



2024 - 2025

Student Handbook



GREATER CINCINNATI EDITION
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Our Core Values

Every Student, teacher and staff member at IDEA Public Schools uses the core values to guide our actions and decisions:

WE ACT WITH INTEGRITY



We put the best interests of the IDEA Team & Family—and most importantly our Students—at the forefront of all our decisions and actions, taking personal responsibility to model the honest and ethical behavior we want our Students and each other to demonstrate every day.

WE ACHIEVE ACADEMIC EXCELLENCE



We believe ensuring college success for 100% of our Students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each Student on every campus and in every classroom receives a high-quality education.

WE DELIVER RESULTS



We set ambitious goals, hold ourselves and each other accountable for achieving results, and believe that our Students will succeed to and through college. Our results show what's possible when the adults in the system get it right and represent the collective effort and focus of the entire IDEA Team & Family.

WE ENSURE EQUITY



We set high expectations and share compassion and empathy for every member of the IDEA Team & Family. We differentiate our support and resources, proactively address racism and discrimination, and advocate alongside our Students and staff to empower them with the opportunities to succeed and ensure the respect they deserve.

WE BUILD TEAM & FAMILY



We foster a sense of belonging and inclusivity by treating every member of the IDEA Team & Family—our Students, staff, families, and community—with compassion, respect, and humility. We maximize our individual best efforts through collaboration and support of each other in the focused pursuit of our collective mission.

WE BRING JOY



We create a positive, uplifting, and joyful environment for every member of the IDEA Team & Family, every single day. We operate with a sense of optimism, and our traditions celebrate learning, growth, and the accomplishments of our Students, staff, and community.

WE SWEAT THE SMALL STUFF



We embrace that achieving excellence lies in paying attention to and carrying out the details— the ‘small stuff’—that go into effective execution and positive implementation. Every step of the way, the IDEA Team & Family prioritizes actions contributing to our mission of College for All.

Dear IDEA Students & Families,

Welcome to the 2024-2025 school year!

We look forward to working with you to help your child be a successful college-bound Student. IDEA Greater Cincinnati (IDEA), strives to provide a safe learning environment for all children. We have high expectations of ourselves and want to ensure all our Students have a fulfilling and successful experience at IDEA. Consequently, we expect Students and their families to take an active role by reading and following the Student & Family Handbook requirements.

This handbook provides an overview of our school goals, services, and rules. It is an essential reference book describing what we expect from our Students and legal guardians, what you can expect from us, and how we will achieve our educational mission. Please note that “legal guardian” is used to refer to the parent or any other individual who has legally assumed school related responsibility for a Student. The handbook includes general information regarding school policies and procedures, important health and safety information, information about academics and grading, information regarding legal guardian rights, and important notices regarding Student information, computer resources, and electronic communication devices.

The handbook also includes the Student Code of Conduct. The Code of Conduct is required by state law and is intended to promote school safety and an atmosphere for learning. Both Students and legal guardians must 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 Greater Cincinnati Board Policy. 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 legal guardians and Students online, through newsletters, or through other communications.

Finally, acknowledgement and approval of the Student Handbook has been acquired through the Student registration process in STREAM. Student. Questions about the material in this handbook can be directed to your principal. On behalf of the entire IDEA Public Schools’ staff and community, best wishes for a great 2024-2025 school year!

Sincerely,

A handwritten signature in black ink that reads "M Robinson". The signature is fluid and cursive, with the first name "M" being the most prominent part.

Matt Robinson
IDEA Greater Cincinnati Executive Director

ABOUT IDEA PUBLIC SCHOOLS

Mission

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation's leader in preparing Students for success in college and beyond.

History

From the very beginning, IDEA 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.

Initially serving only 75 Students in fourth and fifth grade in Donna, Texas, the IDEA program, which focused on hard work and commitment to excellence, was immediately successful. This led the Texas Education Agency to grant a charter to the IDEA Academy in the spring of 2000 to help establish the program as an independent, state-sponsored public school.

The IDEA Academy has since grown into the IDEA Public Schools system (IDEA Public Schools and its affiliates), which operates primary and secondary campuses in multiple locations around the Rio Grande Valley, El Paso, San Antonio, Austin, Tarrant County, the Permian Basin, Greater Houston, Southern Louisiana, Tampa Bay, Jacksonville, and Cincinnati.

