Designed and facilitated an instructional **New Teacher Institute for Kindergarten and First Grade teachers** which resulted in all teachers receiving teacher-leader promotion into lead teacher, coach, and PLC leader roles for the 2021-2022 school year.
- Developed MAXimizers, a **strategic professional development** initiative which resulted in campus-wide increase in utilization of instructional best practices from 2017-2019 and distinguished ratings among 98% of participants in 2018-2019.
- Conceptualized and developed MAXimizing Minutes, a successful **campus-wide collaboration** initiative and **PLC protocol** resulting in increased professional collaboration with focus on student learning from 2018-2019.
- Implemented **strategic instructional management** protocols in ELA leading to **13% increase** in proficiency in grades 3-5 on 2018-2019.
- Implemented **equity initiative** to expand advanced academic opportunity to underrepresented student groups resulting in **50% increase** in advanced academic participation from 2018-2019
- Facilitate grade-level **Progress Towards Goals** meetings each nine weeks desegregating quarter data to shift and drive instructional focuses for the upcoming quarter.

## **EDUCATIONAL LEADERSHIP EXPERIENCE**

### **Principal in Residence, IDEA Tampa Bay, IDEA Public Schools ~ 2021 - Present**

- Lead, coach and develop K-2 staff for holistic onboarding for strong launch by FDOS grade.
- Created, developed, and facilitated ongoing Beginning of the Year practices for launching campus needs.
- Create and develop instructional master schedules for grades K-2 consisting of core content and electives.
- Lead strategic thinking and training development for Principal In Residency (PIR) campus leaders, including facilitating coaching for onboarding for Assistant Principals of Instruction.
- Lead weekly tactical to identify high leverage needs, aligned action steps that lead to a high culture of achievement.
- Synthesize, analyze, and prioritize launch data for K-2 grade and develop backwards plans that will achieve quantifiable goals to maintain strong launch numbers
- Facilitate Reading Mastery Transformation testing cycle to ensure students are properly placed in the correct program for FDOS success.

### **Assistant Principal of Instruction in Residency, IDEA Pharr Academy, IDEA Public Schools ~ 2020- 2021**

- Led Kindergarten instructional staff in data-driven shifts that work to meet the projected ambiguous goals set for the school term. This was done through coaching to their teaching quickly and measurably through daily observations, on-the-spot coaching, data conversations, and effective evaluations.
- Facilitated the Instructional Coaching Cycle for Continuous Improvement for leaders that focuses on the deficits of teacher capacity building their trajectory to get better faster and firm in setting a classroom culture of achievement.
- Coached and developed the ELA teachers to synthesize, analyze, and prioritize data opportunities to develop strategies that achieve quantifiable goals that allow for proactive identification of opportunities to improve and consistently reflect on past practices that guide future actions.
- Led Professional Developments surrounding lesson planning, unit unpacking, and technology integrations.
- Facilitated weekly manager check-ins, grade-level meetings, professional learning communities, lead team tacticals, and daily grade-level and leader huddles.
- Created, developed, and facilitated a schoolwide Maverick Professional Learning Community (PLC) that engages 120 teachers monthly developing inhouse skills on a plethora of topics that resulted in an increase in teacher cross content collaboration, building teacher leadership capacities through facilitation, and promoted leadership opportunities.
- Developed teacher action bank of resources for classroom teachers to use as a platform to spar with one another in various modalities of delivering quality instruction. Models included: vertical alignment, peer observations, Grade Team Leader Rounds, and 2-way ratings.

### **Instructional Lead for Grade 3-5 , Melrose Park Elementary, Columbia County School District ~ 2018-2020**

- Initiated discussion for and implementation of best practices for lesson development
- Coached and mentored teachers on the Marzano Instructional Playbook to increase student achievement.
- Facilitated meeting with leadership monthly to discuss needs of grade-level for data driven instruction
- Established and communicated procedural guidelines to delineate responsibilities for goal attainment.
- Developed intervention lessons planning for students who are designated as lowest quartile and bubble status.
- Encouraged flexibility for differentiated grouping of students and standards based instruction
- Evaluated growth in achievement of the Florida Standards Assessment, Performance Matters, and iReady platforms
- Prepared individualized learning plans for students in need of these accommodations for scholastic achievement

### **Summer School Administrator, Melrose Park Elementary, Columbia County School District ~ 2019**

- Developing a Summer Slide curriculum for grades Pre-Kindergarten - Fifth Grade based on the academic needs of the school.
- Facilitating the logistics and operations for summer programming relative to the School Improvement Grant
- Creating academic schedules which allowed for maximum instructional time for all grade levels
- Incorporating S.T.E.M. enrichment activities which are inclusive of students from every grade level with a goal of expanding the education of the whole child.
- Developed an learning teams made up of highly qualified teachers and support personnel from all school departments with a goal of applying the philosophies of a Professional Learning Community

### **Columbia Leadership Participant, Educational Leadership, Columbia County School District ~ 2018-2019**

- Created schedules for individual teachers based on School Improvement Planning and data for instructional usage.
- Developed instructional support schedules to ensure maximum instructional time
- Developed teacher-specific Excel/Word test data spreadsheets utilized in student remediation and enrichment planning
- Participated in monthly seminars relative to the Florida Educator Accomplished Practices and lead professional dialogue to ensure incorporation of best practices and development for Aspiring Leaders.
- Developed administrative observation schedule and maintained accurate documentation system
- Completed weekly three minute classroom walk throughs and evaluated data to chart a course for academic change

- Shadowed (3) principals serving at various demographic schools to strengthen the ability to manage the school-based setting.

#### **Minority Achievement Coordinator, Columbia County Schools, Florida Education Fund ~2014-2019**

- Initiated discussion for and implementation of best practices for lesson development
- Facilitated weekly meetings with third grade team members to discuss students' academic and behavioral concerns and develop support plans to increase student achievement.
- Assisted in the development of academic support plans for students failing a core class
- Supervised the grade level MTSS/RTI process for students needing support in core instruction.
- Analyzed need for streamlined support system for new teacher programming and mentorships
- Facilitated meeting with leadership monthly to discuss needs of grade-level for data driven instruction
- Established and communicated procedural guidelines to delineate responsibilities with a goal of improving efficiency and effectiveness of responsiveness to student learning outcomes

#### **School Compliance Administrator, PC Primary School, Precious Creations Inc. ~ 2012-2014**

- Conducted formal observations and held pre-conference and post-conference meetings to provide feedback
- Conducted mid-year and summative reviews with teachers and instructional assistants
- Developed and offered specific instructional strategies to enhance lessons
- Created schedules for individual teachers based on the Office of Independent Schools requirements for seat time
- Developed instructional assistant schedules to ensure maximum instructional time for private school students
- Prepared encore rotation schedules for outside vendors to provide instructional services to students as "special area" change
- Observed lesson presentations and provided constructive feedback through pre and post conferences
- Maintained master schedule notebook, making weekly updates and ensuring that pertinent staff members received updates
- Conduct charter school processes relative for school emergence from private sector to public charter with Orange County Public Schools

#### **Enrichment and Retention Specialist, Memorial Middle School- OCPS, AmeriCorps VISTA ~ 2012-2013**

- Collaborated with the school program coordinators for CORE team instructional resources for teachers
- Managed and administered testing for the Student Enrichment and Education Planning Module.
- Conduct fidelity practices for the University of Central Florida Community School Model Implementation
- Created curriculum for instruction in Intensive Reading and Math courses for BUBBLE students achievement and retention
- Supervised ADDitions tutors, volunteers, partners in education for enrichment services for low-socioeconomic settings.
- Served as the administrator on the Academic CORE team and Student Support Services Team for Middle Years Programming.

### **OTHER RELEVANT LEADERSHIP & EDUCATIONAL EXPERIENCE**

#### **Florida Education Fund | Program Manager | North Florida Center of Excellence, 2014-2019**

Provide educator professional development, parent training, curriculum development and consulting for youth-serving organizations and schools; high-quality professional learning provided to Florida Education Fund educators registered in the National Achievers Society.

#### **Seeds for Success Education Group, Winfield, Florida| Education Manager, 2014-2019**

Established regional literacy initiative; nurtured and managed community partnerships; led research, synthesis, adoption, and implementation of early and adult literacy best practices, fostered tutoring sessions for academic enrichment centers.

#### **Supporting Teacher Education Pre-Professionals, Orlando | Alumni Coordinator, University of Central Florida 2015-2017**

Provided operational and educational oversight and direction for STEP alumni who seek advancement in the field of education and teacher leadership.

#### **Alachua-Central District Education Initiative, Jacksonville, Florida| Curriculum Writer & Trainer | 11TH Episcopal District of the AME Church, 2019**

Provided educational curriculum development and training and professional development for district educators in early literacy, early math, and social/emotional learning

## EDUCATION

### **Saint Leo University**

St. Leo, Florida,  
Doctor of Education,  
School Leadership  
(2022)



### **University of Phoenix**

Tempe, Arizona  
Master of Arts in Education,  
Administration and Supervision



### **University of Central Florida**

Orlando, Florida  
Bachelor of Science,  
Technical Education &  
Industry



## ORGANIZATIONS

- National Alliance of Black School Educators (NABSE)
- Columbia Teachers Association
- Black Educators Rock (BER)
- National Education Association
- Association for Supervision and Curriculum Development

## CERTIFICATIONS

- Florida Professional
- Florida Birth-Grade 3
- Educational Leadership
- NEFEC Teacher Mentoring
- FEF Teacher Leadership
- NEFEC Coach to Lead



**IDEA Florida  
Board Action Item  
July 30, 2021**

**Subject:** IDEA Florida Student Handbook and Code of Student Conduct

---

**Proposed Board Action:** For Approval

**Executive Summary:** The Student and Family Handbook and Student Code of Conduct provides students and families important information about admissions and enrollment, attendance, required instruction, graduation requirements, health services, student safety and more. The Student and Family Handbook also provides information about special programs such as English for Speakers of Other Languages (ESOL) and Exceptional Student Education Services. Additionally, the policy includes the Student Code of Conduct. The Handbook and Code of Conduct will be provided to every family that enrolls and registers.

---

**Supporting Documentation:** Draft IDEA Florida Student Handbook and Code of Student Conduct

**Presenter:** Lisa Garza, Chief Schools Officer, IDEA Public Schools

## Contents

<b>ABOUT IDEA PUBLIC SCHOOLS .....</b>	<b>6</b>
<b>Mission .....</b>	<b>6</b>
<b>Vision .....</b>	<b>6</b>
<b>History .....</b>	<b>6</b>
<b>Statement of Nondiscrimination .....</b>	<b>6</b>
<b>Homeless Liaison and Title I Participants .....</b>	<b>7</b>
<b>Teacher Qualifications .....</b>	<b>7</b>
<b>Special Programs.....</b>	<b>7</b>
<i>Bilingual/ESOL Services.....</i>	<i>7</i>
<i>Exceptional Student Education Services .....</i>	<i>7</i>
<i>Providing Assistance to Students Who Have Learning Difficulties or Who Need</i>	
<i>Exceptional Student Education Services .....</i>	<i>8</i>
<i>Section 504 Services .....</i>	<i>8</i>
<b>ADMISSIONS AND ENROLLMENT .....</b>	<b>9</b>
<b>General Admissions and Enrollment Information .....</b>	<b>9</b>
<i>Admissions Application .....</i>	<i>9</i>
<i>Acceptance Procedures .....</i>	<i>9</i>
<b>Student Information to Verify Enrollment Eligibility .....</b>	<b>9</b>
<i>Establishing Identification .....</i>	<i>10</i>
<i>Residency Verification .....</i>	<i>10</i>
<b>Expulsions .....</b>	<b>10</b>
<b>Transfers.....</b>	<b>10</b>
<b>Withdrawals from School.....</b>	<b>10</b>
<i>Voluntary Withdrawal .....</i>	<i>10</i>
<i>Involuntary Withdrawal.....</i>	<i>11</i>
<b>ATTENDANCE AND TUITION .....</b>	<b>11</b>
<b>Attendance and Tardiness .....</b>	<b>11</b>
<b>Florida Compulsory Attendance Law .....</b>	<b>11</b>
<b>Required Documentation of Absences .....</b>	<b>11</b>
<b>Excused Absences .....</b>	<b>11</b>
<b>Unexcused Absences.....</b>	<b>12</b>
<b>Leaving Campus During School Hours.....</b>	<b>12</b>
<b>Tuition.....</b>	<b>12</b>
<b>REQUIRED INSTRUCTION AND GRADUATION .....</b>	<b>12</b>
<b>Required Curriculum .....</b>	<b>13</b>

<b>Standardized Testing.....</b>	<b>13</b>
<b>Promotion and Retention Requirements .....</b>	<b>14</b>
<b>HEALTH.....</b>	<b>14</b>
Health-Related Resources, Policies, and Procedures .....	14
Alcohol-Free School Notice .....	15
Tobacco-Free School Notice.....	15
Drug-Free School Notice.....	15
Mental Health Promotion and Intervention.....	15
Mental Health Support (All Grade Levels) .....	16
Emergency Medical Treatment .....	16
Immunizations.....	16
<i>Provisional Enrollment.....</i>	17
<i>Exclusions from Immunization Requirements .....</i>	17
Food Allergy Information .....	17
Communicable Diseases .....	18
<i>Head Lice.....</i>	18
Administration of Medication.....	18
<i>Authorized Employees .....</i>	19
<i>Self-Administration of Prescription Asthma or Anaphylaxis Medicine.....</i>	19
<i>Psychotropic Medication .....</i>	19
Dyslexia and Related Disorders.....	20
Vision and Hearing Screenings .....	20
Spinal Screening.....	20
Pest Control .....	20
Asbestos Management Plan .....	20
Posting of Steroid Notice.....	20
<b>STUDENT SAFETY.....</b>	<b>20</b>
Student Code of Conduct .....	21
Child Abuse Reporting and Programs .....	21
<i>Reporting Child Abuse .....</i>	21
Freedom from Discrimination, Harassment, and Retaliation.....	23
<i>Statement of Nondiscrimination.....</i>	23
Freedom from Sexual Harassment.....	25
Freedom from Hazing .....	30
Freedom from Bullying .....	30
<i>Reporting Procedures .....</i>	Error! Bookmark not defined.
<i>Investigation of Report.....</i>	Error! Bookmark not defined.
Interrogations and Searches.....	30

<i>Desk and Locker Searches .....</i>	31
<i>Vehicles on Campus .....</i>	31
<b>School Visitors .....</b>	<b>31</b>
<b>Registered Sex Offenders .....</b>	<b>31</b>
<b>Procedures for Use of Restraint and Time-Outs .....</b>	<b>32</b>
<b>Weapon and Concealed Handgun Prohibition .....</b>	<b>32</b>
<b>MISCELLANEOUS PROVISIONS .....</b>	<b>32</b>
<b>RELATING TO STUDENTS .....</b>	<b>32</b>
Religious Expression.....	32
Pledges of Allegiance .....	32
School Calendar .....	33
School Day.....	33
Textbooks and Curriculum Materials .....	33
Transcripts.....	33
Extracurricular Activities, Clubs, and Organizations.....	33
Fees .....	33
Displaying a Student’s Artwork, Projects, Photos, and Other Original Work.....	34
Distribution of Materials or Documents.....	34
<i>School Materials .....</i>	34
<i>Non-School Materials.....</i>	35
Electronic Devices and Technology Resources .....	35
Change of Address or Telephone Number .....	37
Uniform Requirements .....	37
Child Nutrition Program .....	37
Transportation .....	37
<b>STUDENT CODE OF CONDUCT .....</b>	<b>38</b>
Purpose of the Student Code of Conduct.....	38
Authority and Jurisdiction.....	38
<i>Reporting Crimes.....</i>	39
Standards for Student Conduct.....	39
Discipline Management Techniques .....	39
Corporal Punishment .....	40
Student Code of Conduct Offenses and Consequences .....	40
<i>Level I Offenses:.....</i>	40
<i>Level II Offenses: .....</i>	41
<i>Level III Offenses:.....</i>	42
Student Code of Conduct Consequences.....	45

<i>Detention</i> .....	46
<i>After School Detention</i> .....	46
<i>Suspension</i> .....	46
<i>Removal from School Transportation</i> .....	46
<b>Conferences, Hearings, and Appeals</b> .....	<b>46</b>
<i>Process for Suspensions</i> .....	47
<i>Process for Out-of-School Suspensions Over Five Days (extended suspension)</i> .....	47
<b>Placement of Students with Disabilities</b> .....	<b>49</b>
<b>Gun-Free Schools Act</b> .....	<b>49</b>
<b>Glossary</b> .....	<b>50</b>
<b>INFORMATION FOR PARENTS AND IMPORTANT NOTICES</b> .....	<b>54</b>
<b>Accommodations for Children of Military Families</b> .....	<b>54</b>
<b>Student or Parent Complaints and Concerns</b> .....	<b>54</b>
<i>Informal Conferences</i> .....	55
<i>Formal Grievance Process</i> .....	55
<i>Additional Complaint Procedures</i> .....	56
<b>Notice of Rights Under the Protection of Pupil Rights Amendment (PPRA)</b> .....	<b>56</b>
<b>Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)</b> .....	<b>57</b>
<b>Directory Information Notice</b> .....	<b>58</b>
<b>Disclosure of PII without Consent</b> .....	<b>59</b>
<b>STUDENT ACCEPTABLE USE POLICY</b> .....	<b>60</b>
<b>REQUIRED FORMS</b> .....	<b>68</b>
Directory Information Opt Out Form .....	69
Use of Student Work in School Publications.....	70
Acceptable Use Agreement Acknowledgment Form .....	71
Electronic Communication Device Commitment Form.....	72
Food Allergy Notification Form .....	73
Photo/Videotape Release Form.....	74
Acknowledgement and Approval of Student and Family Handbook and Student Code of Conduct .....	75
<b>APPENDIX</b> .....	<b>76</b>
<b>IDEA Student Dress Code</b> .....	<b>76</b>

Dear IDEA Florida Students & Families,

Our faculty welcomes you to the 2021–22 school year. We look forward to working with you to help your child be a successful college-bound student. At IDEA Public Schools, we strive to provide a safe learning environment for all children. We have high expectations of ourselves. To effectively meet our high expectations, we expect students and their families to take an active role in education by reading and following the requirements of the Student & Family Handbook.

This Handbook is an overview of our schools’ goals, services, and rules. It is an essential reference book describing what we expect of our students and parents, what you can expect from us, and how we will achieve our educational mission. We have attempted to make the language in this Handbook as straightforward as possible. Please note that the term “parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

The Handbook includes general information regarding school policy and procedures, important health and safety information, information about academics and grading, information regarding parental rights, and important notices regarding student information, computer resources, and electronic communication devices. The Student Code of Conduct is also included in the Handbook. The Code of Conduct is required by state law and is intended to promote school safety and an atmosphere for learning. Both students and parents need to be familiar with the Student Code of Conduct. The Student Code of Conduct is also available in the Principal’s office at each school, and is posted on IDEA’s website.

This Handbook is designed to be in harmony with IDEA Florida’s Board Policies. Please be aware that the Handbook and Student Code of Conduct may be amended or revised throughout the year. Changes in policy and procedure will be made available to parents and students online, through newsletters, or through other communications. In case of conflict between Board Policy and any provision of this Handbook, the provision that was most recently adopted by the Board of Directors will be followed.

Finally, you must complete and return the last page of the Handbook – “Acknowledgment and Approval of Student Handbook” – to the school office at your campus. Questions about the material in this Handbook can be directed to the Principal.

On behalf of the entire IDEA Public Schools staff and community, best wishes for a great 2021–22 school year!  
Sincerely,

Lisa Garza

Chief Schools Officer

# ABOUT IDEA PUBLIC SCHOOLS

## Mission

IDEA Public Schools prepares students from underserved communities for success in college and citizenship.

## Vision

To ensure the State of Florida reaches its fullest potential, IDEA Florida will become the region's largest creator of college graduates.

## History

From the very beginning, IDEA Public Schools has focused on raising the achievement levels and expectations of students who are underserved so they have an opportunity to attend and succeed in college.

In 1998, Teach For America recruits Tom Torkelson and JoAnn Gama were working with the Donna Independent School District when they realized and became concerned about a lack of resources present in their community compared to schools in more affluent communities. Working alongside families and students, they created a framework for student success built on discipline, hard work, and a commitment to excellence; the IDEA Academy after-school program was born.

Initially serving only 75 students in fourth and fifth grade, the program was immediately successful. This led the Texas Education Agency to grant a charter in the spring of 2000 to the IDEA Academy to help establish the program as an independent, state-sponsored public school. The IDEA Academy has since grown into the IDEA Public Schools system, which operates primary and secondary campuses in multiple locations around the Rio Grande Valley, El Paso, San Antonio, Austin, Tarrant County, the Permian Basin, Southern Louisiana, and Tampa Bay. IDEA Public Schools is fully committed to graduating 100% of its students and matriculating 100% of its students into a four-year college or university.

## Statement of Nondiscrimination

IDEA Florida Inc. ("IDEA" or "IPS") does not discriminate on the basis of race, religion, color, national origin, sex or gender, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs. IDEA Public Schools complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972 ("Title IX"); Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

As required by Title IX, IDEA Public Schools does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with IDEA Public Schools. Inquiries into issues related to Title IX may be referred to IDEA's Title IX Coordinator (identified below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

The Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender (including sexual harassment), is Martin Winchester, Chief Human Assets Officer, 2115 W. Pike Blvd., Weslaco, Texas 78596, (956) 377-8000, martin.winchester@ideapublicschools.org.

The ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability, is Tricia Lopez, Managing Director of Special Programs, 2115 W. Pike Blvd, Weslaco, Texas 78596, (956) 377-8000, [tricia.lopez@ideapublicschools.org](mailto:tricia.lopez@ideapublicschools.org).

All other concerns regarding discrimination: Martin Winchester, Chief Human Assets Officer, 2115 W. Pike Blvd, Weslaco, Texas 78596, (956) 377-8000, [martin.winchester@ideapublicschools.org](mailto:martin.winchester@ideapublicschools.org)

### **Homeless Liaison and Title I Participants**

Homeless children and youth are ensured specific educational rights and protections under the McKinney-Vento Homeless Education Assistance Act of 2001. “Children and youth who are homeless,” as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; graduation requirements; continuing enrollment in the “school of origin” or enrollment in a new school in the attendance area where the student is currently residing; and other related matters.

You are encouraged to inform IDEA if you or your child are experiencing homelessness. School staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, please contact Heather Pardo at (956)377-8000.

### **Teacher Qualifications**

Teachers hired by IDEA Public Schools meet required Florida state qualifications and licensing criteria for their grade levels and subject areas. IDEA complies with all state laws regarding the reporting of teacher qualifications.

### **Special Programs**

#### ***Bilingual/ESOL Services***

IDEA offers Bilingual/English for Speakers of Other Languages (ESOL) services for English language learners who are limited to their English proficiency. The program is designed to assist students identified as having Limited English Proficiency with development in language – listening, speaking, reading, and writing. The goal of this program is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with a state-approved Oral Language Proficiency and Norm-Referenced Test to qualify for placement in the program. If the test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.

#### ***Exceptional Student Education (ESE) Services***

IDEA has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the school’s jurisdiction. If you know or suspect that your student has a disability, please contact the ESE department at your child’s school for information about available programs, assessments, and



services. Parents of new students should advise the school of any previous IEPs or special services their child received in the past.

ESE services are specifically designed to meet the unique needs of students with disabilities. Each student who receives ESE services has an Individual Education Plan (“IEP”), which is developed by a team that includes but is not limited to a general educator, special educator, a school psychologist, a school administrator, and the child’s parent/guardian. The team considers the student’s disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All ESE services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving ESE services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

### ***Providing Assistance to Students Who Have Learning Difficulties or Who Need ESE Services***

If a student is experiencing learning difficulties, the parent may contact the Special Education Coordinator to learn about IDEA’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a ESE evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RtI”). The implementation of RtI has the potential to have a positive impact on IDEA’s ability to meet the needs of all struggling students.

Parents are entitled to request an evaluation for exceptional student education services by presenting a written request to the principal. IDEA must, within 30 days of receiving the request, either (1) give the parent an opportunity to give written consent for the evaluation or (2) refuse to provide the evaluation and provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with IDEA. Additionally, the parent will receive a copy of the *Rights of Parents of Students with Disabilities*. If consent for evaluation is obtained, IDEA must complete the evaluation and report within 60 days of the date IDEA receives the written consent. IDEA must give a copy of the evaluation report to the parent.

### ***Section 504 Services***

IDEA provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student’s disability. A “student with a disability” is one who has a physical or mental impairment that substantially limits one or more of the student’s major life activities, has a record of having such impairment, or is regarded as having such impairment. A student with a disability is “qualified” if he or she is between the ages of 3 and 21, inclusive.

An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student’s individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards.

Qualified students with disabilities will be placed in the regular educational environment, unless IDEA demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, IDEA will comply with all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, IDEA will ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate.

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a “physical or mental

impairment” that substantially limits one or more major life activities. If a student has or is suspected of having a disability, or requires special services, parents or teachers should contact the Principal for information concerning available programs, assessments, and services.

## **ADMISSIONS AND ENROLLMENT**

### **General Admissions and Enrollment Information**

Admission and enrollment of students shall be open to persons who are eligible for admission based on lawful criteria identified in the charter and in state law. The total number of students enrolled in each IDEA School shall not exceed the number of students allowed based on occupancy limitations, code compliance and staffing availability and requirements as deemed necessary.

In accordance with state law, IDEA does not discriminate in its admissions policy on the basis of sex, national origin, ethnicity, religion, disability, academic or artistic or athletic ability.

### ***Admissions Application***

Students wanting to attend IDEA must submit an application by approved deadlines.. Applicants placed on our waitlist must re-submit an admissions application each school year within the timeline set by IDEA.

### ***Acceptance Procedures***

If fewer applications than spots available are received, students will be admitted on a first-come, first-served basis. If IDEA receives more applications than it has spots available, it will conduct a random lottery. Once all enrollment spots have been filled by the lottery, the lottery will continue, and applicants will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant’s name will be added to the waiting list behind the names of the applicants who timely applied.

Families offered enrollment will be provided a registration packet with instructions for registering. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if you do not complete the registration packet by the established deadline, your child’s seat will be offered to the next potential applicant or student on the waiting list.

### ***Exceptions to Lottery Process***

Lottery priorities may be included in the approved charter for a given school in accord with state law. For example, siblings of students already admitted to or attending IDEA might be given priority consideration in the lottery if such a priority has been established by school leaders in accordance with state law.

### **Student Information to Verify Enrollment Eligibility**

IDEA ensures that appropriate measures are taken to verify, on enrollment, that a student is entitled to enroll. Any student admitted to IDEA must have records such as report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in IDEA for the first time must present documentation of immunizations or exemption from such a requirement. Any student without current immunization records on file at the campus will result in the student being excluded from attendance until records are received. Students shall not be enrolled at IDEA Public Schools until immunization records are received.

No later than 30 days after enrolling in IDEA, the parent and public school in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school.

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

***Establishing Identification***

Any of the following documents are acceptable for proof of identification and age: birth certificate; driver's license; passport; school ID card; records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

***Residency Verification***

As part of the registration process schools must obtain evidence that a person is eligible to attend public schools in the area. To be eligible for continued enrollment in IDEA, each student's parent must show proof of residency at the time of enrollment. Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. A recently paid rent receipt,
2. A current lease agreement,
3. The most recent tax receipt indicating home ownership,
4. A current utility bill indication the address and name of the residence occupiers,

**Expulsions**

If a student commits an expellable offense, as outlined in the IDEA Student Code of Conduct, administrators may recommend expulsion to the school district superintendent. The student may be expelled only after due process has been afforded the student, as otherwise provided by State law. All recommendations for expulsion shall be referred to the Florida school district superintendent, and shall be conducted as the district has provide in accordance with State law.

**Transfers**

Transfers are contingent upon space availability at the applicable campus. Any student wishing to transfer to another IDEA school must submit their request to transfer by March 1<sup>st</sup> of the current year in order to be eligible for fall enrollment should there be space available.

**Withdrawals from School*****Voluntary Withdrawal***

A student under 18 years of age may be withdrawn from school only by a parent. IDEA requests notice from the parent at least three days in advance so that records and documents may be prepared. Parents may obtain a withdrawal form from the main office. The parent shall also provide the name of the new school in which the student will be enrolled and must sign the withdrawal request to document that the student will continue to be enrolled in a school or otherwise meet the requirements of compulsory attendance laws.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

Withdrawing students and parents are expected to:

- Have a meeting with a school administrator;
- Return all textbooks and checked-out materials and equipment;
- Complete any make-up work assigned;
- Pay any unpaid balance for student fees, if any; and

- Sign a release of student records.

In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

### ***Involuntary Withdrawal***

A student may be involuntarily withdrawn when a student:

- Has enrolled in another school or education program.
- Is recommended to the school district superintendent for expulsion.
- Is habitually truant which means that:
  - The child has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent or legal guardian, is subject to compulsory school attendance under s. [1003.21](#)(1) and (2)(a), and is not exempt under s. [1003.21](#)(3), s. [1003.24](#), or any other exemptions specified by law or the rules of the State Board of Education.
  - Activities to determine the cause, and to attempt the remediation, of the child's truant behavior under ss. [1003.26](#) and [1003.27](#)(3), have been completed.

## ATTENDANCE AND TUITION

### Attendance and Tardiness

Consistent school attendance is an essential component of each student's education. Absence from school will affect a student's ability to succeed in class; for this reason, students and parents should make every effort to avoid unnecessary absences. Additionally, state law mandates compulsory school attendance for children of a certain age.

Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. If a student arrives late to school, a parent must report to the school office to complete a tardy slip. Warning letters will be given for excessive tardies and absences. Repeated tardiness will result in disciplinary consequences as allowed by the Student Code of Conduct. No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.

### Florida Compulsory Attendance Law

The state compulsory attendance law requires that a student between the ages of 6 and 16, or a student who will be 6 by February 1 of any school year, must attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. IDEA staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, or from required tutorials will be considered "truant" and subject to disciplinary action.

Students may also be subject to additional penalties such as loss of driving privileges if they are habitually truant. See Florida Statutes §1003.27

### Required Documentation of Absences

A student absent from school, upon his or her return, must provide a written note to the school that explains the absence. The note must either be signed by a parent, guardian, or the student if the student is over the age of 17 or emancipated.

### Excused Absences

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- Extended leave related to physical or emotional illness, a hospital stay, recuperation from an accident, or a contagious disease in the family;
- A death in the family (not to exceed one week);
- Prior school-approved travel for education;
- Natural catastrophe and/or disaster;
- For students in the conservatorship (custody) of the state;
- Mental health or therapy appointments;
- Temporary absence resulting from any cause acceptable to the teacher, Principal, or Superintendent; or
- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Students may be excused up to two absences in their junior year and two absences in their senior year when visiting an accredited institution of higher education for the purpose of determining their interest in attending that institution. Upon return to school, a student shall provide a written note to the school that explains the absence, along with documentation indicating that the student indeed visited the institution.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the Principal prior to the absence.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

For religious holy days, required court appearances, activities related to obtaining citizenship, and serving as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused by IDEA.

### Unexcused Absences

Any absence not listed above or approved in advance by the Principal due to extenuating circumstances will be considered an unexcused absence. Vacations are not an acceptable cause for an excused absence from school.

### Leaving Campus During School Hours

A student younger than 18 years old must have prior parent/guardian approval, either written or by a school documented phone call, before that student may leave the school campus during school hours.

### Tuition

IDEA may not charge tuition to an eligible student.

## **REQUIRED INSTRUCTION AND**

# GRADUATION

IDEA maintains compliance with all state laws and regulations governing curriculum and graduation requirements.

## Required Curriculum

IDEA offers instruction in the essential knowledge and skills of the appropriate grade levels in the following required curriculum:

1. A foundation curriculum that includes:
  - a. English language arts and reading;
  - b. Mathematics;
  - c. Science;
  - d. Social studies; and
2. An enrichment curriculum that includes
  - a. Languages other than English, to the extent possible;
  - b. Health education;
  - c. Physical education ("PE");
  - d. Fine Arts;
  - e. Career and technical education; and
  - f. Technology applications.

## Standardized Testing

### ***FSA (Florida Standards Assessments)***

In addition to routine tests and other measures of achievement, students will take state-mandated assessments such as the FSA, in the following grade levels and subjects:

- Mathematics, annually in grades 3–8.
- English and Language Arts, annually in grades 3–10.
- Science, annually in grades 5 and 8.

FSA End of Course (EOC) assessments are also administered to students enrolled in the following EOC courses:

- Algebra 1
- Biology 1
- Civics
- Geometry
- U.S. History

By law, students enrolled in grade 3 must participate in the statewide standardized assessment program and demonstrate proficiency in grade 3 ELA reading in order to be promoted to fourth grade. Students must also pass a civics course in middle school, which counts as 30% of the course grade. Students are required to take and pass the 10<sup>th</sup> grade FSA ELA exam and Algebra 1 EOC exam to graduate. EOC exams in Biology, Civics, Geometry and U.S. History count 30% toward a student's final course grade in those courses. Courses must be passed to earn course credit for promotion and graduation.

The FSA program also includes assessments that address students receiving exceptional student education services and for English language learners who meet particular participation requirements set by the State.

***ACCESS for ELLs & Alternate ACCESS for ELLs***

The ACCESS for ELLs suite of assessments is used to measure English Language Learners (ELL) proficiency in the English language for EL students in grades K-1. The Alternate ACCESS for ELLs is a paper-based assessment for students in grades 1-12 classified as English Language Learners who have significant cognitive disabilities. It, too, measures their proficiency in the English Language.

***FLKRS (Florida Kindergarten Readiness Screener)***

The FLKRS is a required screening instrument administered within the first 30 instructional days of the school year to all public school Kindergarten students. It assesses the readiness of each student for kindergarten based certain performance standards.

**Promotion and Retention Requirements**

IDEA Public Schools Florida adheres to the Pupil Progression Plan adopted by IDEA Public Schools Florida.

## HEALTH

**Health-Related Resources, Policies, and Procedures****Mental and Physical Health Resources**

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The health aide;
- The school counselor;
- The school social worker;
- The local public health authority;
- The local mental health authority.

**Policies and Procedures that Promote Student Physical and Mental Health**

IDEA may adopt board policies that promote student physical and mental health, including:

- Food and nutrition management,
- Wellness and health services,
- Physical examinations,
- Health Screenings,
- Immunizations,
- Medical treatment,
- Communicable diseases,

- Crisis intervention,
- Trauma-informed care,
- Student safety,
- Child abuse and neglect,
- Freedom from discrimination, harassment, and retaliation, and
- Freedom from bullying.

If a school's Threat Assessment Team determines that a student poses a threat of violence or physical harm to himself or herself or others or significantly disruptive behaviors, a referral may be made to counseling or behavioral health programs.

If an immediate mental health or substance abuse crisis is suspected, school personnel will engage behavioral health crisis resources to provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services.

A good faith attempt will be made to notify the student's parent or legal guardian; however, nothing will preclude school district personnel from acting immediately to address imminent threat and/or danger.

IDEA has also developed administrative procedures as necessary to implement these policies. Please contact Megan Heron at (210) 429-0231 for information on these policies and procedures.

#### **Alcohol-Free School Notice**

To provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on IDEA property at all times and at all school-sanctioned activities occurring on or off school property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

#### **Tobacco-Free School Notice**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any form of smokeless tobacco or electronic vapor product while in school buildings, vehicles, or on or near school property, or at school-related or school-sanctioned events off school property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

#### **Drug-Free School Notice**

IDEA believes that student use of illicit drugs is both wrong and harmful. Consequently, IDEA prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. IDEA also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

#### **Mental Health Promotion and Intervention**

IDEA has developed protocols for providing a parent with a recommended intervention for a student with early warning signs and a possible need for early mental health or substance abuse intervention, or who has been identified as at risk of attempting suicide. The campus School Counselor or Social Worker will notify a parent within a reasonable amount of time after learning that a student has early warning signs and possible need for intervention, and will also provide additional information on available counseling options.

Teachers and administrators will be trained to recognize and assess for mental health crisis or suicide risk annually. The campus School Counselor or Social Worker will be trained in providing intervention and resources for students



and families. The assessment process will determine the level of intervention and next steps for the student, parent, and campus.

IDEA has developed protocols for staff members to notify the School Counselor or Social Worker to identify a student who may need intervention.

The School Counselor or Social Worker at each campus can provide additional information about the school's intervention program, as well as materials on identifying risk factors, accessing resources for treatment, and accommodations available at school.

### **Mental Health Support (All Grade Levels)**

IDEA has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

IDEA has adopted various curriculums that support mental health and wellness of staff, students, and families. IDEA has adopted Move this World as a standard social-emotional learning curriculum for Kinder through 12<sup>th</sup> grade.

If a student has been hospitalized or placed in residential treatment for a mental health concern or substance abuse, IDEA has procedures to support the student's return to school. Please contact the School Counselor or Social Worker for additional information.

Teachers and other school employees may discuss a student's behavior or academic progress with the student's parent or another employee; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and that is intended to alter perception, emotion, or behavior. An employee who is a registered nurse, advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

### **Emergency Medical Treatment**

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, IDEA staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Parents are asked each year to complete an "Emergency Care" consent form, which includes information about their student's allergies to medications, etc. Parents should keep emergency contact information current (e.g., name of doctor, emergency phone numbers, allergies, etc.).

### **Immunizations**

The State of Florida requires that every child in the state be immunized against vaccine preventable diseases caused by infectious agents in accordance with an established immunization schedule. Form DH 680, Florida Certification of

Immunization must be used to document receipt of immunizations for entry and attendance in Florida schools. IDEA shall ensure compliance with immunization laws and regulations and complies with laws and regulations regarding reportable diseases.

***Provisional Enrollment***

A student may be enrolled provisionally if the student has an immunization record that indicates an immunization program is in progress. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. IDEA shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and IDEA shall exclude the student from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. IDEA shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

***Exclusions from Immunization Requirements***

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, written notice must be presented by the student's parent, stating that the student's name, date of birth, and decision to exempt their child from the school vaccination requirements. This must be provided at the beginning of each school year in which an exemption is sought. If the parent is seeking an exemption for more than one student in the family, a separate notice must be provided for each student. Students who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim exclusion for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

If a parent seeks an exemption for more than one student, a separate form must be provided for each student.