Parent and Foster Caregiver Involvement

The school recognizes that having legal guardians and foster caregivers of Students actively involved in Students' education promotes Student success in educational efforts. This involvement of legal guardians and foster caregivers is likely to bring about overall improvements in academic achievement and encourage positive Student behavior.

In order for our faculty and staff to effectively educate our children, we welcome our legal guardians and foster caregivers as partners. Legal guardians and foster caregivers are strongly encouraged to participate in a variety of activities and forums that will support our Students academically and add to the vitality of our school.

School-Family Compact

The school, Students, legal guardians and family members (family) of Students, Student participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act ("ESEA"), agree that this compact outlines how the family, the entire school staff, and the Students will share the responsibility for improved Student academic achievement and the means by which the school and family will build and develop a partnership that will help children achieve the State's high standards.

This school-family compact is in effect during the school year 2024-25.

School Responsibilities

The School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic standards via teacher professional development, data-driven instruction, and support structures.
- Hold legal guardian-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Those conferences will be held on days designated by the school principal and/or upon legal guardian request.
- The Student and family compact may also be shared at Meet the Teacher night or other school hosted events throughout the school year.
- Provide family with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress reports will be sent home regularly and report cards will be distributed quarterly. In addition, families are encouraged to contact their child's teacher via the Remind app. Teachers will keep a log indicating when they reach out to families via the Remind app, conferences, and/or other forms of contact regarding Student progress.
- Provide family reasonable access to staff. Specifically, staff will be available for consultation as follows: Families are welcome to download the Remind app to contact teachers directly or contact the school's front office for help getting

in contact with teachers and staff. In addition, report card nights and legal guardian-teacher conferences will be held and notification will be sent through various channels in advance including the Parent Weekly and social media.

- Provide family opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Families are encouraged to complete volunteer paperwork in the front office at the beginning of the school year so that they will be able to volunteer. There will be opportunities to participate in class events both during the school day and afterschool including assemblies, academic incentives, career day, and other grade level-specific activities. Your child's grade team leader teacher can provide additional information.
- Treat all members of the School's family with respect and dignity.
- Know the curriculum and state standards.
- Establish clear rules for acceptable behavior, class participation, grades and assignments.
- Discipline Students in a fair and consistent manner.

Family Responsibilities

We, as family, will support our children's learning in the following ways:

- We will treat all members of the School family with respect and dignity.
- We will know and understand school rules and cooperate with school personnel in the enforcement of school rules.
- We will support the school's zero tolerance policy toward any physical aggression.
- We will communicate our comments, questions, and concerns to the appropriate personnel.
- We will send our child to school in accordance with the school dress code.
- We will attend any meeting concerning the welfare and well-being of our child, including report card conferences, IEP meetings, and any other intervention meetings.
- We will send our child to school on time and on a regular basis as required by the law.
- We will inform the school of change of phone numbers and addresses.
- We will support the daily completion of all homework and our child's reading for 15 – 30 minutes or time indicated by grade level teacher.
- We will monitor the amount of television our child watches.
- We will participate, as appropriate, in decisions relating to our child's education.
- We will stay informed about our child's education and communicate with the school by promptly reading and responding to all notices from the school.
- We will serve; to the extent possible, on policy advisory groups, such as being the Title I, Part A legal guardian representative on the School's School Improvement Team, the Title I Policy Advisory Committee, the Policy Advisory Council, the School Support Team, or other school advisory or policy groups.
- We will be sure that our child attends all Extended Day Educational Services, such as tutoring sessions before or after school or during weekends. We recognize that those supplemental activities are a required part of the child's educational program and the School curriculum and the failure to assure a child's attendance at such sessions could result in retention or discipline under school policy.

Student Responsibilities

I, as a Student, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least thirty minutes every day outside of school time.
- Give my family or the adult who is responsible for my welfare all notices and information received by me from my school every day.

General Notice of Non-Discrimination

IDEA prohibits discrimination, including harassment, against any Student on the basis of race, creed, color, religion, sex, 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.

Access to Equal Educational Opportunity

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Principal shall also ensure that any complaints are dealt with promptly in accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to Students, their legal guardians, staff members, and the general public.