***Food Allergy Information***

The parent of each student enrolled in IDEA must complete a form provided by IDEA that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to IDEA to enable it to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

IDEA may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school social workers, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

### **Communicable Diseases**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the Principal or designee so that other students who might have been exposed to the disease can be alerted.

School authorities, including Headquarters staff, a Principal, teacher, school health official, or counselor will report those students who are suspected of having a reportable condition. A list of reportable conditions can be retrieved from the main office at each campus, or through the Florida Department of Health.

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-infectiousness in a school setting;
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner of health.

### ***Head Lice***

Head lice (which are not an illness or disease) are common among children, and may spread easily through contact during play or when students share items such as headphones, brushes, combs hats, or other items that come in contact with hair. If IDEA observes that a student may have head lice, an appropriate administrator will contact the student's parent to determine whether the student needs to be sent home and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse. When an elementary student has head lice, IDEA will also provide written notice to the student's parent and the parents of each child assigned to the same classroom as required by state law.

### **Administration of Medication**

Medication should be administered at home whenever possible. If necessary, medication can be administered at school under the following circumstances:

- Prescription medication brought to school must be submitted by a parent, along with a written request. The medication must also be in the original and properly labeled container.
- Prescription medications administered during school hours must be prescribed by a licensed physician or dentist and filled by a pharmacist licensed in the State of Florida.
- Prescription medications must be submitted in a labeled container showing the student's name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic baggies or unlabeled containers will NOT be administered.
- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if required by the student's Individualized Education Program ("IEP") or Section 504 plan for a student with disabilities.

- Only the amount of medication needed should be delivered to the school, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
- Children require an over-the-counter written consent form signed by parent/guardian prior to administration of OTC medications. Parents indicate on the OTC form which medications the school staff may administer when providing care to the child. Verbal consent will not be accepted.

Changes to daily medication require written instruction from the physician or dentist and written permission from the parent. Parents are responsible for advising IDEA that a medication has been discontinued.

#### ***Authorized Employees***

Employees authorized by IDEA to administer prescription medication include: registered nurses, specifically trained school personnel, and anyone designated by the Director of Health Services.

#### ***Self-Administration of Prescription Asthma or Anaphylaxis Medicine***

The nurse of each campus shall ensure that a student with asthma or anaphylaxis may possess and self-administer prescription medication if the student has physician's orders and parent permission. The medication must have been prescribed for the student and be in an original container with a prescription label. If a student experiences a severe allergic reaction, the nurse or supervising adult is authorized to administer the appropriate anaphylaxis drug. A student may self-administer the drug if he/she meets the requirements below.

Before a student may be allowed to self-administer asthma or anaphylaxis medication, the parent must provide:

- signed, written authorization for the student to self-administer the prescription medicine while on school property or at a school-related activity; and
- a written statement signed by the child's physician or provider that states that the student has asthma and/or anaphylaxis and is capable of self-administering the prescription medication;
- the name and purpose of the medicine;
- the prescribed dosage of the medicine;
- the time(s) at which or circumstances under which the medicine may be administered; and
- the period for which the medicine is prescribed.

Written authorizations to self-administer asthma or anaphylaxis medication should be updated annually unless otherwise indicated by the student's physician.

#### ***Psychotropic Medication***

An employee may not:

- 1) Recommend that a student use a psychotropic drug;
- 2) Suggest any particular diagnosis; or
- 3) Preclude a student from attending class or participating in a school related activity if the parent refuses to consent to the administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of the student.

This does not prevent an employee from:

- 1) Making an appropriate referral under the Individuals with Disabilities in Education Act;
- 2) Recommending that a child be evaluated by an appropriate medical practitioner if the employee is a registered nurse, advanced nurse practitioner, physician, or certified/credentialed mental health professional
- 3) Discussing any aspect of a student's behavior or academic progress with the student's parent/guardian or another IDEA employee.

### Dyslexia and Related Disorders

From time to time, students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules and standards approved by the state. The program approved by the state must include at least one screening for each student in kindergarten through third grade. Parents will be notified should IDEA determine a need to identify or assess their student for dyslexia and related disorders.

### Vision and Hearing Screenings

All children enrolled in Florida schools must be screened for possible vision and hearing problems in accordance with state law and regulations issued by the State Board of Education. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually. A student may be screened using photo screening to detect vision disorders. Parents will be notified of the results of any such screening.

**Exemption:** A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Principal or designee on or before the day of admission an affidavit stating the objections to screening.

### Spinal Screening

Certain students must be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grade six or nine may be met if the child has been screened for spinal deformities during the previous year.

A parent who declines participation in the spinal screening provided by IDEA must submit to the Principal or designee documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to IDEA during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

**Exemption:** A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Principal or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

### Pest Control

IDEA periodically applies pesticides to school buildings and grounds to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

### Asbestos Management Plan

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act ("AHERA") inspector. An Asbestos Management Plan has been created for IDEA in compliance with state and federal regulations. Parents may view the Asbestos Management Plan in the APO's office during regular business hours 8:00 a.m. to 5:00 p.m., Monday through Friday. If you have any questions, please contact IDEA's Director of Facilities, at (956) 377-8000.

### Posting of Steroid Notice

IDEA does not permit steroid use. A notice shall be posted in a conspicuous location in the school gym or in each other place in a building where physical education classes are conducted.

## **STUDENT SAFETY**

### Student Code of Conduct

The principal shall ensure that the student code of conduct is distributed to each student at the beginning of the year. Transfer students shall receive a student code of conduct upon enrollment.

Students with disabilities: any change in placement and/or any disciplinary action regarding a student with a disability, who needs or is believed to need ESE and related services under the Individuals with Disabilities and Education Act, shall be in compliance with applicable federal and state laws and regulations.

### Child Abuse Reporting and Programs

Using resources developed by the Florida Department of Children and Family Services (DCFS), IDEA provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. IDEA also provides training to its teachers and students in preventing and addressing incidents of abuse and other maltreatment of students, including knowledge of likely warning signs indicating that a student may be a victim of abuse or maltreatment. Assistance, interventions, and counseling options are also available.

School administrators will cooperate with law enforcement investigations of child abuse, including investigations by the Florida Department of Children and Family Services. School officials may not refuse to permit an investigator to interview at school a student who is alleged to be a victim of abuse or neglect. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parents.

### ***Reporting Child Abuse***

Any IDEA employee, volunteer, or agent who believes a child has been adversely affected by physical, sexual, or mental abuse or neglect shall make a report immediately upon first suspecting such abuse or neglect. The report shall be made to law enforcement or the Florida DCFS.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the Florida DCFS within twenty-four (24) hours. Reports may be made by contacting one of the following:

- Florida Abuse Hotline: 1-800-96-Abuse (1-800-962-2873).
- Your local police department.
- Call 911 for emergency situations.

IDEA has established a plan for addressing child sexual abuse and other maltreatment of children (the "Plan"). The Plan is addressed in this section of the Handbook.

### **Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children**

**For Staff:** IDEA annually trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

**For Students:** School counseling staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age-appropriate conversation and materials no less than once per school year. These discussions will occur in classroom group settings.

**For Parents:** Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that evidence of sexual abuse

or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-96-Abuse.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. The DCFS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following:

- Sexual Abuse Prevention Programs:  
<https://www.childwelfare.gov/topics/preventing/programs/sexualabuse/>
- Promoting Healthy Families in Your Neighborhood:  
<https://www.childwelfare.gov/pubPDFs/packet.pdf>
- Signs of Child Abuse:  
<http://kidshealth.org/en/parents/child-abuse.html>

#### **Likely Warning Signs of Sexual Abuse or Other Maltreatment**

Psychological and behavioral signs of possible sexual abuse or other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burning, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomach aches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.

- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around mouth, sexually transmitted disease, or pregnancy.

Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

**Actions That a Child Who Is a Victim of Sexual Abuse or Other Maltreatment Should Take**

During student awareness sessions concerning sexual abuse and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or other maltreatment or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

**Freedom from Discrimination, Harassment, and Retaliation*****Statement of Nondiscrimination***

IDEA prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, age, sexual orientation, or any other basis prohibited by law. IDEA also prohibits dating violence, as defined by this Handbook. Retaliation against anyone involved in the complaint process is a violation of IDEA policy.

***Discrimination and Harassment (Prohibited Conduct)***

For purposes of IDEA policy, the term “Prohibited Conduct” means discrimination or harassment against a student involving conduct directed at a student on the basis of race, color, religion, gender or sex, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student, and/or that is so severe, persistent, or pervasive that the conduct:

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

Examples of Prohibited Conduct may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

IDEA also considers gender-based harassment to be Prohibited Conduct. Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property



“Prohibited Conduct” may also include dating violence, which occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner. Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engaged in these behaviors.

#### *Retaliation*

Retaliation against a person who makes a good faith report of Prohibited Conduct is prohibited. Retaliation against a person who is participating in an investigation of reported Prohibited Conduct is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with an IDEA investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

#### *Reporting Prohibited Conduct*

Any student who believes that he or she has experienced Prohibited Conduct or retaliation, or believes that another student has experienced Prohibited Conduct or retaliation should immediately report the alleged acts to a teacher, counselor, the Principal, or other school employee. The report may also be made by the student’s parent. Alternatively, a report may be made directly to the appropriate Compliance Coordinator identified in this Handbook.

Upon receiving a report of potential Prohibited Conduct, IDEA will determine whether the allegations, if proven, would constitute prohibited discrimination, harassment, dating violence, or retaliation. If not, IDEA will determine if the allegations, if proven, would constitute bullying. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying, an investigation of bullying will also be conducted.

**\*\*NOTE\*\*** IDEA’s process concerning formal complaints of sexual harassment is outlined in “Freedom from Sexual Harassment” below.

#### *Investigation*

To the extent possible, IDEA will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of Prohibited Conduct will be promptly investigated. The investigation may be conducted by the Compliance Coordinator or designee, or by a third party designated by IDEA, such as an attorney. When appropriate, the Principal or the student’s teacher(s) will be involved in or informed of the investigation.

If a law enforcement or other regulatory agency notifies IDEA that it is investigating the matter and requests that the school delay its investigation, IDEA will resume the investigation at the conclusion of the agency’s investigation.

During the course of an investigation and when appropriate, IDEA will take interim action to address the alleged Prohibited Conduct.

If the school’s investigation indicates that Prohibited Conduct occurred, appropriate disciplinary action and, in some cases, corrective action, will be taken to address the conduct. IDEA may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (“FERPA”).

*Appeal*

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the school's student and parent complaint process, beginning at Level Two.

**Freedom from Sexual Harassment**

IDEA prohibits discrimination on the basis of sex, including sexual harassment, by an employee, volunteer, or another student.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to IDEA's educational programs or activities;
3. Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Examples of sexual harassment may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; sexually-motivated physical, verbal, or nonverbal conduct; or other sexually motivated conduct, communications, or contact.

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

*General Definitions*

A "complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A "respondent" means an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

A "formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that IDEA investigate the allegation of sexual harassment.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered appropriate and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to IDEA's educational program or activity without unreasonably burdening either party, including measures designed to protect the safety of all parties or IDEA's educational environment, or deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and other similar measures.

*Reporting Sexual Harassment*

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator in the "Statement of Nondiscrimination" section of this handbook, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

IDEA's response to a report of sexual harassment must treat complainants and respondents equitably by offering supportive measures and by following a grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

After a report of sexual harassment has been made, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

#### *Notice of Allegations*

Upon receipt of a formal complaint, IDEA must provide the following written notice to the parties who are known:

- Notice of IDEA's grievance process, including any informal resolution process.
- Notice of the allegations of sexual harassment, including, to the extent known, the identity of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made known at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Notice that the parties may inspect and review evidence related to the complaint.
- Notice that IDEA prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, IDEA decides to investigate allegations about the complaint or respondent that are not included in the initial notice of the complaint, IDEA must provide notice of the additional allegations to the parties whose identities are known.

#### *Grievance Process*

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of IDEA.

The following guidelines apply when IDEA receives a formal complaint of sexual harassment. This process is designed to incorporate due process, principles, treat all parties fairly, and to assist IDEA reach reliable responsibility determinations.

- IDEA will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- Any individual designated by IDEA as a Title IX Coordinator, investigator, decision-maker, or to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or responsible. IDEA will ensure that Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution process receive appropriate training related to the requirements of Title IX and IDEA's sexual harassment policy.
- IDEA recognizes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.
- IDEA shall attempt to complete an investigation of reported sexual harassment within 60 calendar days of receiving a complaint. However, the investigation process may be delayed or extended for a limited time for good cause with written notice to the complainant and the respondent of the delay or extension. Good cause may include considerations such as absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- Students found to have engaged in sexual harassment are subject to disciplinary action as outlined in the

Student Code of Conduct.

- IDEA shall employ the preponderance of the evidence to determine responsibility when reviewing formal complaints.
- IDEA may not require, allow, rely upon, or otherwise use questions of evidence that constitute, or seek disclosure, of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

#### *Consolidating Formal Complaints*

IDEA may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

#### *Dismissal of Formal Complaints*

IDEA must investigate the allegations in a formal complaint.

IDEA must dismiss a formal complaint if the conduct alleged in the formal complaint:

- Would not constitute sexual harassment, even if proven;
- Did not occur in IDEA's education program or activity; or
- Did not occur against a person in the United States.

IDEA may dismiss a formal complaint or any allegations therein if, at any time during the investigation:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by IDEA; or
- Specific circumstances prevent IDEA from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, IDEA must promptly send simultaneous written notice to the parties of the dismissal and the reason(s) for the dismissal. Dismissal of a formal complaint does not preclude IDEA from taking appropriate action under the Student Code of Conduct or any other school policy that may apply to the alleged conduct.

#### *Investigating Formal Complaints*

The following guidelines apply during the investigation of a formal complaint and throughout the grievance process.

- IDEA will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on IDEA and not on the parties.
- IDEA cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless IDEA receives that party's voluntary, written consent to do so.
- IDEA will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- IDEA will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- IDEA will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisory of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. IDEA may establish restrictions regarding the extent

to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

- IDEA will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- IDEA will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- Prior to completing an investigative report, IDEA must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completing the investigative report.
- IDEA must create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.
- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

#### *Determination Regarding Responsibility*

The decision-maker(s) making a determination regarding responsibility cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The decision-maker(s) must review the investigation report and make a written determination, based on the preponderance of the evidence standard, regarding responsibility. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, or methods used to gather other evidence;
- Findings of fact supporting the determination;
- Conclusions regarding application of IDEA's Code of Conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to IDEA's education program or activities will be provided to the complainant; and
- IDEA's procedures and permissible bases for the complainant and respondent to appeal.

IDEA must provide the written determination to the parties simultaneously. The determination becomes final either on the date IDEA provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

### *Appeals*

IDEA will offer both parties an appeal from a determination regarding responsibility, and from IDEA's dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

As to appeals, IDEA will ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, or the investigator(s), or the Title IX Coordinator. IDEA will provide both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal will issue a written decision, based on the preponderance of the evidence standard, describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

A party who is dissatisfied with the appeal decision may file an appeal through the student and parent complaint process, beginning at Level Two.

### *Emergency Removals*

IDEA is able to remove a respondent from IDEA's education program on an emergency basis, provided that IDEA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. IDEA's ability to do so may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

### *Informal Resolution*

At any time prior to reaching a determination regarding responsibility, IDEA may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. However, IDEA may not require as a condition of enrollment or continuing enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Additionally, IDEA may not require the parties to participate in an informal process and may not offer an informal resolution process unless a formal complaint is filed.

Prior to facilitating an informal resolution process, IDEA must:

- Provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations. The notice must also inform that, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, as well as of any consequence resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- Obtain the parties' voluntary, written consent to the informal resolution process.

IDEA may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually

harassed a student.

#### *Retaliation Prohibited*

Neither IDEA nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy.

Examples of retaliation may include, but are not limited to, intimidation, threats, coercion, or discrimination.

Complaints alleging retaliation may be filed according to the grievance procedure described above.

#### *Confidentiality*

IDEA must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or for purposes related to the conduct of any investigation, hearing, or judicial proceeding arising under the Title IX regulations.

#### *Non-Sexual Harassment Sex Discrimination*

The formal complaint investigation and resolution process outlined above in “Freedom from Sexual Harassment” applies only to formal complaints alleging sexual harassment as defined by Title IX, but not to complaints alleging sex discrimination that do not constitute sexual harassment. Complaints of non-sexual harassment sex discrimination may be filed with the Title IX Coordinator and will be handled under the process described in the “Freedom from Discrimination, Harassment, and Retaliation” section of this Handbook.

### **Freedom from Hazing and Bullying**

[IDEA Florida has adopted an anti-bullying and hazing policy found here.](#)

### **Freedom from Bullying**

#### **Interrogations and Searches**

In the interest of promoting student safety and attempting to ensure that IDEA is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student’s own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student’s outer clothing, pockets, or property by establishing reasonable cause or securing the student’s voluntary consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonably related to the circumstances justifying the search, such as the extent of the search, the objectives of the search, the age and sex of the student, and the nature of the infraction.



***Desk and Locker Searches***

Students should have no expectation of privacy in the contents of their lockers, desks or other school property. Lockers and desks assigned to students remain at all times under the control and jurisdiction of IDEA. IDEA will make periodic inspections of lockers and desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their lockers and desks, and shall be held responsible for any prohibited items found therein. A student's parent shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person.

***Vehicles on Campus***

Vehicles parked on school property and property under school control are under the jurisdiction of IDEA and may be searched at any time if reasonable suspicion exists to believe that the search will result in evidence that school rules or other laws have been violated. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle and consent to a search of the vehicle. If the student refuses to permit the vehicle to be searched, IDEA may contact the student's parents and/or law enforcement officials. A student may be held responsible for and in possession of prohibited items found in his or her vehicle parked on school property or at a school-related event.

**School Visitors**

All visitors to IDEA must sign-in at the school campus administrative office. A sign at the entrance to the campus will direct visitors to the appropriate location.

All visitors must present a form of identification or at a minimum their name and date of birth. IDEA personnel process each visitor through the RAPTOR system, and/or other database system which checks for sex offender status. All approved visitors will be issued a badge that is to be worn at all times while visiting the school campus. Upon their departure they must sign-out at the central administrative office and return the visitor's badge.

Visitors who do not submit a form of identification or their name and date of birth for the purpose of checking sex offender status shall not be allowed on school grounds. A parent of a student enrolled at IDEA who does not provide identification or name and date of birth shall follow the same policy.

**Registered Sex Offenders**

Registered sex offenders are generally prohibited from entering school grounds.

**Exception:** A parent/guardian who is required to register as a sex offender may enter school grounds for the following limited purposes:

1. To attend a conference at the school with school personnel to discuss the academic and/or social progress of the parent/guardian's child;
2. To attend an ARD or IEP meeting or other conference where evaluation or placement decisions may be made respecting the student's ESE services;
3. When the Principal has requested the parent/guardian's presence for any other reason concerning the parent/guardian's child; or
4. To transport the child to school or pick up the child from school.

Requirements for the Exception to Apply:

1. The parent/guardian must notify the Principal of the purpose of the visit and when the visit will occur, including date and time, before the parent/guardian enters the school grounds.
2. The Principal shall notify the administrative offices of the parent/guardian's intent to visit.
3. The parent/guardian must check in at the campus administrative office upon arrival and departure from the school.



4. The parent/guardian must remain under the direct supervision of staff at all times.

Even under the limited circumstances set out above, the parent/guardian will not be permitted to enter or be present on school property if:

1. The individual's parental rights have been terminated;
2. The individuals' presence at school is prohibited by court order or conditions of probation; or
3. The Superintendent or campus administrator determines that the individual poses a threat to student safety or is likely to cause a disturbance to the educational environment.

In those cases, communications regarding the student will be conducted by alternate means such as telephone, mail, or electronic communications. Where the administration determines that a meeting is necessary, it will identify an appropriate meeting place where students are not present.

#### **Procedures for Use of Restraint and Time-Outs**

School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force, necessary to address the emergency, may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

At no time, however, may a student be placed in seclusion. Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Time-out procedures isolate and confine a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for a limited time to allow the student the opportunity to regain control in a private setting. This method must not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors must be responded to with less stringent and less restrictive techniques.

#### **Weapon and Concealed Handgun Prohibition**

IDEA prohibits the use or possession of any firearm, knife, club, or other weapon while on the premises of the school or any school grounds or building in which a school activity is being conducted.

## **MISCELLANEOUS PROVISIONS RELATING TO STUDENTS**

#### **Religious Expression**

IDEA prohibits discrimination, harassment, or retaliation on the basis of religion.

A student enrolled has the right to silently pray or meditate at IDEA, so long as it does not disrupt the instructional day or other activities of the school. IDEA shall not require, encourage, or coerce any student to engage in or to refrain from prayer or meditation during any school activity.

#### **Pledges of Allegiance**

Each school day, students will recite the Pledge of Allegiance to the United States flag. Parents may submit a written request to the principal or designee to excuse their student from reciting a pledge.

### School Calendar

IDEA operates according to the school calendar adopted annually by the Board of Directors. Holidays may be used as school make-up days for days lost due to bad weather. The latest changes to the calendar will be available on the IDEA website.

### School Day

The school day is Monday to Friday 7:30 a.m. to 3:45 p.m. Students should be in their classrooms ready for instruction to begin at 7:30 AM. Any student not in class at 7:30 will be marked tardy.

Students must leave campus immediately after school dismisses in the afternoon, unless they are involved in an activity under the supervision of a teacher or sponsor. If a student is involved in an after-school activity, he or she must remain in the area where their activity is scheduled to take place. The student may not go to another area of the school without permission by the teacher or sponsor overseeing the activity.

During the school day, students may not loiter or stand in the halls between classes. Students must have a pass to be outside the classroom during class time. Failure to obtain a pass will result in disciplinary action.

### Textbooks and Curriculum Materials

Textbooks and additional curriculum materials are provided free of charge for each subject or class. Materials must be used by the students as directed by the teacher and treated with care. A student who is issued damaged materials should report the damage to the teacher.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the student and/or parent pay for the damages. However, a student will be provided textbooks and educational materials for use during the school day. IDEA may reduce or waive the payment requirement if the student is from a low-income family.

### Transcripts

IDEA maintains an academic achievement record (transcript) for each student enrolled. Transcripts list complete personal student data, give complete scholastic grades, and report student activities, honors, and scores on standardized achievement tests.

### Extracurricular Activities, Clubs, and Organizations

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. Participation, however, is a privilege and not a right. Eligibility for participation in many school-related activities is governed by state law and rules of the Florida High School Athletic Association ("FHSAA"), a statewide association overseeing interscholastic competition. Additional information regarding extracurricular activities, clubs, and organizations may be obtained from the principal.

Participation in these activities may result in events that occur off-campus. When IDEA arranges transportation for these events, students are required to use the transportation provide by IDEA to and from the event. Exceptions may only be made with approval from the activity's coach or sponsor.

**Please note:** Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. If a violation of organization rules is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization.

### Fees

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

1. A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. Membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. A security deposit for the return of materials, supplies, or equipment;
4. A fee for personal physical education and athletic equipment and apparel, although a student may provide the student's own equipment or apparel if it meets reasonable requirements and standards relating to health and safety;
5. A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
6. A fee for voluntary student health and accident benefit plan;
7. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
8. A fee for items of personal apparel used in extracurricular activities that become the property of the student;
9. A parking fee;
10. A fee for replacement of a student identification card;
11. If offered, a fee for a driver training course, not to exceed the actual cost per student in the program for the current school year;
12. A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff;
13. A fee for summer school courses that are offered tuition-free during the regular school year;
14. A reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program;
15. A fee for lost, damaged, or overdue library book; or
16. A fee specifically permitted by any other statute.

IDEA may waive any fee or deposit if the student and parent are unable to pay. A request for such a waiver must be made in writing to the Principal or designee, and include evidence of inability to pay. Details for the fee waiver are available in the Principal's office.

### **Displaying a Student's Artwork, Projects, Photos, and Other Original Work**

Teachers may display student work in classrooms or elsewhere on campus as recognition of student achievement. However, IDEA will seek parental consent before displaying student artwork, special projects, photographs taken by students, and other original works on the IDEA website, on any campus or classroom website, in printed materials, by video, or by any other method of mass communication. IDEA will also seek consent before displaying or publishing an original video or voice recording in this manner.

### **Distribution of Materials or Documents**

#### ***School Materials***

Publications prepared by and for IDEA may be posted or distributed with prior approval by the Principal and/or teacher. Such items may include school posters, brochures, murals, etc.

***Non-School Materials***

Students must obtain express prior approval of the Principal or designee before distributing, posting, selling, or circulating written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials on campus.

Non-school literature shall not be distributed by students on IDEA property if:

- The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
- The materials endorse actions endangering the health or safety of students.
- The materials promote illegal use of drugs, alcohol, or other controlled substances.
- The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
- The materials contain defamatory statements about public figures or others.
- The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
- The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
- There is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which IDEA does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with IDEA or a school support group on school premises unless the person or group obtains specific prior approval from the Superintendent or designee. To be considered, any non-school material must include the name of the sponsoring organization or individual.

**Electronic Devices and Technology Resources****Possession and Use of Personal Telecommunication Devices and Other Electronic Devices**

IDEA permits students to possess personal cell phones for safety purposes; however, these devices **must remain turned off during the instructional day, including during all testing**, unless the device is used for approved instructional purposes.

A student must also have permission from the Principal to possess other personal telecommunication devices (such as a pager, notebook computer, laptop, tablet, or other portable computing device) at school.

Students may also be permitted to possess other electronic devices (for example, MP3 players, iPods, video or audio recorders, DVD players, or similar electronic devices). Such devices must be **turned off** between the hours of 7:45 a.m. and 3:45 p.m. Such devices may not be visible in the pocket of a jacket or pants; items must be completely put away and out of sight.

If a student possesses a personal telecommunication device or other electronic device without permission, school staff will collect the item and turn it in to the Principal's office. The Principal will determine whether to return items to students at the end of the day or contact a parent to pick up the item.

The use of mobile telephones or any other device capable of capturing images is strictly prohibited in restroom areas or other sensitive areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunication device or other electronic device without authorization during the school day, the device will be confiscated. If the student and parent have executed a waiver permitting the student to possess an electronic communication device at school, IDEA officials may power on and search the device if there is reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation. Any disciplinary action will be in accordance with the Student Code of Conduct. These guidelines apply even if the item in use is not the property of the student found in violation of the policy.

A confiscated device may be picked up from the Principal's office. IDEA reserves the right to charge an administrative fee not to exceed \$15 before releasing a confiscated telecommunication device. Confiscated telecommunication devices that are not retrieved by the student or parent will be disposed of after the notice required by law.

IDEA will not be responsible for damage to or loss or theft of confiscated items.

#### *Instructional Use of Personal Telecommunication and Other Electronic Devices*

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations may result in withdrawal of privileges and other disciplinary action.

IDEA is not responsible for any damaged, lost, or stolen personal device.

#### *Acceptable Use of Technology Resources*

School-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include IDEA's network systems and use of school equipment, is restricted to approved purposes only. Students and parents will be asked to sign an Acceptable Use Agreement Acknowledgment Form regarding use of these school technology resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

#### *Unacceptable and Inappropriate Use of Technology Resources*

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is IDEA-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

In addition, any student who engages in conduct that results in a breach of IDEA's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

### Change of Address or Telephone Number

Parents are responsible for notifying IDEA when a student's address or telephone number changes. Proof of residency at the new address may also be required.

### Uniform Requirements

As authorized by state law and the IDEA charter, students are required to wear uniforms to school. IDEA's uniform policy is designed to prevent disruption, minimize safety hazards, and provide a dress standard that offers flexibility for the parent and student. Students must come to school cleanly and neatly groomed and wearing clothing that will not be a health or safety hazard to the student or others and that will not distract from the educational atmosphere of IDEA.

Parents must provide their student(s) with the required uniform. IDEA may provide a uniform for economically disadvantaged students. A request for school assistance for purchasing uniforms must be made in writing to the principal or designee and include evidence of the inability to pay. Further details are available in the principal's office.

A parent may choose for his or her student(s) to be exempted from the requirement of wearing a uniform if the parent provides a written statement that, as determined by the Board of Directors, states a bona fide religious or philosophical objection to the requirement.

Students who do not follow IDEA's guidelines for personal attire and appearance may be subject to discipline under the Student Code of Conduct.

Newly enrolled students may be provided with a grace period of up to two weeks to obtain appropriate IDEA uniforms. Students must comply with IDEA's remaining dress standards upon enrollment.

See appendix for uniform standards and requirements.

### Child Nutrition Program

IDEA participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced lunches are available to students who qualify. You must pay for lunch unless you qualify for the free and reduced program. Breakfast is served in the classroom and is free to all students. For more information regarding our Child Nutrition Program, visit our school website at [www.ideapublicschools.org](http://www.ideapublicschools.org).

### Transportation

IDEA makes school bus transportation available to all students eligible for bus transportation. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. For more information regarding transportation, visit our school website at [www.ideapublicschools.org](http://www.ideapublicschools.org).

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

1. Follow the driver's directions at all times;
2. Enter and leave the vehicle in an orderly manner;
3. Keep feet, books, instrument cases, and other objects out of the aisle;
4. Not deface the vehicle or its equipment;
5. Not put head, hands, arms, legs, or an object out of any window; and

6. Wait for the driver's signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in the vehicle. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities.

If a special needs student is receiving bus transportation as a result of an Individual Education Plan ("IEP"), the IEP Meeting Committee will have the discretion in determining appropriate disciplinary consequences related to inappropriate behavior in a school vehicle.

## STUDENT CODE OF CONDUCT

### Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, IDEA Public Schools ("IDEA" or "IPS") has established this Student Code of Conduct in accordance with state law and the IDEA charter. The Student Code of Conduct has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

The Student Code of Conduct will be posted at each IPS campus and/or will be available for review at each principal's office. Parents will be notified of any violation that may result in a student being suspended or recommended for expulsion. Students and staff must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

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

### Authority and Jurisdiction

IDEA has disciplinary authority over a student:

1. During the regular school day and/or while the student is going to and from school on IPS transportation;
2. During open lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related event or activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. For any expulsion offense committed while on IPS property or while attending a school-sponsored or school-related activity of IPS or of any other school in Florida;
6. For any expulsion offense committed away from IPS property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
7. While the student is in transit to or from school or to or from school or school-related activities or events;
8. When retaliation against a student, school employee or volunteer occurs or is threatened, regardless of time or location;
9. When the student commits any felony, regardless of time or location;

10. While a student is participating in any remote / virtual classroom or other period of online instruction provided by IDEA;
11. While the student is in attendance at any school-related event or activity, regardless of time or location; and
12. When criminal mischief is committed on or off IPS property or at a school-related event.

***Reporting Crimes***

In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus or while attending school-sponsored or school-related activities will be reported to an appropriate law enforcement agency.

**Standards for Student Conduct**

Each student is expected to:

- Adhere to the requirements of the Student Code of Conduct.
- Attend all classes, regularly and on time.
- Behave in a responsible manner, always exercising self-discipline.
- Cooperate with and assist IDEA staff in maintaining safety, order, and discipline.
- Demonstrate courtesy, even when others do not.
- Meet IDEA's standards of dress.
- Obey all campus and classroom rules.
- Prepare for each class; take appropriate materials and assignments to class.
- Respect the property of others, including IDEA property and facilities.
- Respect the rights and privileges of students, teachers, and other IDEA staff and volunteers.

**Discipline Management Techniques**

Disciplinary techniques are designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

***Techniques***

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Assignment of school duties such as cleaning or picking up litter.
- Behavioral contracts.
- Cooling-off time or "time-out."
- Counseling by teachers, counselors, or administrative personnel.
- Rewards for positive behavior.
- Demerits.
- Detention.
- Expulsion. An IDEA principal can, and in some cases, must, recommend to the school district superintendent that a student be expelled.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code of Conduct.
- Out-of-school suspension, as specified in the suspension section of the Code of Conduct.
- Parent-teacher conferences.



- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by IDEA.
- School-assessed and school-administered probation (final warning contracts).
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.
- Verbal correction, oral or written.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Withdrawal or restriction of bus privileges.
- Other strategies and consequences as determined by school officials, including, but not limited to, requests that parents "shadow" their children at school for a specified period of time.

## Corporal Punishment

IDEA will NOT administer corporal punishment upon a student for misconduct.

## Student Code of Conduct Offenses and Consequences

The categories of conduct below are prohibited at school, involving school work and during all school-related activities, or as otherwise described in the Authority and Jurisdiction section above.

### ***Level I Offenses:***

1. Academic dishonesty (cheating or copying the work of another).
2. Being in an unauthorized area of school property.
3. Causing an individual to act through the use of threat or coercion.
4. Cheating or copying the work of another.
5. Computer system violations.
6. Directing profanity, vulgar language, or obscene gestures toward another student or school employee.
7. Discharging a fire extinguisher without valid cause.
8. Disobeying conduct rules regarding school transportation.
9. Disrespect of school staff or persons in authority.
10. Engaging in any conduct gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
11. Engaging in disruptive actions or demonstrations that substantially disrupt or materially interfere with school activities.
12. Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
13. Failing to comply with directives given by school personnel (insubordination).
14. Failing to report known hazing, harassment, or bullying of students.
15. Falsifying records, passes, or other school-related documents.
16. Gambling.
17. Inappropriate or indecent exposure of a student's private body parts.
18. Inappropriate public displays of affection (public displays of affection deemed inappropriate by public standards such as lewd or inappropriate kissing, touching, fondling, etc.).
19. Making false accusations or hoaxes regarding school safety.
20. Possessing aerosol canisters or any other object used to set off fire alarms.
21. Possessing pornographic material.
22. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
23. Possession of telecommunications or other electronic devices, including displaying, turning on, or using a

- telecommunications device (including a cellular telephone or other electronic device) while on school property during the school day.
24. Recording the voice or image of another without the prior consent of the individual(s) being recorded or in any way that disrupts the educational environment or invades the privacy of others.
  25. Refusing to accept discipline management techniques assigned by a teacher or Principal.
  26. Repeated tardiness.
  27. Repeatedly violating communicated campus or classroom standards of conduct.
  28. Throwing objects that can cause bodily injury or property damage.
  29. Violating dress standards as communicated in the Student Handbook.

*Disciplinary Consequences* (may not necessarily be followed in order and progressive disciplinary measures are not required)

1. After school detention.
2. Application of one or more Discipline Management Techniques listed in the Code.
3. Behavioral contracts or individually developed behavior management plans.
4. Confiscation of cell phones or other electronic devices.
5. Grade reductions for academic dishonesty.
6. In-school suspension.
7. Out-of-school suspension.
8. Removal from the classroom and/or placement in another classroom.
9. Restitution/restoration, if applicable.
10. Saturday school.
11. School-assessed and school-administered probation.
12. Temporary confiscation of items that disrupt the educational process.
13. Verbal correction.
14. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

## ***Level II Offenses:***

1. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public-school fraternity, sorority, gang, or secret society or organization
2. Discriminatory, derogatory language or hate speech including racial slurs based on race/ethnicity, religion, gender, national origin, disability, age, sexual orientation or any other identities prohibited by law.
3. Bypassing of Internet blocks on school computers or networks to enter unapproved sites.
4. Committing extortion, coercion, or blackmail (obtaining money or an object of value from an unwilling person).
5. Damaging or vandalizing property owned by others, including but not limited to school property or facilities, property of IPS employees, or property of other students.
6. Defacing or damaging IPS property—including textbooks, lockers, furniture, and other equipment—or property of any other person, with graffiti or by any other means.
7. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another person, including an IPS student, employee, or volunteer.
8. Failure to comply with conditions of after-school detention and/or in-school suspension placement.
9. False accusation of conduct that would constitute a misdemeanor or felony.
10. Fighting or arranging a fight. School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. Students who involve themselves in fighting or arranging a fight will, at a minimum, be suspended for the remainder of the day.
11. Forgery of school documents at school or otherwise.
12. Gambling
13. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be

- elevated or addressed as a Level III Offense).
14. Participating in “hazing”.
15. Interference with school activities or discipline.
16. Leaving the classroom, school property, or school-sponsored events without permission.
17. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any format.
18. Possessing or selling look-alike drugs or attempting to pass items off as drugs or contraband.
19. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
20. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or at a school-related or school-sanctioned activity on or off school property. (See glossary.)
21. Possessing, using, giving, or selling paraphernalia related to any prohibited substance (illegal, prescription, and over-the-counter drug). (See glossary for “paraphernalia.”)
22. Possession of stolen property.
23. Refusing to allow or comply with a lawful student search
24. Sexual harassment or sexual abuse that is not defined as a Level III offense.
25. Theft.
26. Threatening or bullying a student, employee, or volunteer of IPS, whether on or off school property. If the conduct causes a substantial disruption of the educational environment it may be elevated to a Level III Offense depending on circumstances as determined by IPS.
27. Trespassing on IDEA Property
28. Unruly, disruptive, or disruptive behavior that interferes with the teacher’s ability to communicate effectively with students in the classroom.
29. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
30. Violating the IPS medication policy.
31. Willful destruction of IDEA or personal property and/or vandalism.
32. Any repetitive Level I Offenses – i.e., two or more Level I offenses within a semester, whether the same or any combination.

*Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)*

1. Any applicable Level I Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences as deemed appropriate by IPS.
2. In-school or Out-of-school suspension for up to five days.