Contact Information:

IDEA Price Hill

Principal: <https://ideapublicschools.org/our-schools/idea-price-hill/>

Office Phone Number: (513) 914-1759

IDEA Valley View

Principal: <https://ideapublicschools.org/our-schools/idea-valley-view/>

Office Phone Number: (513) 991-7445

Any complaints shall be addressed in accordance with the provisions, respectively, of:

- Title IX Grievance Procedure and/or
- Title I Complaint Procedure and/or
- Section 504 of the Rehabilitation Act of 1973, Grievance Procedure

Homeless Children and Youth

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 may meet the definition of “homeless,” as defined by this federal law, include children who:

- Are abandoned in hospitals
- 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

You are encouraged to inform IDEA if you or your child are experiencing homelessness by contacting IDEA’s Homeless Liaison, Karla Tobias, Student Empowerment Team Project Manager, at (956) 272-8710 or karla.tobias@ideapublicschools.org. Your campus school counselor or social worker can provide additional information.

Parent’s Right-to-Know

Under federal law, IDEA Greater Cincinnati must notify legal guardians of their right to request certain information about their child’s education. You have the right to know about the teaching qualifications of your child’s classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify legal guardians of each Student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the Student’s classroom teachers.

At any time, you may request information about state or school policies or procedures regarding Student participation in any required assessment. This information will include the right to opt out of the assessment, if such a right applies.

In addition, you may ask:

- Whether the teacher met State qualification requirements for the grade level and subject in which he/she teach,
- Whether the teacher is teaching under an emergency or provisional certificate through which the State requirements were waived, and
- Whether the teacher is teaching in the field of discipline of his/her certification.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional’s qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are qualified.

In addition, our staff will provide information on the level of achievement and academic growth of your child, if applicable and available, on the required State academic assessments and timely notice if the Student is assigned to, or has been taught for more than four (4) consecutive weeks by, a teacher who does not meet applicable State requirements at the grade level and subject area in which the teacher has been assigned.

To request this information please contact Felida Villarreal, VP of Human Resources at felida.villarreal@ideapublicschools.org

Title I Complaint Procedure

Complaints shall be directed to the Principal or his/her designee. Resolution of a complaint shall not exceed thirty (30) days. In accordance with regulations established by the Commission, the State Education Agency may extend the thirty (30) day limit due to exceptional circumstances. Responsibilities of the Principal or his/her designee:

- The Principal or his/her designee must review the records, and, if necessary, request additional information within ten (10) working days.
- The Principal or his/her designee shall clarify the issues and attempt to resolve them.
- A complaint that is not resolved to the complainant's satisfaction within fifteen (15) working days shall be referred to the Board.

The Board shall appoint a hearing panel composed of the Principal or his/her designee, Board President and another member of the Board or a third party.

- It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
- The hearing panel must keep official records of all proceedings.
- The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- The Principal or his/her designee shall give written notice to the complainant of the panel's resolution of the complaint.
- The complainant has the right to appeal the resolution of the complaint to the State Educational Agency within thirty (30) days after receipt of the written decision.
- Actual expenses incurred, in accordance with the School's policies, may be a part of the local budget for the Title I program, subject to review and approval by the Board.

Rights of Individuals with Disabilities

It is the policy of the School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

As used in this policy, "an individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. A complete copy of the School's Rights of Individuals with Disabilities policy is available online or upon request from the school.

Child Find

The School will conduct all child find activities for Students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation.

The School must establish and implement procedures to identify, locate and evaluate children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to legal guardians and describe the legal guardian's rights with regard to confidentiality of information that will be obtained during this process.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the School and a copy in his or her native language will be provided.

Identification Activity

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing within the School's geographic boundaries, who are suspected of having disabilities, regardless of the severity of their disability, and

determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education can be made available. The types of disabilities that, if found, cause a child to need services are a cognitive disability (mental retardation), a hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, by reason thereof, the disabled child needs special education and related services.

The School is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. The activities include review of group data, conducting hearing and vision screening, assessment of Student's academic functioning, and observation of the Student displaying difficulty in behavior. Input from legal guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before legal guardians give permission for their child to be evaluated.

Confidentiality

If after screening a disability is identified, upon legal guardian permission the child will be evaluated. A written record of the results is called an education record, which is directly related to the child and is maintained by the School. These records are considered personally identifiable to the child.

The School will gather information regarding the child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as through review of any records made available to the School through the child's physician or other providers of services.

The School protects the confidentiality of personally identifiable information. The School will inform the legal guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the legal guardian.

The legal guardian of the child has a number of rights regarding the confidentiality of the child's records. The legal guardian has the right to inspect and review any education records related to the child that are collected, maintained, or used by the School. The School will comply with a request to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), and before a hearing should there be a disagreement about how to educate the child who needs special education. In no case, may the school take more than 45 days to furnish the opportunity to inspect and review the child's records.

The legal guardian has the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent exercising the right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, the School will provide a list of the types and the location of education records collected, maintained, or used by the agency.

The legal guardian has the right to request amendments on their child's education records that they believe are inaccurate or misleading, or violate the privacy or other rights of the child. The School will decide whether to amend the records within a reasonable time of receipt of the request. If the School refuses to amend the records, the legal guardian will be notified of the refusal and right to a hearing.

Parent/guardian consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the School collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the School, upon request, discloses records without consent, to officials of another School in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the guardian with regard to confidentiality of personally identifiable information is transferred to the Student.

Complaints alleging failures of the School with regard to confidentiality of personally identifiable information may be filed with:

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

The School will be providing ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact the School.

Section 504 of the Rehabilitation Act of 1973

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to Students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. The Board recognizes and acknowledges that Students may be disabled and eligible for services under Section 504 even though they do not qualify for or require special education and/or related services pursuant the IDEIA. Students eligible for services under the IDEIA will be served under existing special education programs.

If a Student has a physical or mental impairment that significantly limits his/her learning but does not require specially designed instruction to benefit educationally, the Student will be eligible for reasonable 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.

If a Student has a physical or mental impairment, but it does not significantly limit his/her learning, the Student will not be entitled to a Section 504 Accommodation Plan, but s/he may still be eligible for a “Classroom Accommodation.”

Tricia Lopez, Senior Vice President of Special Programs, 2115 W. Pike Blvd., Weslaco, TX 78596, (956) 377-8000, tricia.lopez@ideapublicschools.org shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure (Policy 228) that provides for the prompt and equitable resolution of disputes.

English Learner Services

IDEA offers an immersion program 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. Students are taught fully in English with the subject matter being introduced in a way that can be understood by English Learner Students, enabling them to become academically successful in all classes. Students are assessed with the Ohio English Language Proficiency screener to qualify for placement in the program. If the test results indicate either limited oral or limited cognitive academic English ability, the Student (with legal guardian approval) is provided additional English language support.

ADMISSIONS AND ENROLLMENT

Admission and Lottery Standards

The School will not discriminate in the admission of Students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to Students identified as “at risk” or based upon the approved admission area stated in the Community School Contract. Upon admission of a Student with a disability, the School will comply with all federal and state laws regarding the education of Students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number
- The numbers will then be drawn at random by a third party vendor system
- The first number drawn will be the first new applicant placed on a lottery selection order list and so on until all numbers are drawn
- Applicants on a lottery selection order list prior to any lottery will retain their position on the waiting list
- The school may separate the lottery and the waiting lists for each grade or age grouping

Priority will be given to Students attending the previous year; Students who reside in the district in which the school is located; siblings of existing Students; and Students who are the children of full-time School Staff, provided the total number of Students receiving this preference is less than five percent (5%) of the School’s total enrollment.

Students wanting to attend IDEA must submit an application by the deadline set by IDEA’s administration. Families may apply for either the current school year in session, and/or for the following school year. Applicants placed on our waitlist must re-submit an admissions application each school year within the timeline set by IDEA.

Any Student currently enrolled at IDEA who wishes to transfer to another IDEA campus must submit a Student application for the campus to which they wish to transfer. Offers to transfer campuses will be issued based on the availability of open seats at the receiving campus and at IDEA’s discretion. For the current school year, offers to transfer campuses will be issued from September 1st until the Friday before the last day of school. Students denied a campus transfer will remain enrolled at IDEA and in attendance at their current campus location.

Community School Notice

Pursuant to the Ohio Revised Code Section 3314.041, the governing authority of each community school and any operator of such school shall distribute to legal guardians of Students of the school upon their enrollment in the school the following statement in writing:

The IDEA Greater Cincinnati is a community school established under Chapter 3314 of the Revised Code. The school is a public school and Students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for Students at the school that are prescribed by law. Students who are exempt from the compulsory attendance law for the purpose of home education pursuant to Section 3321.042 of the Revised Code shall no longer be exempt for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education and Workforce.

Proof of Residency

IDEA Greater Cincinnati is authorized to serve Students who reside statewide. At full scale, IDEA Greater Cincinnati will serve Students in grades K-12.