### **Level III Offenses:**

1. Abusing over-the-counter drugs.
2. Abusing a student’s own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug while on school property or at a school-related event.
3. Aggravated assault.
4. Aggravated kidnapping.
5. Aggravated robbery.
6. Aggravated sexual assault
7. Arson.
8. Burglary of a motor vehicle on campus.
9. Capital murder.
10. Commission of a felony offense.
11. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-

related activity on or off school property:

- a. Engaging in conduct punishable as a felony.
  - b. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense.
  - c. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
  - d. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.
12. Conduct endangering the health and safety of others.
13. Creating or participating in the creation of a "hit list."
14. Criminal attempt to commit murder or capital murder.
15. Criminal mischief.
16. Criminally negligent homicide.
17. Deliberate destruction or tampering with school computer data or networks.
18. Engaging in "bullying" and/or cyberbullying.
19. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
20. Engaging in conduct including the elements of assault.
21. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a threat of terrorism or threat of violence involving a public school.
22. Engaging in conduct including the elements of child abuse, sex trafficking, and other maltreatment of children
23. Engaging in conduct punishable as a felony.
24. Engaging in conduct punishable as a Level III offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
25. Engaging in conduct relating to harassment of an IDEA employee, including but not limited to:
  - a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
  - b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the employee's family or household, or the employee's property;
  - c. Conveying, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the scholar to be false, that another person has suffered death or serious bodily injury; or
  - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
26. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
27. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, gender, disability, or age and directed toward another IPS student, employee, or volunteer.
28. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including an IPS student, employee, or volunteer.
29. Engaging in conduct that contains the elements of retaliation against any IPS employee or volunteer, whether on or off of school property.
30. Engaging in inappropriate or indecent exposure of private body parts.
31. Engaging in the electronic transmission of sexually explicit visual material that:
  - a. Depicts any person engaging in sexual conduct; or
  - b. Depicts a person's intimate parts exposed; or
  - c. Depicts the covered genitals of a male person that are in a discernibly turgid state; and

- d. Is not sent at the request of or with the express consent of the recipient.
32. Engaging in online impersonation.
33. Failure to complete two or more schedule in-school suspensions without a confirmed excuse.
34. Felony criminal mischief against school property, another student, or school staff.
35. Gang activity (violent or likely to cause harm to another or disrupt the educational environment in any way).
36. Hazing
37. Inappropriate sexual conduct.
38. Inciting violence against a student through group bullying.
39. Indecency with a child.
40. Possessing, accessing, distributing, or making available for viewing any visual material that visually depicts a child younger than 18 years of age who is engaging in sexual conduct.
41. Inhalant abuse.
42. Issuing a false fire alarm.
43. Manslaughter.
44. Murder.
45. Persistent Level I offenses (four or more Level I offenses committed in any one school year).
46. Persistent Level II offenses (two or more Level II offenses committed in any one school year).
47. Possessing or selling look-alike drugs, or attempting to pass items off as drugs or contraband.
48. Possessing or selling seeds or pieces of marijuana in less than a usable amount.
49. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or at a school-related or school-sanctioned activity on or off school property.
50. Possessing, using, giving, or selling paraphernalia related to any prohibited substance (illegal, prescription, and over-the-counter drug).
51. Possessing, selling, distributing, abusing, or being under the influence of alcohol.
52. Possessing, selling, distributing, or being under the influence of inhalants.
53. Possessing, selling, distributing, or being under the influence of a simulated controlled substance.
54. Possessing, smoking, or using tobacco products and/or e-cigarettes at school or at a school-related or school-sanctioned activity on or off school property.
55. Possession or use of Prohibited Items, including but not limited to:
  - a. A “look-alike” weapon (includes but is not limited to BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon);
  - b. A laser pointer for other than an approved use;
  - c. A pocketknife or any other small knife with a blade less than 1.5” in length;
  - d. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
  - e. A stun gun;
  - f. Ammunition;
  - g. An air gun or BB gun;
  - h. Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
  - i. Mace or pepper spray;
  - j. Matches or a lighter;
  - k. Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device or accessory to a vapor product; or
  - l. Any articles not generally considered to be weapons, including school supplies, when the Principal or designee determines that a danger exists.
56. Possessing tobacco-related paraphernalia, lighters, matches, tobacco-less cigarettes, and/or vapor products or accessories.
57. Possession, use, transfer or exhibition of any firearm, handgun, improvised explosive device, location-restricted knife, club, or any other prohibited weapon or harmful object, as determined by IDEA.
58. Public lewdness.
59. Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
60. Required registration as a sex offender.

61. Selling, giving, or delivering to another person or possessing, using, abusing, or being under the influence of marijuana, a cannabidiol (CBD) substance, a controlled substance, a dangerous drug, or alcoholic beverage.
62. Sending or distributing sexually suggestive, nude, or partially nude photographs and/or sexually explicit message via text message, social media applications, or other methods of electronic delivery while at school, or while away from school if the conduct creates a substantial disruption to the school environment.
63. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
64. Setting or attempting to set fire on school property.
65. Sexual abuse of a young child or children.
66. Sexual assault.
67. Stealing from students, staff, or IPS.
68. Targeting another individual for bodily injury or harm, taking any action for the purpose of inflicting bodily harm on another, or taking any reckless (but not accidental) action from which bodily harm could result to another.
69. Use, exhibition, or possession of any knife with a blade more than 1.5" in length, including but not limited to switchblade or assisted-open knives or any other knife not defined as a location-restricted knife.
70. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk, stiletto, or poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board policy.
71. Violating IDEA's computer use policies, rules, or agreements, including but not limited to the Student Acceptable Use Policy, and including conduct involving but not limited to:
  - a. Attempting to access or circumvent passwords or other security-related information of IDEA or its students or employees, and uploading or creating computer viruses, including such conduct off school property if the conduct causes a substantial disruption to the educational environment.
  - b. Attempting to alter, destroy, or disable IDEA computer equipment, IDEA data, the data of others, or other networks connected to the IDEA system, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
  - c. Using the Internet or other electronic communications to threaten IDEA students, employees, or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
  - d. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
  - e. Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
72. Violating the terms and conditions of a student behavior contract.
73. Any discretionary or mandatory expulsion violation under Florida Law.

*Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)*

1. Any applicable Level I or Level II Disciplinary Consequence.
2. In-school or out of school suspension for five to ten days.
3. Expulsion. An IDEA principal can, and in some cases, must, recommend to the school district superintendent that a student be expelled.

## Student Code of Conduct Consequences

***Detention***

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted.

***After School Detention***

The following rules apply to students assigned to after school detention:

1. Students will bring materials to complete. Classroom materials may also be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
5. Any student assigned to detention must stay the entire time. Students refusing to complete their time will be suspended from school.

***Suspension***

IPS utilizes two kinds of suspension: in-school suspension and out-of-school suspension.

***In School Suspension***

The following rules and regulations apply to all students assigned to in school suspension (“ISS”):

1. Students must report to the Principal’s Office at 7:45 a.m. ISS will be run from 7:45 a.m. until dismissal time.
2. Students will bring materials to complete, including an ISS assignment with their teachers’ names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the ISS room.
5. No disruptive behavior will be allowed.
6. Unexcused absences from suspension will be referred to the principal.
7. Sleeping is prohibited.
8. Students must abide by the IPS policies and behavioral standards during their suspension period.
9. A student who misses a scheduled ISS session without a confirmed excuse will be assigned one day out of school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the principal for further action, which may include up to three days of out-of-school suspension or any other Level I consequence.

***Out-of-School Suspension***

The Principal will give notice of suspension and the reasons for the suspension to the student. In deciding whether to order out-of-school suspension, the administrator may take into consideration factors including self-defense, prior discipline history, intent or lack of intent, the academic value of in-school-suspension and other appropriate or mitigating factors determined by the administrator.

***Removal from School Transportation***

A student being transported by IPS transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating IDEA’s established standards for conduct in a school vehicle.

**Conferences, Hearings, and Appeals**



All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and IPS policy.

***Process for Suspensions***

In addition to the above list of Code of Conduct violations, the principal has authority to suspend a student for a period of up to ten school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

***Prerequisites to Suspension***

Prior to suspending a student, the principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

***Notification to Parents/Guardians***

If the principal or designee determines the student's conduct warrants suspension during the school day, the principal or designee will make reasonable effort to notify the student's parent(s) that the student has been suspended before the student is sent home. The principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the principal.

***Credit During Suspension***

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

***Process for Out-of-School Suspensions Over Five Days (extended suspension)******Notice***

When the principal or designee determines that a student's conduct warrants expulsion, the Principal will provide the School District Superintendent and parents with a recommendation for expulsion as required by Florida law. The School district will provide notice of further proceedings to the parents:

***No Credit Earned***

Except when required by law, students will not earn academic credit during a period of expulsion.

***Emergency Placement***

If the principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of IPS or a school-sponsored activity, the principal or designee may order immediate removal of the student. The principal or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Notwithstanding any provision of law prohibiting the disclosure of the identity of a minor, whenever any student who is attending a public school is adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation of:

1. Chapter 782, relating to homicide;



2. Chapter 784, relating to assault, battery, and culpable negligence;
3. Chapter 787, relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
4. Chapter 794, relating to sexual battery;
5. Chapter 800, relating to lewdness and indecent exposure;
6. Chapter 827, relating to abuse of children;
7. Section 812.13, relating to robbery;
8. Section 812.131, relating to robbery by sudden snatching;
9. Section 812.133, relating to carjacking; or
10. Section 812.135, relating to home-invasion robbery,

and, before or at the time of such adjudication, withholding of adjudication, or plea, the offender was attending a school attended by the victim or a sibling of the victim of the offense, the Department of Juvenile Justice shall notify the appropriate district school board of the adjudication or plea, the requirements in this paragraph, and whether the offender is prohibited from attending that school or riding on a school bus whenever the victim or a sibling of the victim is attending the same school or riding on the same school bus, except as provided pursuant to a written disposition order under s. 985.455(2). Upon receipt of such notice, the district school board shall take appropriate action to effectuate the provisions in paragraph (b).

### Mandatory Expulsion- zero tolerance offenses

Florida law requires expulsion of students for the following offenses:

Zero-tolerance policies must require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system.

(a) Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.(

b) Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.

Notwithstanding any other provision of law, each charter school shall recommend expulsion, and each district school board shall adopt rules providing that any student found to have committed any offense in s. 784.081(1), (2), or (3) shall be expelled or placed in an alternative school setting or other program, as appropriate. Upon being charged with the offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

784.081 provides Assault or battery on specified officials or employees; reclassification of offenses.—

(1) For purposes of this section, the term "sports official" means any person who serves as a referee, an umpire, or a linesman, and any person who serves in a similar capacity as a sports official who may be known by another title, which sports official is duly registered by or is a member of a local, state, regional, or national organization that is engaged in part in providing education and training to sports officials.

(2) Whenever a person is charged with committing an assault or aggravated assault or a battery or aggravated battery upon any elected official or employee of: a school district; a private school; the Florida School for the Deaf and the Blind; a university lab school; a state university or any other entity of the state system of public education, as defined in s. 1000.04; a sports official; an employee or protective investigator of the Department of Children and Family Services; an employee of a lead community-based provider and its direct service contract providers; or an employee of the Department of Health or its direct service contract providers, when the person committing the offense knows or has reason to know the identity or position or employment of the victim, the offense for which the person is charged shall be reclassified as follows:

(a) In the case of aggravated battery, from a felony of the second degree to a felony of the first degree.

(b) In the case of aggravated assault, from a felony of the third degree to a felony of the second degree.

(c) In the case of battery, from a misdemeanor of the first degree to a felony of the third degree.

(d) In the case of assault, from a misdemeanor of the second degree to a misdemeanor of the first degree.

(3) An assault, aggravated assault, battery, or aggravated battery upon a sports official shall be reclassified pursuant to subsection (2) only if such offense is committed upon the sports official when he or she is actively participating as a sports official in an athletic contest or immediately following such athletic contest.

#### **Mandatory Reporting of “Threats of Terrorism” or “Threats of Violence”**

The principal or designee shall thoroughly investigate any and all threats of terrorism or threats of violence that have been reported, with such investigation including an interview with the person reporting the threat, the person allegedly making the threat, and all witnesses. If the investigation supports that a threat is credible and imminent, it shall be immediately reported to the appropriate local law enforcement agency.

If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to “mental health services” pursuant to 1012.584(4).

#### **Placement of Students with Disabilities**

All disciplinary actions regarding students with disabilities (504 or special education under IDEA) shall be conducted in accordance with applicable federal and state laws.

#### **Suspension/Expulsion Requirement**

A student with a disability shall not be removed from his or her current placement for disciplinary reasons for more than ten days without ARD Committee action to determine appropriate services in the interim and otherwise in accordance with applicable federal and state law. If a special education due process appeal is filed, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to IPS, unless IPS and the student’s parents agree otherwise.

#### **Gun-Free Schools Act**

In accordance with the Gun-Free Schools Act, the district 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. The Principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student’s expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, “firearm” means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;

2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

## Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

**Abuse** is improper or excessive use.

**Armor-piercing ammunition** is handgun ammunition used principally in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

**Arson** is to intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.

**Assault** is an intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent.

**Bullying**, which includes cyberbullying, means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve:

1. Teasing;
2. Social exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Physical violence;
7. Theft;
8. Sexual, religious, or racial harassment;
9. Public or private humiliation; or
10. Destruction of property.

"Cyberbullying" means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

**Chemical dispensing device** is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

**Club** is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nighstick, mace, and tomahawk.

**Controlled substances or dangerous drugs**

Mind-altering or mood-altering drugs, including but not limited to marijuana, cocaine, heroin, various pills, etc. Possession, use, sale, and/or distribution of controlled substances will result in corrective strategies at school and may lead to arrest and criminal penalties.

\* Chapter 893, Florida Statutes (Drug Abuse Prevention and Control) provides a more extensive list of controlled substances.

**Criminal street gang** means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Dating violence** means violence between individuals who have or have had a continuing and significant relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on the consideration of the following factors:

1. A dating relationship must have existed within the past 6 months;
2. The nature of the relationship must have been characterized by the expectation of affection or sexual involvement between the parties; and
3. The frequency and type of interaction between the persons involved in the relationship must have included that the persons have been involved over time and on a continuous basis during the course of the relationship.

The term does not include violence in a casual acquaintanceship or violence between individuals who only have engaged in ordinary fraternization in a business or social context.

**Deadly conduct** occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, and includes but is not limited to knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Discretionary** means that something is left to or regulated by a local decision maker.

**E-Cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

**Destructive Device** is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or

expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; any device declared a destructive device by the Bureau of Alcohol, Tobacco, and Firearms; any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of any explosive and which has a barrel with a bore of one-half inch or more in diameter; and ammunition for such destructive devices, but not including shotgun shells or any other ammunition designed for use in a firearm other than a destructive device.

**False Alarm or Report** is any action that causes people to believe that the school is under a serious threat, including but not limited to explosives and weapons of mass destruction.

Sections 790.162 and 790.163, F.S. (Weapons and Firearms), further define the making of a false threat or report.

Making a false report requires mandatory expulsion not less than one year and may lead to arrest and criminal penalties.

**Firearm silencer** means any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Harassment** is: any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
- or
3. Has the effect of substantially disrupting the orderly operation of a school.

**Hazing** is any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of physical nature, such as whipping, beating, or exposure to elements.

**Hit list** is a list of people targeted to be harmed, using physical force of any kind or a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**Indecent Exposure** means exposing any portion of one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

**Intimate Visual Material** means visual material that depicts a person (a) with the person's intimate parts exposed, or (b) engaged in sexual conduct.

**Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Machine gun** is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Online Impersonation** occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

**Possession** means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

**Prohibited Weapon** means an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device; a zip gun; or a tire deflation device.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

**Reasonable belief** is a determination made by the superintendent or designee using all available information

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

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

**Switchblade Knife** is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

**"Threat of Terrorism"** means means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in

sustained fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.

**“Threat of Violence”** means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any intent to kill, maim, or cause great bodily harm to a student, teacher, principal, or school employee on school property or at any school function.

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

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

## INFORMATION FOR PARENTS AND IMPORTANT NOTICES

### Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain school requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participating in extracurricular activities; and
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by IDEA. IDEA will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

### Student or Parent Complaints and Concerns

IDEA values the opinions of its students and parents, and the public it serves. Parents and students have the right to express their views through appropriate informal and formal processes. The purpose of this grievance policy is to resolve conflicts in an efficient, expeditious, and just manner.

The Board of Directors encourages parents to discuss their concerns and complaints through informal meetings with the principal. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board of Directors nor any IDEA employee shall unlawfully retaliate against a parent or student for voicing a concern or complaint.

The Superintendent or designee shall ensure that IDEA's complaint and grievance procedures are provided to all parents and students. The complaint procedure will provide for any complaint or grievance to ultimately be considered or heard by the Board of Directors in accordance with Commissioner of Education rules.

For purposes of this policy, "days" shall mean calendar days and announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

***Informal Conferences***

A parent or student may request an informal conference with the principal, teacher, or other campus administrator within seven school days of the time the parent or student knew or should have known of the event(s) giving rise to the complaint. If the person is not satisfied with the results of the informal conference, he or she may submit a written grievance form to the principal. Grievance forms may be obtained from the principal's office.

***Formal Grievance Process***

The formal grievance process provides all persons with an opportunity to be heard up to the Board of Directors if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, a person can bring concerns or complaints to the Board of Directors, as outlined below.

A grievance must specify the harm alleged by the parent and/or student, and the remedy sought. A parent or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at the school's discretion. All time limits shall be strictly complied with; however, if an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the parent or student in writing of the need to extend the response time and provide a specific date by which the response will be issued. Costs of any grievance shall be paid by the grievant.

***Level One – Principal Review***

A parent or student shall submit a written Level One Grievance Form to the principal or designee within the later of (1) seven days from the time the event(s) causing the complaint were or should have been known, or (2) within five days following an informal conference with the principal. IDEA reserves the right to require the grievant to begin the grievance process at Level Two.

The principal or designee will meet with the complaining parent or student within seven days of receipt of the complaint. Following the conference, the principal or designee shall have seven days to respond in writing.

**Note:** A complaint against the Superintendent shall begin at Level Three.

***Level Two – Superintendent Review***

If the student or parent is not satisfied with the Level One decision, or if no decision is provided, the student or parent may appeal the Level One decision to the Superintendent or designee by filing written notice on a form provided by the school. The request must be filed within seven days of the Level One decision or the response deadline if no decision is made. The appeal must include a signed statement of the complaint, any evidence supporting the complaint, and a copy of the written complaint to the principal and a copy of the Level One Decision, if issued. The appeal shall not include any new issues or complaints unrelated to the original complaint. The Superintendent or designee will hold a conference within seven days of receiving the appeal, and issue a written decision within seven days following the conference.

***Level Three***



If the student or parent is not satisfied with the Level Two decision, or if no timely decision is provided, the student or parent may submit to the Superintendent or designee in writing a request for a hearing before the IDEA Public Schools Florida Board of Directors. The request must be filed within seven days of the Level Three decision or the response deadline if no decision is made. The student or parent shall be informed of the date, time, and place of the hearing.

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

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

If the complaint involves concerns or charges regarding a student or IDEA employee, it shall be heard by the Superintendent in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

***Additional Complaint Procedures***

This parent and student complaint process does not apply to all complaints:

1. Complaints alleging Prohibited Conduct (discrimination, harassment, retaliation, and similar matters) shall be submitted as described in “Freedom from Discrimination, Harassment, and Retaliation” in this Handbook.
2. Formal complaints alleging sexual harassment shall be submitted as described in “Freedom from Sexual Harassment” in this Handbook.
3. Complaints concerning bullying or retaliation related to bullying shall be submitted as described in “Freedom from Bullying” in this Handbook.
4. Complaints concerning the identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted as described in “Student or Parent Complaints and Concerns” above, except that the deadline for filing an initial Level One grievance shall be 30 calendar days and the procedural safeguards handbook.
5. Complaints concerning the identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with applicable Board policy and the procedural safeguards provided to parents of all students referred to exceptional student education.
6. Complaints regarding the Free and Reduced-Price Meal Program. In accordance with federal law and U.S. Department of Agriculture policy, the school is prohibited from discriminating on the basis of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, which is available online at the following website: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter by mail to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov). Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

**Notice of Rights Under the Protection of Pupil Rights Amendment (PPRA)**

The Protection of Pupil Rights Amendment (“PPRA”) requires that students may not be required to participate in certain surveys, analyses, or evaluations – funded in whole or in part by the U.S. Department of Education – that concern:

1. Critical appraisals of individuals with whom the student has close family relationship;
2. Illegal, antisocial, self-incriminating or demeaning behavior;
3. Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.
4. Mental or psychological problems of the student or the student’s family;
5. Political affiliations or beliefs of the student or the student’s parent(s);
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Sexual behavior or attitudes.

Parents may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation.

The PPRA also gives parents the right to receive notice of and deny permission for their student’s participation in:

1. Any survey concerning the private information listed above, regardless of funding;
2. School activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. A non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam of screening permitted or required under state law.)

### **Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education record within 45 days after the day IDEA receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit to the Principal a written request that identifies the records they wish to inspect. The Principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask IDEA to amend their child’s or their education record should write the Principal, clearly identify the part of the record they want changed, and specify why it should be changed. If IDEA decides not to amend the record as requested by the parent or eligible student, IDEA will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before IDEA discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A “school official” is:
  - A person employed by IDEA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel);
  - A person serving on the Board of Directors;

- A volunteer, contractor, or consultant who, while not employed by IDEA, performs an institutional service or function for which IDEA would otherwise use its own employees and who is under the direct control of IDEA with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist;
- A parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or
- A parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, IDEA discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by IDEA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

### Directory Information Notice

FERPA, a federal law, requires that IDEA, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, IDEA may disclose appropriately designated "directory information" without written consent, unless you have advised IDEA to the contrary in accordance with IDEA's procedures.

IDEA has designated three forms of directory information: (1) disclosure for school-related purposes; (2) disclosure to military or college recruiters; and (3) limited disclosure to law enforcement authorities.

### Directory Information for School-Related Purposes

IDEA has designated the following categories of information as directory information for the purpose of disclosure for school-related purposes:

- Student name;
- Date and place of birth;
- Major field of study;
- Degrees, honors, and awards received;
- Dates of attendance;
- Grade level;
- Most recent educational institution attended;

- Participation in officially recognized activities and sports;
- Photographs (including video images) and
- Weight and height of members of athletic teams.

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

- Extracurricular programs or events (e.g., playbills or programs for events such as school plays, concerts, athletic events, graduation ceremony, etc.).
- Publications (e.g., printing student names and pictures in newsletters and yearbook, etc.), including sharing directory information with companies who have a contractual relationship with IDEA, such as companies that manufacture class rings or publish yearbooks.
- Honor roll and other student recognition lists.
- Sharing directory information with companies who have a contractual relationship with IDEA and who perform services on IDEA's behalf.
- Marketing materials of IDEA (e.g., using directory information for print media, website or social media accounts operated by IDEA, videos, newspaper articles, etc.).

#### Directory Information Supplied to Military and College Recruiters (Secondary Students Only)

Two federal laws require IDEA to provide military recruiters or an institution of higher education, upon request, with access to the name, address, and telephone listing of each secondary student served by IDEA, unless parents have advised IDEA that they do not want their student's information disclosed without their prior written consent.

#### Directory Information Supplied to Law Enforcement Officials and Authorities

IDEA has designated the following categories of information as directory information for purposes of responding to requests for general student information made by law enforcement officials and authorities:

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

#### Guidelines for Release of Directory Information

IDEA shall not release directory information except for the purposes indicated above, namely, disclosure relating to school-related purposes; for the purpose of disclosure to military recruiters and institutions of higher education for secondary students; and for the purposes of disclosure upon request by law enforcement officials and authorities.

A PARENT OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR ANY OR ALL OF THESE DESIGNATED PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 DAYS AFTER RECEIVING THIS "NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

#### Disclosure of PII without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires IDEA to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

IDEA may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution IDEA has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom IDEA has outsourced institutional services or functions, provided that the conditions listed in the FERPA regulations are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of the FERPA regulations.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Florida Department of Education. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to the FERPA regulations.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met.
- To appropriate officials in connection with a health or safety emergency, subject to the FERPA regulations.
- Information IDEA has designated as "directory information" if applicable requirements under the FERPA regulations are met.
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement.
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.

## STUDENT ACCEPTABLE USE POLICY

The purpose of this document is to set forth the policies governing the use of all IDEA technology resources by students while on or near school property, in school vehicles, and at school-sponsored activities on- or off-campus, as well as the use of all IDEA technology resources via off-campus remote access.

IDEA reserves the right to modify the terms and conditions of this policy at any time.

### ***Introduction***

IDEA is pleased to offer students access to school computers, communications systems,<sup>1</sup> the Internet and a wide array of other technology resources to promote educational excellence and enhance the classroom experience. Technology can expand a student's access to educational materials, prepare students by providing workforce skills and college readiness, and lead to personal growth. IDEA recognizes, however, that access to technology must be given with clear guidelines, expectations, and supervision to protect students. This policy is designed to make parents, teachers, and administrators partners to teach students how to be responsible users of technology.

IDEA will educate all students about appropriate online behavior, including interacting with others when using electronic mail, while on social networking websites and/or chat rooms, and cyberbullying awareness and response.

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

This policy shall be used in conjunction with the Student Code of Conduct.

### ***Using the Internet and Communications Systems***

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

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

---

<sup>1</sup> "Communication Systems" include educational-related communications between and among IDEA and students by email, web sites, cell phones, pagers, text messaging, instant messaging, blogging, podcasting, listservs, and/or other emerging technologies.

IDEA may allow students to bring personal technology devices (i.e., tablets, e-readers, smartphones) for use during the school day for authorized curricular purposes. Students that use personal technology devices will be required to comply with all aspects of the Student Acceptable Use Policy and/or Student Code of Conduct in the use of such devices at school. A student's personal technology device may be subject to search by campus administrators in connection with determining if a student has committed a violation of this policy and/or the Student Code of Conduct.

IDEA remains committed to integrating technology to enhance its curriculum for students, which it believes increases students' educational experience for them and allows for better preparation for job skills and college success. Access to the Internet enables students to use extensive online libraries, databases, and websites selected by IDEA for use in instruction.

Although IDEA strives to ensure that any Internet access avoids any inappropriate material, students and their families should be aware that some material accessible on the Internet may contain information that is inaccurate, profane, sexually oriented, defamatory and potentially offensive to some. IDEA does not condone any student accessing, or attempting to access, such material, and it remains deeply committed to safe Internet use. IDEA takes steps to minimize students' opportunities to do so, including the implementation of technology prevention measures, such as extensive content-filtering software, to restrict access to inappropriate content such as those that are illegal, obscene, or harmful to minors. This software is not fail-safe, however, and while at school IDEA strives to ensure that students' Internet use is supervised, it is possible that the software may miss some content, or students may find a way around the software to access inappropriate material. For this reason, this policy is strictly enforced, and students who misuse any IDEA technology outside its intended purpose, including the use of IDEA-recommended websites for purposes outside the educational intent, will be in violation of this policy, which may lead to disciplinary consequences for the student.

With this in mind, IDEA still believes that the benefits of allowing student access to the Internet to enhance the educational experience outweighs any potential harm to students.

#### ***Proper and Acceptable Use of All Technology Resources***

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

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

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

Activities that are permitted and encouraged include the following:



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

Activities that are barred and subject to potential disciplinary action and loss of privileges, whether on an IDEA-provided or personal electronic device, include the following:

- Using IDEA or personal technology during the administration of state standardized testing, End of Course, and or final examinations unless expressly allowed to do so by a teacher;
- Using technology for plagiarism or otherwise representing the work of others as the student's own;
- Presenting any copyrighted, registered, or trademarked work as that of the student;
- Using obscene or profane language on any IDEA technology resource, to include posting such language on any website or software used by IDEA;
- Engaging in abusive, harassing, insulting, ostracizing, intimidating, or any other online conduct which could be considered bullying and/or damaging to another's reputation while using any IDEA technology resource, to include the use of any website or software used by IDEA;
- Using any IDEA technology resource to take, disseminate, transfer, or share obscene, sexually oriented, lewd, or otherwise illegal images or other content;
- Searching, viewing, communicating, publishing, downloading, storing, or retrieving any inappropriate or offensive material, including but not limited to obscene, profane, vulgar, or pornographic materials, or any material that is not related to the permitted activities set forth above;
- Using a website or software program implemented by IDEA in a manner outside the scope of the use specified by the classroom teacher, coach, or administrator;
- Engaging in any conduct that damages or modifies, or is intended to damage or modify, any IDEA equipment, network, stored computer file, or software, to include any conduct that results in a person's time to take any corrective action;
- Intentional or neglectful transmission or direct placement of computer viruses or other unauthorized programs onto IDEA equipment, networks, stored computer files, or software;
- Attempting unauthorized access, or "hacking," of IDEA computers or networks, or any attempts to bypass Internet content-filtering software used by IDEA;
- Using USB, bootable CDs, or other devices to alter the function of any IDEA technology equipment, network or software;
- Sharing online any personal information of another student or staff member, including name, home address, or phone number;
- Using any IDEA technology for games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes, or fundraising activities without prior approval by a classroom teacher or administrator;
- Participating in online chat rooms or using instant and/or text messaging without prior approval by a classroom teacher, coach, or administrator;
- Using any IDEA technology resources for any commercial and/or for-profit purpose, to include personal financial gain or fraud;
- Refusing to submit to a search of a personal electronic device in accordance with the Student Acceptable Use policy and Student Code of Conduct;
- Using any IDEA technology resource to engage in any activity that violates any IDEA Board Policy, the Student Code of Conduct, campus rule, local, state, and/or federal law.

Students shall immediately report any violations of this policy to a classroom teacher or administrator. If any student or parent has any question about whether any activity may be a violation of this policy, they should ask a classroom teacher or the Principal.



## ***Inappropriate Use of Technology Resources***

Activities that are barred and subject to potential disciplinary action and loss of privileges, whether on an IDEA-provided or personal electronic device, include the following:

- Attempting unauthorized access, or “hacking,” of IDEA computers or networks, or any attempts to bypass Internet content-filtering software used by IDEA.
- Causing congestion on the network or interfering with the work of others, e.g., chain letters, jokes, or pictures to lists or individuals.
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the student is not an intended recipient or logging into a server or account that the student is not expressly authorized to access. For purposes of the section, “disruption” includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, forged routing information for malicious purpose, and any other form of network monitoring designed to intercept data not intended for the student’s host.
- Engaging in abusive, harassing, insulting, ostracizing, intimidating, or any other online conduct which could be considered bullying and/or damaging to another’s reputation while using any IDEA technology resource, to include the use of any website or software used by IDEA.
- Engaging in any conduct potentially constituting “cyberbullying,” which means bullying done through the use of any electronic communication device, including 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. Examples of cyberbullying include, but are not limited to:
  - Creating a social networking site or web page that masquerades as another person’s personal site and using it to embarrass the other person.
  - Making it appear that a person is posting malicious comments about friend to isolate the person from his or her friends.
  - Posting a person’s personally identifiable information on a site to put the person at greater risk of contact by predators or strangers.
  - Posting abusive comments on someone’s social networking site.
  - Recording and distributing media with the intent to manipulate or embarrass others.
  - Sending abusive comments while playing interactive games.
  - Sending abusive text messages to cell phones, computers, or Internet-connected game consoles.
  - Sending, posting, or sharing negative, harmful, false, or mean content about someone else.
  - Sending, posting, or sharing statements encouraging another person to commit self-harm.
- Engaging in any conduct that damages or modifies, or is intended to damage or modify, any IDEA equipment, network, stored computer file, or software, to include any conduct that results in a person’s time to take any corrective action.
- Engaging in sexual harassment or using language of a sexual or otherwise objectionable nature (e.g., racist, terroristic, abusive, threatening, demeaning, slanderous) in public or private messages.
- Exporting software, technical information, encryption software or technology in violation of international or regional export control logs.
- Intentional or neglectful transmission or direct placement of computer viruses or other unauthorized programs onto IDEA equipment, networks, stored computer files, or software.
- Interfering with or denying service to any other user and/or the host service (for example, denial of service attack).
- Participating in online chat rooms or using instant and/or text messaging without prior approval by a classroom teacher, coach, or administrator.
- Port scanning or security scanning.
- Presenting any copyrighted, registered, or trademarked work as that of the student.
- Refusing to submit to a search of a personal electronic device in accordance with the Student Acceptable

Use policy and Student Code of Conduct.

- Revealing an account password to others or allowing use of an account(s) by others. This includes family and other household members when work is being done at home.
- Searching, viewing, communicating, publishing, downloading, storing, or retrieving any inappropriate or offensive material, including but not limited to obscene, profane, vulgar, or pornographic materials, or any material that is not related to the permitted activities set forth above.
- Sharing online any personal information of another student or staff member, including name, home address, or phone number.
- Taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting.”
- Tampering with, removing components from, or otherwise deliberately interfering with the operation of IDEA’s computers, networks, printers, user files, or other associate peripherals.
- Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books, or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which IDEA or the end user does not have an active license.
- Using a website or software program implemented by IDEA in a manner outside the scope of the use specified by the classroom teacher, coach, or administrator.
- Using any IDEA technology for games, role-playing multi-user environments, gambling, junk mail, chain mail, jokes, or fundraising activities without prior approval by a classroom teacher or administrator.
- Using any IDEA technology resource to engage in any activity that violates any IDEA Board Policy, the Student Code of Conduct, campus rule, local, state, and/or federal law.
- Using any IDEA technology resource to take, disseminate, transfer, or share obscene, sexually oriented, lewd, or otherwise illegal images or other content.
- Using any IDEA technology resources for any commercial and/or for-profit purpose, to include personal financial gain or fraud.
- Using IDEA or personal technology during the administration of state standardized testing, End of Course, and or final examinations unless expressly allowed to do so by a teacher.
- Using obscene or profane language on any IDEA technology resource, to include posting such language on any website or software used by IDEA.
- Using technology for plagiarism or otherwise representing the work of others as the student’s own.
- Using USB, bootable CDs, or other devices to alter the function of any IDEA technology equipment, network or software.
- Vandalizing, tampering, or accessing without permission the equipment, programs, files, software, system performance, or other technology belonging to Life School or someone other than the student.
- Violating the rights of any person or company protected by copyright, trade secret, patent or other intellectual property or similar laws or regulations, including, but not limited to, any downloading, installation, or distribution of “pirated” or other software products.

Students shall immediately report any violations of this policy to a classroom teacher or administrator. If any student or parent has any question about whether any activity may be a violation of this policy, they should ask a classroom teacher or the Principal.

### ***Personal Electronic Devices***

Personal wireless and mobile devices may be provided filtered access to the Internet as well as access to any web-based student applications (e.g., Discovery Education Streaming, Moodle) that would normally be accessible to students from home. IDEA is not responsible for the loss or theft of any personal electronic devices, or for damage, or unauthorized access to the device nor the data that resides therein. Students and parents assume any and all risks associated with bringing a personal electronic device to a campus or school-related event. In addition:

- All students with personal electronic devices being used for instructional or other school business must use IDEA's wireless network, which is filtered according to federal guidelines for Internet access in public schools.
- If a student uses a personal electronic device in an inappropriate manner, he or she will lose their privilege of bringing a personal device to school. Additional consequences may be imposed based on the Policy and the Student Code of Conduct, as well as any campus-based consequences for violating the usage rules for personal electronic devices.
- Personal electronic communications such as e-mail, instant messaging, chat, blogs, etc., are prohibited at school unless the teacher and/or administrator has approved the use of an application for educational purposes.
- Personal electronic devices are never to be plugged into the wired network (i.e., computers, wall jacks, other school equipment, etc.).
- School officials may power on and search a student's device if there is a reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation and if a student and parent have signed a form authorizing the student to possess the device at school.
- Sound on personal wireless and mobile devices must be turned off when it is being used as part of a class.
- Student selection of appropriate, tasteful screensavers and wallpaper is expected.
- Teachers will establish standards for personal electronic devices used in their respective classrooms; however, it is IDEA's policy that students are not allowed to access the Internet unless supervised by a teacher or staff member.
- The student must take full responsibility for configuring and maintaining their personal electronic devices. IDEA will not provide technical support for these devices.
- When personal electronic devices are not in the student's possession, the student must secure them. IDEA will not store, nor will it accept responsibility for storing, any student's personal electronic device on school grounds. Personal electronic devices must go home with students daily.

### ***Privacy and Security***

Students are expected to use IDEA technology resources responsibly and in a safe and secure manner, regardless of whether such technology is accessed using an IDEA-issued or personal electronic device. Students shall not share their individual logins, passwords, or access to IDEA technology with others without the prior approval of a classroom teacher or administrator. Students shall sign off or log off all IDEA equipment, software, or Internet sites once they are done with their session in order to protect the integrity of their logins, passwords, or access.

### ***Limitations of Liability***

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

### ***Consequences for Violations of the Policy***

Violation of IDEA's policies and procedures concerning acceptable use of technology resources will result in the same disciplinary actions that would result from similar violations in other areas of school policy, including the Student Code of Conduct. Any or all of the following consequences may be enforced if a student violates the terms of this policy:

- Any disciplinary consequence, including suspension or expulsion, as allowed under the Student Code of Conduct and deemed appropriate by IDEA.
- Denial, revocation, or suspension of a user's access to IDEA's technology resources, with or without cause or notice.
- Referral to law enforcement authorities.
- Termination of a system user account.

Violations of law may also result in referral to law enforcement authorities, as well as disciplinary action by IDEA. IDEA will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the school's computer systems and networks.

## REQUIRED FORMS

*Remainder of Page Intentionally Left Blank*

# FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

## Directory Information Opt Out Form

“Directory Information” means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The law permits IDEA Public Schools to designate certain personal information as “directory information,” which may be released to anyone who follows the procedures for requesting it as proscribed in school policy.

To prohibit IDEA Public Schools from releasing your student’s directory information, you must circle NO adjacent to the appropriate statement(s) below, sign the form, and return it to your student’s school. **Completion of this form is optional. However, if you do not circle NO or return this form, directory information about your student may be released** in accordance with School policy.

If you have more than one student enrolled, you must complete a separate for each student.

**PLEASE CIRCLE YES OR NO**

**For all students:**

YES	NO	I give permission for my student’s directory information to be used for school-related purposes.
YES	NO	I give permission for my student to be videoed, photographed, or interviewed at school by local media or IDEA Public Schools personnel for use in educational purposes.
YES	NO	I give permission for my student’s artwork, projects, photographs, etc. to be used or displayed in any IDEA Public Schools communication devices. Examples include media coverage, printed materials, marketing, and websites.

**For secondary students only:**

YES	NO	I give permission to release my student’s directory information to <b>institutions of higher education</b> .
YES	NO	I give permission to release my student’s directory information to <b>military recruiters</b> .

\_\_\_\_\_  
PRINT Student’s Full Legal Name

\_\_\_\_\_  
Student’s Date of Birth

\_\_\_\_\_  
PRINT Parent/Guardian Full Legal Name  
or Eligible Student Full Legal Name

\_\_\_\_\_  
Parent/Guardian Signature  
or Eligible Student Signature

\_\_\_\_\_  
Date

# IDEA PUBLIC SCHOOLS

## Use of Student Work in School Publications

Occasionally, IDEA Public Schools wishes to display or publish a student's name and photo along with student artwork, photos taken by the student, or other original work on the school's website, a website affiliated or sponsored by the school (such as a classroom website), on social media accounts operated by IDEA Public Schools, and in school publications. IDEA Public Schools agrees to use these student projects in this manner.