A child shall be admitted to the School as a Student, if the child’s legal guardian resides in the School’s admission areas. Residency is not determined solely by where the legal guardians own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Any one (1) of the following documents can be used to establish proof of residency for verification of a child’s ability to be enrolled. These items must be current, be in the legal guardian’s name, and include a street address. A post office box address cannot be used to validate residency records:

- A deed, mortgage, lease, current home owner’s or renter’s insurance declaration page, or current real property tax bill or
- A utility bill or receipt of utility installation issued within ninety days of enrollment or
- A paycheck or paystub issued to the legal guardian or Student within ninety days of enrollment that includes the address of the legal guardian’s or Student’s primary residence or
- The most current available bank statement issued to the legal guardian or Student that includes the address of the legal guardian’s or Student’s primary residence or
- Documented affirmation of the legal guardian’s address from the district of residence where the legal guardian currently resides or
- Notarized affirmation of current address from legal guardian or Student if over age 18 or
- A USPS return receipt from a certified letter sent to the legal guardians by the district of residence or
- Written confirmation of the legal guardian’s current address from the Ohio Department of Job and Family Services or
- Written confirmation of the legal guardian’s current address from a local law enforcement agency or
- Any other official document issued to the legal guardian or Student that includes the address of the legal guardian’s or Student’s primary residence and as approved by the Ohio Superintendent of Public Instruction.

Students determined to be experiencing homelessness may enroll immediately without proof of residency based on the grade level capacity.

If there is a change in the location of the legal guardian or Student’s primary residence, the Student’s legal guardian must notify the School immediately.

All custody or court orders pertaining to the family or Student must be turned in when asked, or at the time of enrollment.

Student Records

After each Student is enrolled in IDEA Greater Cincinnati, Inc., the School will promptly request all Student records from the

Student's previous school.

Compulsory and Early Kindergarten Admission

The School shall admit or evaluate children seeking admission to kindergarten if the child is five years of age prior to September 30 of the year of admittance.

Enrollees Suspended or Expelled Elsewhere

The School has the authority to recognize and honor the disciplinary suspensions and expulsions imposed by other public schools. A Student who has been suspended or expelled from another school district in Ohio may be denied admittance at the School for a period equal to the period of the original suspension or expulsion. The Student will be provided an opportunity for a hearing before admittance is denied.

ATTENDANCE

Notification of Absent Children

The primary responsibility for a Student's attendance at School rests with his/her legal guardian. A legal guardian must notify the School on the day a Student is absent unless previous notification has been given in accordance with school procedure for excused absences.

The procedure for absences is as follows:

- A legal guardian must call or email the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session or as soon as practicable.
- If a legal guardian fails to call or email the School, the School's attendance officer or his/her designee will contact the legal guardian or other person having care of the Student to inform him/her of the Student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day.

The School may require that legal guardians provide evidence of any absence, which must be provided within 10 days or else the absence will be deemed unexcused.

Attendance/Ttruancy/Withdrawal

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 legal guardians/guardians should make every effort to avoid unnecessary absences. Students enrolled in the School must attend School regularly in accordance with the laws of the State.

Attendance shall be required of all Students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a Student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Absences due to the following will be excused:

- Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
- Personal mental illness such that the Student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
- Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
- Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
- Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
- Medical, behavioral, or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
- Observance of religious holidays consistent with the child's truly held religious beliefs of the child or the child's family.
- College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit

may be requested).

- Pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required).
- Absence due to a placement in or changes to a foster care placement or any court proceeding related to a Student's foster care status.
- Absences due to a Student being homeless.
- Absences due to deployment activities of a legal guardian or custodian.
- The existence of an emergency condition at home such as absence, illness, or death of the legal guardian or custodian.
- Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
- Necessary work directly and exclusively for a child's legal guardian, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
- Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
- An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
- If a Student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The Student must complete any classroom assignments he/she misses due to the absence. If the Student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the Student during the travel period to provide the Student with instructional assistance in order to count the Student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

- Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's legal guardian has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
- May not materially endanger the child's educational welfare or scholastic advancement.

Withdrawal

A Student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the Student's absence is excused. Otherwise, a legal guardian may withdraw a Student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A Student is tardy when a Student is more than five (5) minutes late for School or for a class. If a Student misses more than half a class, the Student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a Student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the Student shall be counted as absent for eighty (80) minutes of that day).

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurse's office, counselor meetings, or remediation sessions.

Any Student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such Students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law.

A Student is excessively absent from school if a Student is absent from the School with or without legitimate nonmedical excuse for thirty-eight (38) or more hours in one (1) school month or sixty five (65) or more hours in one (1) school year.

A Student is habitually truant if the Student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a Student otherwise habitually truant include but are not limited to:

- The Student was enrolled in another school
- The Student's absence was excused in accordance with applicable law or policy or
- The Student has received an age and schooling certificate

The School will comply with Ohio law when addressing truancy, up to and including making a referral to Juvenile Court.

Calamity Day Make Up

In the event of a calamity day, where it is needed to make-up the day, Students will be provided instruction via online delivery. Students are expected to complete assignments as if they were in class.

Calamity days, and online instruction requirements, will be announced via the Remind app, campus social media pages, and, whenever possible, through local media channels.

REQUIRED INSTRUCTION AND GRADUATION

Exams and Testing

Diagnostic Tests

Ohio state law requires all public school districts and community schools to administer the Ohio Kindergarten Readiness Assessment Revised to all first-time kindergarten Students no later than the twentieth day of instruction of each school year. This assessment includes ways for teachers to measure a child's readiness for engaging with instruction aligned to kindergarten standards. Kindergarten Students also participate in the locally administered DIBELS exam. IDEA administers the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test three times a year to consistently measure Students' reading progress.

The Renaissance STAR is locally administered in grades 1-10 in Reading and 1-7 in Math. The exam's purpose is to measure Student growth from beginning to end of year and year-over-year.

Standardized Testing

Students in Ohio take state achievement tests that measure growth in knowledge and skills outlined in Ohio's Learning Standards. These exams occur in Grades 3-8 for English language arts and mathematics and grades 5 and 8 for science. High school courses have end-of-course tests in English language arts II, algebra I, geometry, biology, American history, and American government (Classes of 2023 and beyond). Testing times for Ohio's state tests can be found on the Ohio Department of Education's website. Total time per test ranges from 2.5 hours to 3.5 hours, depending on the test.

Alternate Assessment for Students with the Most Cognitive Disabilities (AASCD)

The AASCD is available for eligible Students receiving special education services and who meet certain state-established criteria, as determined by the Student's IEP Team. Eligible Students must take the AASCD instead of the OST. AASCD-eligible Students in grades 3, 4, 6 and 7 will take the test in English language arts and mathematics. AASCD-eligible Students in grades 5 and 8 will take the test in English language arts, mathematics and science. AASCD-eligible Students taking high school course will take the test in English language arts, mathematics, science, and social studies.

Ohio English Language Proficiency Assessment (OELPA)

Ohio English Language Proficiency Assessment (OELPA) is a state-required test used to determine an English learner's progress to English proficiency and readiness to exit from the English language development program. The **Alternate Ohio English Language Proficiency Assessment (Alt-OELPA)** is available to eligible English learners with the most significant cognitive disabilities. Both tests are administered to English learners in Kindergarten-grade 12 in the spring of each school year.

Advanced Placement (AP)

AP exams measure how well a Student has mastered the content and skills of a specific AP course. Beginning in grade 9, Students may take AP courses during the entire school year or in a semester, depending on the course. At IDEA, Students take the corresponding AP exam in May, free of charge, unlike a lot of districts. If the Student scores a 3 or higher on the AP exam, the Student may receive college credit for that course, which they may apply towards their college degree, saving money on college tuition and time.

PreACT and ACT

The PreACT is an exam administered to Students in grade 10 to help predict performance on the ACT test the following year. The results from this exam will help educators make instructional decisions for Students that will better prepare them for the ACT.

The ACT is an exam used by colleges and universities to make admissions decisions. ACT measures a high school Student's readiness for college and provides colleges with one common data point that can be used to compare all applicants. The ACT is administered district-wide once a year on a predetermined date selected by ACT. At IDEA, the ACT will be administered to Students in grades 11 and 12. One administration of the ACT Student state-funded, while the other is IDEA – Funded. IDEA will register all Students and request applicable accommodations for eligible Students.

Security Provisions for Statewide Assessment Tests

Administrative Organization

The Principal or his/her designee will serve as the School testing coordinator for the Statewide assessments and is responsible for distributing, collecting, and securing (in a locked cabinet or closet) all testing materials while they are in the School and appointing specific staff members to serve as test examiners.

Examiners are responsible for distributing, administering, proctoring, collecting, and securing all test materials while they are in their possession.