**Parents: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student's name), **(do give)** **(do not give)** IDEA Public Schools permission to use my child's artwork, photos, or other original work in the manner described above.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**IDEA PUBLIC SCHOOLS****Acceptable Use Agreement Acknowledgment Form**

I have read and agree to abide by the IDEA Public Schools' Student Acceptable Use Policy. I further understand that any violation of this policy may constitute a criminal offense. Should I commit any violation, my Internet and computer access privileges may be revoked, and disciplinary action and/or appropriate legal action may be taken.

---

Student Name

---

Student Signature

---

Date

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the IDEA Public Schools' Student Acceptable Use Agreement. I understand that this access is designed for educational purposes. IDEA Public Schools has taken precautions to eliminate controversial material. However, I also recognize it is impossible for IDEA Public Schools to restrict access to all controversial materials and I will not hold IDEA Public Schools responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

---

Parent/Guardian

---

Date



## IDEA PUBLIC SCHOOLS

### Electronic Communication Device Commitment Form

Electronic communications at school and at school-related functions are subject to regulation by IDEA Public Schools.

This Electronic Communication Device Commitment Form grants authority and permission to IDEA Public Schools to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

- The possession and use of cellular phones, pagers, PDAs and other electronic communication devices by a student on school property or at school-related events is prohibited unless otherwise approved by principal.
- If a student possesses such devices on school property or while attending school-related events, IDEA Public Schools is authorized and has my full consent to confiscate, power on or off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy or regulation.
- I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and that IDEA Public Schools is not liable for any loss of or damage to confiscated devices.

#### SIGNATURE LINES AND DATES

\_\_\_\_\_  
(Signature of student) Date: \_\_\_\_\_

\_\_\_\_\_  
(Printed name of student)

\_\_\_\_\_  
(Signature of parent/guardian) Date: \_\_\_\_\_

## IDEA PUBLIC SCHOOLS

### Food Allergy Notification Form

Dear Parents,

IDEA Public Schools is required by law to request, at the time of enrollment, that the parent or guardian of each student attending an IDEA Public Schools campus discloses the student's food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for IDEA Public Schools to take necessary precautions for your child's safety.

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food. IDEA Public Schools will contact you for a note from your physician if your child has food allergies. **Your child must have an EpiPen prescribed to help in the event of an emergency.**

Food:	Nature of allergic reaction to the food:

IDEA Public Schools will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school social workers, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act ("FERPA") and Board policy. **IDEA Public Schools will maintain this form as part of your child's student record.**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_ Parent Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date form received by IDEA Public Schools: \_\_\_\_\_

**IDEA PUBLIC SCHOOLS**Photo/Videotape Release Form

Throughout the school year, there may be times when IDEA Public Schools staff, the media, or other organizations (with the approval of the Principal), may take photographs of students, audiotape and/or videotape students, or interview students for school-related stories in a way that would individually identify a specific student. Those photographs, audio recordings, and/or videotaped images or interviews may appear in school publications; in school video productions; on the school website; in school advertisements, fundraising, and/or recruitment materials; in the news media; or in other nonprofit, education-related organizations' publications.

In order to release student photos, video footage, comments and/or post on the school website, we need written permission. To give your consent, please complete the form below.

\_\_\_\_\_ I hereby give permission for IDEA Public Schools to use my child's voice and/or likeness in its publications for the purposes mentioned above. I authorize the use and reproduction by IDEA Public Schools of any and all photographs and/or audio or video recordings taken of my child, without compensation to my child or to me. All photographs and recordings shall be the sole property of IDEA Public Schools. I waive any right to inspect or approve the finished photographs, audio or video recordings, and/or reproduced materials that may be used in conjunction with them. I understand and agree that IDEA Public Schools may use my child's voice and/or likeness in subsequent school years unless I revoke this authorization by notifying the Principal in writing. I further grant unto IDEA Public Schools permission to permit my child to be photographed, audio/videotaped, or interviewed by the news media or other approved organizations for school-related stories or articles. I release IDEA Public Schools and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with the purposes mentioned above.

\_\_\_\_\_ IDEA Public Schools may not use my child's voice and/or likeness in its publications for the purposes mentioned above. I further decline permission for IDEA Public Schools to permit my child to be photographed, audio/videotaped, or interviewed by the news media or other approved organizations for school-related stories or articles.

Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Students 18 years of age or older may sign this release form for themselves \*

Acknowledgement and Approval of Student and Family Handbook  
and Student Code of Conduct

My signature below acknowledges that IDEA Public Schools has made its Student and Family Handbook and Student Code of Conduct available to me; that I have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled in IDEA Public Schools, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby.

Printed Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX

### IDEA Student Dress Code

We dress for success at IDEA! Uniforms help our students to focus on academics, prevent disruption, avoid safety hazards, provide a socially safe, secure, and stable school climate. The appearance of ALL students reflects the high standards and culture of our school. All information you need regarding uniforms and other important back to school information can be found on the IDEA website.

#### Monday, Tuesday, Wednesday, and Thursday Uniform

- Khaki, black or navy bottoms (skirts, skorts, capris, shorts, or pants). Joggers or pants with elastic at the cuffs are not permitted. Skirts and shorts must be knee length. Shorts and pants may not be rolled up.
- IDEA logo polo shirt in designated grade-level color and purchased at a store on the uniform guide. Uniform shirts must be tucked in and sleeves may not be rolled up.
- The only sweaters, jackets, and sweatshirts that may be worn inside the classroom must be the official sweaters, jackets, and sweatshirts sold by one of the vendors listed in the uniform guide. All other sweaters, jackets, and sweatshirts may only be worn outside of the school building during cold weather and stored in their backpacks in class.
- During cool/cold weather, students may wear a long-sleeved black or white shirt under their IDEA logo polo shirt. Undershirts and polo shirts must be tucked in. Any undershirts worn must be black or white.
- Black belts must always be worn. Belts are not required for PK and Kinder.
- Footwear: black athletic shoes, must be closed-toe.

#### Friday Uniform

- Blue jean denim bottom (skirts, skorts, capris, shorts, or pants) with a spirit shirt (IDEA) or college shirt (the name of the college or university must be explicit) may be worn. Blue jean denim bottoms in colors other than blue and/or with holes or tears are not allowed.
- Students may wear their IDEA polo with blue jean denim bottoms. Students may also wear a spirit shirt with their khakis, black or navy bottoms.
- If a student chooses not to wear a spirit or college shirt, they must wear their IDEA logo polo shirt.
- College sweatshirts are allowed, but hoods may not be worn on the head.
- Black belts must always be worn. Belts are not required for PK and Kinder.
- Footwear: Black athletic shoes, must be closed-toe.

#### Head Coverings

- Head coverings that honor religions and/or culture and hats or head coverings necessitated by a medical issue are permitted.
- All types of hand gloves and headgear (beanies, earmuffs, etc.) may be worn outside of school building during cold weather and stored in their backpacks in class.

**IDEA Florida  
Board Action Item  
July 30, 2021**

**Subject:** IDEA Mental Health Assistance Allocation Plan and School Safety Policy

---

**Proposed Board Action:** For Approval

**Executive Summary:** Section 1011.62, Florida Statutes, creates the Mental Health Assistance Allocation (MHAA) to provide funding to assist school districts and charter schools in establishing or expanding school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families who may experience behavioral health issues with appropriate services. The law provides that prior to receiving funds a district or charter school must develop and submit a detailed plan outlining the program and planned expenditures.

One of the requirements of the MHAA plan is a policy that address areas such as mental health screening, community-based services, and requirements related to crisis intervention training.

---

**Supporting Documentation:** MHAA Plan; School Safety Policy

**Presenter:** Melissa Huffman, Regional Director of Operations



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2021-2022 Mental Health Application

**Part I: Youth Mental Health Awareness Training Plan**

**Part II: Mental Health Assistance Allocation Plan**

**(Insert District Name)**

IDEA Public Schools-Victory & Hope

Deadline for submission to ShareFile  
on or before August 1, 2021

## 2021-2022 Mental Health Application

### Purpose

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

### Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) [1012.584](#), Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

### Part II. Mental Health Assistance Allocation Plan

In accordance with s. [1011.62\(16\)](#), F.S., the MHAA Plan allocation is to assist districts in establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

The application must be submitted to the Florida Department of Education (FDOE) ShareFile by the deadline **August 1, 2021**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in both parts of the application.
- Option 2: Charter school(s) submit a separate application from the district.

**YMHAT Objective:** provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.



## 2021-2022 Mental Health Application

### Part I. Youth Mental Health Awareness Training Plan and Projected Budget

#### Section A: YMHAT Training Plan

1. What is the percentage of employees currently trained and certified in YMHAT?
There are                      % of employees trained and certified as of                      (date)
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
3. In addition, the annual goal for the 2021-2022 school year is to train:
% of employees as of                      (date)
4. Explain the training goal(s) for the next 3-5 years.
5. What is the procedure for training new personnel to the district?
6. Explain how the district will utilize the following three YMHAT programs:
• Youth Mental Health First Aid (YMHFA)
• YMHFA Recertification
• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)

## 2021-2022 Mental Health Application

### *Section B: YHHAT Projected Budget*

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
<b>1. Stipends</b> (Detailed # of personnel and stipend cost per person)			
<b>2. Materials</b> (Detail # of units x individual unit cost, plus shipping)			
<b>3. National Council (YMHFA) Training</b> (Detailed description of each training activity to include # of personnel and individual training costs)			
<b>4. Additional Kognito Modules</b> (Provide the name of training module and cost)			
<b>TOTAL 2021-2022 BUDGET:</b>			<b>0</b>
<b>5. Additional narrative (optional):</b>			

## 2021-2022 Mental Health Application

### Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

#### Section A: MHAA Plan Assurances

##### The district assures...

- ☒ One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.
- ☒ Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.
- ☒ Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- ☒ Collaboration with FDOE to disseminate mental health information and resources to students and families
- ☒ The district website includes local contacts, information and resources for mental health services for students and families.
- ☒ Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

##### A school board policy or procedure has been established for...

- ☒ Students referred for a mental health screening assessed within 15 calendar days of referral.
- ☒ School-based mental health services initiated within 15 calendar days of identification and assessment.
- ☒ Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- ☒ Assisting a mental health services provider or a behavioral health provider as described in s. [1011.62](#), F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Procedures include must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. [393.063](#), F.S.
- ☒ The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. [394.463](#), F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Such contact may be in person or using telehealth, as defined in s. [456.47](#), F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee.

## 2021-2022 Mental Health Application

### Section B: Planned Outcomes

**Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.**

70% or more of the students will rate the school as a 3 or higher on their perception of school physical and psychological safety as measure on the end of the year Panorama school survey.

70% or more of the students will rate the school as a 3 or higher on their perception of the social and learning climate of the school as measure on the end of the year Panorama school survey.

### Section C: District Program Implementation

**Please include the following in this section:**

#### 1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in [Blue Menu of Evidence-Based Psychosocial Interventions for Youth](#) and the [SAMHSA Evidence-Based Practices Resource Center](#).

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

**\*If you will be using another EBP other than those provided above please explain using the same format listed.**

#### 2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies and how these will assist students dealing with trauma and violence.
- Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

#### 3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2.

#### 4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented.

### [Appendix Examples](#)

## 2021-2022 Mental Health Application

**Table 1: District Program Implementation**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
Move This World (MTW): A CASEL-aligned social emotional learning program which uses videos, movement and creative expression to help students, educators and families develop emotional intelligence skills for long term well being.	<p>Schools implement Move This World's curriculum seamlessly into their day with short evidence-based videos that introduce a common language and methods for expressing emotion. Move This World's programs lead to deeper self awareness, stronger relationships, effective communication and a culture of safety and support. MTW was developed with educators in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL).</p> <p>Staff will receive initial training for MTW during the beginning of the year training in July 2021. Additionally, staff will receive a minimum of 4 hours of refresher trainings during the school year.</p> <p>The Student Success Advisor and School Social Worker will support teachers to implement the daily lessons with fidelity through conducting weekly walkthroughs.</p>	90% of assigned staff use the MTW curriculum with fidelity (as defined by students interacting with the video program 4 days per week)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Evidence-Based Psycho-Social Interventions</p> <p>Small group sessions will be held weekly during school hours to discuss a range of topics inclusive of the following, but not limited to: behavior modeling and training, anger control, problem solving, restorative justice circles and social skills training.</p> <p>These topics are derived from staff completing a screen tool of students in need of additional support with emotional regulation and coping strategies.</p>	<p>The School Social Worker will engage in evidence-based psycho-social interventions with referred students.</p> <p>Staff will complete a request for School Social Worker support form. Once received, the SSW will complete an intake form and schedule a meeting with the parents to discuss a plan for therapy.</p> <p>Students will be clustered in appropriate group sessions, no more than six students per group. Group sessions are structured around an agenda that includes modeling, role-playing, performance feedback, and generalization—to teach essential pro-social skills to school aged students.</p> <p>SSWs use posters, individual skill cards, classroom trackers and homework reports to support student implementation of the necessary strategies in the classroom setting and</p>	<p>Increased skill building techniques to reduce the prevalence of the referring condition (e.g., impulsive or risky behavior, anxiety, isolation)</p> <p>Improve on survey responses to questions regarding social adjustments (staff and student reported)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Specialized Therapeutic behavioral health services for individual students and families</p> <p>HEADS USA will house a licensed mental health therapist to meet the Tier 3 mental health needs of students and families.</p>	<p>An in- house referral process is established in which the IDEA SSW identifies students with Tier 3 mental health needs, the family is contacted to discuss a counseling referral, and the referral is provided to HEADS USA staff for engagement. When possible the IDEA SSW obtains a release of information from the student's legal guardian to ensure that student progress can be staffed through multidisciplinary team meetings with school staff and other service providers.</p> <p>Should the student have additional psychosocial needs, the HEADS USA clinician will facilitate referrals to other services including, substance abuse assessment and treatment, medication management, Targeted Case Management, Transitional Trauma Team, or mentorship programming.</p> <p>(continued below)</p>	<p>Improve student response to social-emotional stressors in their environment (parent and student report)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<p>IDEA SSWs and HEADS USA mental health clinicians meet biweekly to identify and discuss students presenting with social, emotional, or behavioral problems or substance abuse disorders. The SSW refers identified students to HEADS USA clinicians for a mental health screening which is completed within 15 days.</p> <p>HEADS USA clinicians initiate mental health services within 15 days of identification and assessment for students presenting with Tier 3 mental health needs.</p> <p>Should a student require referral to community-based mental health services not provided by HEADS USA clinicians, the SSW will ensure those services are initiated within 30 days of referral.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional narrative may be added [here](#)

## 2021-2022 Mental Health Application

### Section D: Direct Employment

**Table 2: MHAA Plan Direct Employment**

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1:500	1:500
School Social Worker	1:500	1:500
School Psychologist	1:1000	1:1000
Other Licensed Mental Health Provider	1:500	1:500

Direct employment policy, roles and responsibilities	Description
Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.	The American School Counselors Association recommends a 1:250 ratio for students to counselors. IDEA Public Schools employs school-based mental health providers to meet the national standard, thereby reducing the staff to student ratios.
Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).	Each school hired testing coordinators so that the mental health professionals are engaged in providing direct services instead of assessment.
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	The school based mental health providers will oversee the implementation of the evidence based mental health program at IDEA. They are responsible for monitoring and evaluating program effectiveness.

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

**Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided**

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Zekecia Bennett ISW14601	School-Based Social Worker	Small Group Therapy	MHAA, FEFP
Luz Lema #968794	School-Based Counselor	Small Group Therapy	FEFP
Licensed Therapist, TBD	HEADS, USA	Individual & Family Therapy	Medicare/Medicaid

## 2021-2022 Mental Health Application

### ***Section E: Planned Expenditures***

**Table 4: MHAA Planned Expenditures**

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	0.00
School district expenditures for mental health services provided by staff who are employees of the school district:	40978.00
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	0.00
<b>Other expenditures (see below):</b>	0
<b>Total MHAA expenditures:</b>	40978

Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
<b>Total Other Expenditures:</b>	0



## 2021-2022 Mental Health Application

### District Certification

This application certifies that the **IDEA Public Schools-Victory** School Board approved the district's Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section [1011.62\(16\)](#), F.S.

School (MSID) Number	Charter School Name
29-7840	IDEA Public Schools- Hope
29-7835	IDEA Public Schools-Victory

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.

\_\_\_\_\_  
Signature of District Superintendent

Addison Davis

\_\_\_\_\_  
Printed Name of District Superintendent

\_\_\_\_\_  
Board Approval Date

## 2021-2022 Mental Health Application

### Charter School Certification

This application certifies that the IDEA Public Schools Charter School Governing Board approved the school's Mental Health Assistance Allocation Plan, which outlines the program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), F.S.

Charter School Administrator Signature: Julene Robinson

Governing Board Approval Date: 7/30/21

# APPENDIX

### Resources for Program Implementation

#### 1. Evidence-Based Program and Description

This is a three-module series about implementing evidence-based programs. The modules in this series are as follows:

**Module 1:** Selecting Evidenced-Based Programs for School Settings, which covers using data to inform EBP selection, engaging stakeholders, assessing and building readiness, and reviewing and selecting EBPs; **Module 2:** Preparing to Implement Evidence-Based Programs in School Settings, which covers creating an implementation plan and team, understanding fidelity and adaptations, building staff and organizational competencies, and scheduling implementation; and **Module 3:** Implementing Evidenced-Based Programs in School Settings, which covers executing implementation, collecting data and monitoring progress, overcoming barriers and challenges, and planning for sustainability.

Below is a series of interactive, self-paced learning modules on selecting, preparing for and implementing EBPs in school settings.

- [Selecting Evidence-Based Programs for School Settings](#)
- [Preparing to Implement Evidence-Based Programs in School Settings](#)
- [Implementing Evidence-Based Programs in School Settings](#)

Since the publication of Module 1, SAMHSA has phased out the NREPP website. In April 2018, SAMHSA launched the [Evidence-Based Practices Resource Center](#) that aims to provide communities, clinicians, policy makers and others in the field with the information and tools they need to incorporate evidence-based practices into their communities or clinical settings.

- [Selecting Evidence-Based Programs](#)
- [Evidence-Based Module Series](#)

#### 2. Assessment Resources

[The SHAPE System Screening and Assessment Library](#) includes instruments appropriate for use in school mental health. Search for the screening or assessment tools that fit your school(s) by focus area (academic, school climate or social/emotional/behavioral), assessment purpose, student age, language, reporter and cost. The Center for School Mental Health team has carefully reviewed every measure to provide a brief summary of each with direct links to copies of the instrument and scoring information.

- [School Mental Health Screening Playbook](#)
- [Desrochers, J., & Houck, G. \(2013\). Depression in Children and Adolescents: Guidelines for School Practice. Handout H: Mental Health Screening in Schools](#)

## 2021-2022 Mental Health Application

### 3. EBP/Practice Implementation for Co-Occurring Mental Health or Substance Use Diagnoses

[Co-Occurring Mental Health or Substance Use Diagnoses](#) Treatment Considerations for Youth and Young Adults with Serious Emotional Disturbances and Serious Mental Illnesses and Co-Occurring Substance Use

[Blue Prints](#) This interactive search enables you to identify Blueprints – certified interventions based on specific criteria – and browse through a wide range of interventions that match those criteria. Select only a few criteria of importance, as the number of interventions may be reduced by selecting multiple items ACROSS categories or increased by selecting multiple items WITHIN categories.