The Principal or his/her designee and other staff members specifically designated to administer the tests are the only persons authorized to have access to the test materials or to be present in the testing room(s).

Security and Ethical Use of Test Materials

Achievement tests and all material developed for use for testing in any form (except practice tests) are “secure materials.” All testing examiners and classroom teachers giving the test must follow these provisions, as well as the provisions established by the Ohio Department of Education. It is unethical and illegal to: (1) alter a Student's responses or assist a Student in cheating in any way; (2) use, or help others to use, any secure materials to prepare Students for the test or to assist Students who have failed the tests; (3) reproduce any secure materials; (4) release secure materials to Students, legal guardians, or any other individual or group.

Test Security Violations

All staff members are encouraged to voice any concern about any practice they consider unethical and/or inappropriate by reporting the alleged unethical activity to the Principal or his/her designee in writing. Any alleged test security or ethical violation will be investigated by the Principal or his/her designee. If it is determined that a violation occurred, any of several consequences may follow:

- All security or ethical breaches must be reported to the Ohio Department of Education within ten (10) days of any violation.
- One or more answer sheets may not be scored.
- The Board, after appropriate procedures are followed, may terminate or otherwise discipline an employee found guilty of a violation.
- The State Board of Education, following appropriate procedures, may seek the suspension of an educator's license certificate.
- A law enforcement agency, following an appropriate investigation, may prosecute under Ohio's criminal code.

Prior to commencing an Ohio Department of Education investigation and taking action as a result of an allegation of a test security violation, the State Board of Education will provide the individual with notice of the allegation and an opportunity to respond and present evidence.

Building Administration

All coordinators and examiners are responsible for ensuring that all test security provisions are followed while the test materials are at the School. All test coordinators and classroom teachers giving the test must read the Directions for Administration and Rules for Testing prior to the testing dates. All test coordinators must keep these booklets on file. The tests will be serially numbered and

wrapped in sealed packages when they arrive at the test sites. The testing coordinator is to open the sealed packages at the appropriate time, check and verify in writing the accuracy and receipt of all test materials, and prepare the test booklets. Since testing coordinators are required to account for and return all materials, they must carefully track the materials before, during, and after test administration. This responsibility includes the timely packing and shipping of all used materials and transporting any unused materials to the Principal or his/her designee for shipment. Careful written recordkeeping and thorough rechecking are essential throughout the testing process.

Final Accounting of Missing Materials

Whenever possible, testing materials are computer scanned before they are shipped to the School and scanned again after they are returned to the testing company. Should any testing materials be unaccounted for after testing materials are returned to the testing company, the Principal or his/her designee, along with the appropriate examiner(s), will conduct a thorough investigation. If, after the investigation of all written records, the materials are still unaccounted for, the Principal or his/her designee will report his/her findings to the District Testing Coordinator, who will report to the Ohio Department of Education. If further investigation should occur, the individual(s) involved will be provided with an opportunity to respond to the charges and present a defense.

Communication of this Policy with Students and Staff

By the first of October each school year, the Principal will ensure that this policy is handed out to and discussed with Students participating in the assessments, as well as staff members who administer the assessments, are authorized to be in the assessment room, and/or who have access to the assessment materials. Students and staff shall be reminded orally prior to each test administration period.

Participation of Students with Disabilities

Students with disabilities participate in the Statewide assessments, with appropriate accommodations, as necessary. Decisions about how a Student with a disability will participate in any statewide assessment program will be made by the IEP team. The IEP developed for a disabled Student must specify the manner in which the Student will participate in the state achievement assessments. See Policy 242.2 Alternate Assessments for Students with Disabilities.

Participation of English Learners

Students that are English learners participate in the Statewide assessments according to the applicable rules and laws. They may receive approved accommodations following consultation with their instructor.

OAC 3301-7-01; OAC 3301-13-05

Ohio Core Curriculum Requirements

Graduating and earning a high school diploma is important to a child’s future. A failure to complete curriculum requirements may result in a Student’s ineligibility to enroll in most Ohio state universities without additional coursework.

Pursuant to R.C. 3313.6014, a Student must complete the following core curriculum credits and earn a minimum of 20 course units in specified subject areas in order to earn a high school diploma:

Students must meet both curriculum and graduation testing requirements in order to earn an Ohio high school diploma. See the curriculum and graduation testing checklists below as well as information about alternatives to the Ohio core curriculum and mandatory testing requirements.