Model and Model Plus programs are listed separately from promising programs. This is because only Model and Model Plus programs have demonstrated efficacy for changing outcomes over time and are recommended for large-scale implementation. Promising programs show promise of efficacy but require follow-up research before being recommended for large-scale adoption.

**Table 5: District Program Implementation Examples**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>Example 1</b></p> <p><a href="#">Bounce Back</a> Bounce Back based on the <a href="#">Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</a> is comprised of 10 one-hour group sessions, two to three individual sessions and one to three parent education sessions that last over a three-month period.</p> <p>Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies and emotional regulation and coping skills.</p> <p>These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situations <b>and</b> a modified trauma narratives approach.</p>	<p>School Social Workers and Family Therapists will administer the sessions to students ages 5-11. Students will learn to identify feelings, and their links to thoughts and actions, using published storybooks to relate concepts and connect engagement activities and create personal storybooks as an age-appropriate concrete trauma narrative. Student participation will be encouraged with games and activities specific to age groups and with “courage cards” tailored to each student. Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to six students all in the same age range.</p> <p>The School Social Worker and Family Therapist review the skills the children are learning in Bounce Back, with the student’s parent.</p>	<p>Improve: Post-traumatic stress symptoms (parent and child reported), anxiety symptoms (child reported), emotional regulation (parent reported) and emotional/behavioral problems (parent reported).</p> <p>In terms of risk and protective factors, improve on measures of social adjustment (child reported).</p>		X	

## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
	<p>Parents can support the children practicing the skills at home.</p> <p>The School Social Worker and Family Therapist will help each child develop a “My Story” trauma narrative. Near the end of the program, the School Social Worker and Family Therapist meets with the parent and child to share the child’s story.</p> <p>The Bounce Back program is a trauma-informed equitable program; appropriate for children and families of diverse ethnic and social backgrounds.</p>				
<p><b>Example 2</b></p> <p><u><a href="#">Support for Students Exposed to Trauma (SSET)</a></u></p> <p>A school-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of PTSD.</p>	<p>SSET is delivered in an easy-to-use lesson plan format that is ideal for educators. Teachers and School Counselors will use SSET as a non-clinical adaptation of the CBITS Program.</p> <p>Teachers and School Counselors will teach many cognitive and behavioral skills, such as social problem solving, psychoeducation and relaxation.</p> <p>The program consists of 10 45-minute lessons designed to be delivered during one class period. These lessons focus on:</p> <ul style="list-style-type: none"> <li>• common reactions to trauma</li> <li>• relaxation techniques</li> <li>• coping strategies</li> <li>• learning to approach difficult situations</li> <li>• developing a trauma narrative</li> <li>• problem solving</li> </ul>	<p>Through the use of this evidence-based program, middle school students ages 10-14 will learn to deal with real-life problems and stressors and increase levels of peer and parent support</p> <p>To increase skill-building techniques to reduce current problems with:</p> <ul style="list-style-type: none"> <li>• anxiety or nervousness</li> <li>• withdrawal or isolation</li> <li>• depressed mood</li> <li>• acting out in school</li> <li>• impulsive or risky behavior</li> </ul>	X	X	

## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3

## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3



## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3

## 2021-2022 Mental Health Application

[illegible]

## 2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3

# IDEA Mental Health YMCHAT and MHAA Plan Final ADA Reader

Final Audit Report

2021-07-26

Created:	2021-07-26
By:	Melissa Vidal (melissa.vidal@ideapublicschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA0PMiNY5x2tu42RCILpk2SOV1ubIDyqiT

## "IDEA Mental Health YMCHAT and MHAA Plan Final ADA Reader" History



Document created by Melissa Vidal (melissa.vidal@ideapublicschools.org)

2021-07-26 - 3:18:35 PM GMT - IP address: 107.77.215.107



Document emailed to Julene Robinson (julene.robinson@ideapublicschools.org) for signature

2021-07-26 - 3:20:35 PM GMT



Email viewed by Julene Robinson (julene.robinson@ideapublicschools.org)

2021-07-26 - 3:25:02 PM GMT - IP address: 107.77.215.107



Document e-signed by Julene Robinson (julene.robinson@ideapublicschools.org)

Signature Date: 2021-07-26 - 3:25:53 PM GMT - Time Source: server- IP address: 107.77.215.107



Agreement completed.

2021-07-26 - 3:25:53 PM GMT

**IDEA Florida  
Board Action Item  
July 30, 2021**

**Subject:** Anti-Bullying and Harassment Policy

---

**Proposed Board Action:** For Approval

**Executive Summary:** Section 1006.147, Florida Statutes, requires each school district and public charter school to adopt a policy prohibiting bullying and harassment of a student or employee. Florida law further requires the policy to be in substantial conformity with the model policy adopted by the Florida Department of Education. The proposed policy is aligned with the model policy adopted by the Department.

---

**Supporting Documentation:** Draft Anti-Bullying and Harassment Policy

**Presenter:** Heather Pardo, VP of Student Performance and Advocacy

# IDEA Florida

## Policy Against Bullying and Harassment

**\*\*Please note: Any reference to “bullying” includes cyberbullying, whether or not specifically stated.**

### A. Introduction

It is the policy of IDEA Florida (IDEA) that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. IDEA will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

### B. Definitions

**Bullying** includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

**Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

**Harassment** means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.

**Bullying and harassment** also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - a. Incitement or coercion
  - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
  - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment

**Cyberstalking** as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

### **C. Expected Behavior**

IDEA Florida expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.

IDEA Florida believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students

learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

IDEA Florida upholds that bullying or harassment of any student or school employee is prohibited:

- a) During any education program or activity conducted by a public K-12 educational institution;
- b) During any school-related or school-sponsored program or activity;
- c) On a school bus of a public K-12 educational institution;
- d) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school district, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- e) Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.
- f) The above section (e) does not require a school to staff or monitor any non-school-related activity, function, or program.

See IDEA Florida Student Handbook and Student Code of Conduct for additional details on behavioral expectations.

#### **D. Consequences**

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or recommendation for expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC., *The Principles of Professional Conduct of the Education Profession in Florida*.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school



administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

#### **E. Procedure for Reporting**

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.

The principal of each school shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in-person or anonymously and how this report will be acted upon. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the district policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

#### **F. Scope**

A principal or designee will assign a designee(s) that is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the school district.

The trained designee(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the district.

- If it is within scope of IDEA, move to Procedures for Investigating
- If it is outside scope of IDEA, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside scope of district, and determined not a criminal act, inform parents/legal guardians of all students involved.

### **G. Procedure for Investigating**

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. The Procedures for Investigating Bullying and/or Harassment include:

- The principal or designee selects a designee(s), trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
- Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- The investigator shall collect and evaluate the facts including, but not limited to:
  - Description of incident(s) including nature of the behavior; context in which the alleged incident(s) occurred, etc.;
  - How often the conduct occurred;
  - Whether there were past incidents or past continuing patterns of behavior;
  - The relationship between the parties involved;
  - The characteristics of parties involved (i.e., grade, age, etc.);
  - The identity and number of individuals who participated in bullying or harassing behavior;
  - Where the alleged incident(s) occurred;
  - Whether the conduct adversely affected the student's education or educational environment;
  - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
  - The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
  - Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
  - A written final report to the principal.
- The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

## **H. Notification**

Upon receipt of a report of an incident of bullying or harassment, the school shall provide a copy of the report to the parent and initiate the investigation. Within 24 hours after receipt of the report, the principal or designee shall provide a copy of the report to the parent of the alleged offender, to the Vice President of Schools, the Regional Executive Director and to the Superintendent of the School District. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states "...a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

Upon conclusion of the investigation, or within 15 days, which ever occurs first, the school shall notify the parent of the Hope Scholarship Program by providing the parent the Hope Scholarship Notification form. The school must provide the parent the original form and keep a copy for school records.

[Hope Scholarship Notification Form – English](#)  
[Hope Scholarship Notification Form- Spanish](#)

## **I. Counseling Referral**

A district referral procedure will establish a protocol for intervening when bullying or harassment is suspected or when a bullying or harassment incident is reported. The procedure shall include:

- A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).
- A referral process to provide professional assistance or services that includes:

- A process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
- If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- A school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
  - Counseling and support to address the needs of the victims of bullying or harassment;
  - Research-based counseling/interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management); and/or
  - Research-based counseling/interventions which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

## **J. Data Reporting**

IDEA Florida will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes **bullying** and **harassment** as incident codes as well as **bullying-related** as a related element code. The SESIR definition of bullying is systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation. The SESIR definition of harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

If a **bullying** or **harassment** incident occurs then it will be reported in SESIR with either the bullying or harassment code. If the bullying or harassment results in any of the following SESIR incidents the incident will be coded appropriately using the relevant incident code AND the related element code entitled **bullying-related**. Those incidents are:

- Alcohol
- Arson
- Battery
- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol

- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco
- Vandalism
- Weapons Possession
- Other Major (Other major incidents that do not fit within the other definitions)

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

IDEA Florida will provide bullying or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3 and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race or disability) noted in their student record.

#### **K. Training and Instruction**

IDEA Florida ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying or harassment. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, and students.

Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the district's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.

IDEA provides the following list of authorized programs including, but not limited to:

- Olweus Bullying Prevention Program (OBPP)
- PBS/PBIS (Positive Behavior Support)/Positive Behavioral Interventions & Supports
- Monique Burr Foundations for Children, Inc.'s Child Safety Matters
- Second Step
- Aggressors, Victims, and Bystanders (AVB)
- Project Wisdom
- i-Safe
- Common Sense K-12 Digital Citizenship
- Creating a Safe and Respectful Environment in Our Nation's Classrooms (for teachers)
- Creating a Safe and Respectful Environment on Our Nation's School Busses (for bus drivers)
- Character Counts
- Values Matter

Decisions to include additional instructional programs or activities, not previously listed within this policy, will be made on a case-by-case basis and authorized by individual school principals.

#### **L. Policy Publication**

At the beginning of each school year, IDEA Florida will inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the district's student safety and violence prevention policy.

IDEA Florida shall provide notice to students and staff of this policy through appropriate references in the code of student conduct and employee handbooks, and through other reasonable means. All contractors contracting with the district shall be made aware of this policy.

Each school principal shall develop an annual process for discussing the school district policy

on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying or harassment prevention messages such as posters and signs will be displayed around each school and on school buses.

**IDEA Florida  
Board Action Item  
July 30, 2021**

**Subject:** Mandatory Reporting for Abuse and Neglect

---

**Proposed Board Action:** For Approval

**Executive Summary:** IDEA Florida understands our greatest responsibility is to ensure the physical and mental well-being of our students. As such, all IDEA employees, contracted staff, personnel and volunteers who know or have reasonable cause to suspect that a child or student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall report such knowledge or suspicion to the Department of Children and Families. The proposed policy describes the expectations and procedures for reporting such instances.

---

**Supporting Documentation:** Draft Mandatory Reporting Policy

**Presenter:** Adam Miller, VP of Policy and Advocacy



**IDEA Florida**  
**Mandatory Reporting Policy for Abuse and Neglect**

IDEA Florida understands our greatest responsibility is to ensure the physical and mental well-being of our students. This requires that staff comply with the mandated identification and reporting of cases of child abuse or neglect in accordance with law.

**Reporting Suspected Cases**

A. Any person, including teachers, administrators, support personnel, volunteers and other personnel, who knows, or has reasonable cause to suspect that a child or a student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law. A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so is guilty of a misdemeanor of the first degree.

B. The proper procedure for reporting known or suspected cases of child abuse, abandonment, and neglect is:

1. School personnel or volunteer report immediately by telephone to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number: 1-800-96-ABUSE (1-800-962-2873). School personnel reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report but shall be held confidential as provided by law.
2. As soon as practicable after making the report, the school staff member shall inform the principal or supervisor of the knowledge or suspicions that led to the reports and advise the principal or supervisor that a report has been made.
3. A notice regarding this reporting requirement shall be posted in a prominent place in each school.

C. School personnel and volunteers are advised that reporting their knowledge or suspicions of suspected abuse to a principal, or supervisor, or other school or IDEA personnel does not comply with the mandatory reporting requirements of the law. The principal, supervisor, volunteer and other school or District personnel who are informed of suspected abuse, abandonment, and neglect likewise have an obligation to report to the central abuse hotline as required by law.

D. No employee nor volunteer shall be subject to reprisal or discharge because of his/her actions in reporting abuse or neglect pursuant to the requirements of F.S. 39.203.

E. No Board employee nor volunteer may agree, as a condition of receiving information about child abuse, neglect, or abandonment from a victim, a perpetrator, witness, or other person, that the Board employee will not report this information as required by law and this Board policy.

F. If the person accused of the abuse or neglect is an employee of the Board and acting in their official capacity:

1. The principal will report or cause to be reported suspected cases of child abuse, neglect, or abandonment to the appropriate law enforcement agency that come to the attention of school teachers, other school officials, personnel or volunteer. This notification must be made immediately.
2. The appropriate law enforcement agency is the agency which has law enforcement jurisdiction throughout the municipality (municipal law enforcement) or the unincorporated area (sheriff's department) where that alleged abuse occurred. The law enforcement agency having jurisdiction will issue to the reporter an incident report number to document that reporting notification. Include that incident report number, as well as the date and time of notification, as a reference for school-based documentation.
3. Immediately after notifying law enforcement, report the case by telephone to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number 1-800-96-ABUSE (1-800-962-2873). School personnel reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report but shall be held confidential as provided by law.

G. Failure to report as required by law is a second degree misdemeanor and can be punishable up to 60 days in jail, up to a \$500 fine, and up to six months supervised probation. Additional penalties may also result.

**Referral to Law Enforcement**

Reports on the central abuse hotline (1-800-96-ABUSE) alleging that a public school employee acting in official capacity has abused a child or student may also be referred to the sheriff's department or local law enforcement by the Department of Children and Families. The sheriff's department or local law enforcement agency may contact the school to initiate a criminal investigation.

**IDEA Florida Board  
Consent Item  
July 30, 2021**

**Subject:** Purchase of Additional License and Hosting Service for Routefinder Plus

---

**Proposed Board Action:** For Approval

**Executive Summary:** Purchase of additional license and hosting service for Routefinder Plus, the platform the IDEA transportation department uses to create bus routes for student transportation. The additional license, which includes database server, application servers, storage and data maintenance, has a total cost of \$2,595.

---

**Supporting Documentation:** Purchase Agreement: Transfinder

**Presenter:** Sandra Martinez, Director of Transportation Finance and Warehousing



# CONTRACT REQUEST FORM

☒ New contract (Check one)  
☐ Renewal  
  
☐ New vendor (Check one)  
☒ Existing vendor

Date 06/30/2021

Requestor Name and Title Sandra Martinez

Campus/Department Transportation

Vendor Name Transfinder

Vendor No. 9197

CO-OP Member ☐ Yes  
☐ No

If YES, which one \_\_\_\_\_

## Description of services

Additional 1 licenses and hosting services for Routefinder plus, the platform Transportation utilizes to route buses for student pick up & drop off.  
New Regional TMs need 1 license each: Florida Regional Transportation Manager (TBD)

Contract terms Start date June 2021 End date May 2022

Amount 2595

Fund Source 4312-6310-CSW-ORG-34-99-TAMP-0000-0000  
(Account string)

**Section I.** Are you using State/Philanthropic funds for this purchase? ☐ Yes ☒ No  
*If yes, please do not fill out Section II.*

**Section II.** If using Federal/Grant funds, please refer to the threshold below:

*Please note if a co-op vendor used at any stage, it automatically satisfies all criteria for federal funds regardless of threshold.*

Is this a Micro Purchase? ☐ Yes  
(\$1 - \$10,000) ☐ No

Is this a Small Purchase? ☐ Yes  
(\$10,001 - \$249,999) ☐ No

If YES, 2 quotes are required. (Please include vendor and amount on your quotes)

Vendor/Quote 1 \_\_\_\_\_

Vendor/Quote 2 \_\_\_\_\_

Is this Purchase >\$250,000? ☐ Yes  
☐ No

If YES, BID/RFP required

RFP# \_\_\_\_\_

Award Letter \_\_\_\_\_

**Section III.** Board approval required? ☐ Yes ☒ No If YES, provide date of approval \_\_\_\_\_  
(If amount is >\$250,000 and not a co-op vendor, or is not originally approved during the budget process)

If YES, provide the reason and date needed by

**Section IV.** Urgent request ☐ Yes  
☒ No

Management approval Carlos Castaneda  
Digitally signed by Carlos Castaneda  
Date: 2021.06.30 19:03:09 -05'00'

Name and Title Managing Director of Transportation



DATE: May 24, 2021

440 State Street  
Schenectady, NY 12305

To: Roberto Delgado

IDEA Florida, Inc.  
2115 W Pike Blvd.  
Weslaco, TX 78596

Prepared By: Brian Keefer

Title: Account Executive  
Phone: 1-518-723-8203

Email: Bkeefe@transfinder.com

*This Quotation is valid for 30 days from Issue Date.*  
*Proposal # 20210524-Florida*

Software Modules	Qty	Year 1	Year 2
<b>Additional License(s) of Routefinder Plus – Florida Site</b>	1	\$1,995	\$300
<b>Transfinder Hosting Services powered by Amazon Cloud Services</b> <ul style="list-style-type: none"><li>Hosting includes database server, application servers, storage, and data maintenance</li></ul> <b>Hosting Service is due with initial purchase and is included in the future Hosting Service.</b>		\$600	\$600
<b>Total Cost</b>		\$2,595	\$900
		<b>Year 1</b>	<b>Year 2</b>
<b>Initial Cost</b>		\$2,595	
<b>Increase to existing Annual Technical Support and Upgrade Fees</b>		Included	\$300
<b>Increase to existing Annual Hosting Service Fees</b>		Included	\$600
*Year 2 fees reflect cost if Idea continue with second year of services. This is not a 2-year contract.			

This proposal has been prepared at your request. This proposal is for completing the job(s) as described or delivering the described product(s). All invoices are due and payable upon receipt. The total system cost for any of the options, is due and payable upon installation. Any Federal and/or State Sales or local taxes are the responsibility of the Licensee.

PO #:

Date

**IDEA Florida  
Board Consent Item  
July 30, 2021**

**Subject:** Board Meeting Calendar for 2021-22 School Year

---

**Proposed Board Action:** For Approval

**Executive Summary:** Proposed meeting calendar for the 2021-22 school year.

---

**Supporting Documentation:** Draft Calendar

**Presenter:** Adam Miller, VP of Policy and Advocacy

IDEA Florida Board of Directors Meeting Dates Academic Year 2021-2022	
September 16, 2021	5pm-6pm
November 4, 2021	5pm-6pm
December 16, 2021	5pm-6pm
January 27, 2022	5pm-6pm
February 24, 2022	5pm-6pm
March 24, 2022	5pm-6pm
April 28, 2022	5pm-6pm
May 26, 2022	5pm-6pm
June 23, 2022	5pm-6pm