Curriculum Requirements for Students Entering Ninth Grade for the First Time on or after July 1, 2022

Curriculum Requirements	State Minimum	Additional Local Credits	Credits Earned to Date	Credits Remaining	Honors Diploma Credits
English Language Arts	4 units	_____	_____	_____	_____
Health	½ unit*	_____	_____	_____	_____
Mathematics	4 units**	_____	_____	_____	_____
Physical Education	½ unit***	_____	_____	_____	_____
Science	3 units****	_____	_____	_____	_____
History & Gov.	1 unit*****	_____	_____	_____	_____
Social Studies	2 units*****	_____	_____	_____	_____
Electives	5 units*****	_____	_____	_____	_____

- * The half Health unit shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health.
- ** Math units shall include 1 unit of algebra II or the equivalent of algebra II, or, 1 unit of advanced computer science⁺ after signing and submitting a letter of understanding of the impact of such a course selection on college admissions. However, Students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track shall not be required to take algebra II or advanced computer science and instead may complete a career-based pathway mathematics course as an alternative.
- *** For those schools that have adopted a physical education waiver policy, Any Student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons, or has participated in the junior reserve officer training corps (JROTC) for at least two (2) full school years, shall not be required to complete any physical education course as a condition to graduate. In lieu of a physical education course, the Student shall be required to complete one-half (1/2) unit, consisting of at least sixty (60) hours of instruction, in another course of study. Credit received for participation in the JROTC may be used to satisfy the requirement to complete one-half (1/2) unit in another course of study.
- **** Science units shall include inquiry based laboratory experiences, and shall include 1 unit of physical science, 1 unit of life science, 1 unit of advance study in one or more of the following sciences: chemistry, physics, or physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science; or computer science⁺. No Student shall substitute a computer science course for a life science or biology course.
- ***** The 1 History unit shall include a half unit of American History and a half unit of American Government. For Students who enter ninth grade for the first time on or after July 1, 2012, these half units shall include the study of: the Declaration of Independence; the Northwest Ordinance; the Constitution of the United States with an emphasis on the Bill of Rights; and the Ohio Constitution. Study of American History and American Government shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to establish the historical background leading to the establishment of the provisions of the Constitution and the Bill of Rights.
- ***** The School shall integrate the study of economics, financial literacy, and entrepreneurship into one or more existing social studies credits or into the contents of another class so that every high school Student receives instruction in these concepts. Beginning with Students who enter ninth grade for the first time on or after July 1, 2017, the 2 Social Studies units shall include at least a half unit of instruction in the study of world history and civilizations.
- ***** Elective units may consist of the combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, which may include computer science⁺, agricultural education, a junior reserve officer training corps program, or English language arts, mathematics, science, or social studies courses not otherwise required. Each Student must complete two semesters or the equivalent of fine arts to graduate from high school. This coursework may be completed in grades 7 through 12; however, if completed in grade 7 or 8, the course must be taught by a person with a valid high school teaching license, and the course has been designated by the Board as meeting the high school curriculum requirements.
- + If a Student applies more than one computer science course to satisfy curriculum requirements, the courses shall be sequential and progressively more difficult or cover different subject matter within the area of computer science.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time on or after July 1, 2019

- Students must take five end-of-course State Tests (or six if required by the Ohio Department of Education).
- Only passage of the end-of-course tests for English language arts II and Algebra I shall be required for graduation. The school shall offer remedial support to any Student who fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations. Following the first administration of the exam, if a Student fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations that Student must retake the respective examination at least once.

Diploma Seal Requirements for Students Entering Ninth Grade for the First Time on or after July 1, 2019

Students must earn at least two diploma seals to graduate, and at least one (1) of which shall be a State-designed seal:
State-Defined Diploma Seals:

- Biliteracy seal
- OhioMeansJobs-readiness seal
- An industry-recognized credential seal

- A college-ready seal
- A military enlistment seal
- A citizenship seal
- A science seal
- An honors diploma seal
- A technology seal

IDEA will work with Students in grades 9th – 12th to complete 125 hours of community service and receive a college acceptance.

College Credit Plus Program

The College Credit Plus (CCP) Program enables Students to earn credit toward a degree from an institution of higher education while enrolled in high school. High school Students (grades 9 through 12) and middle school Students (grades 7 through 8) may participate in the Program, so long as the Student meets eligibility requirements.

For information and requirements regarding CCP, you can click here:

<https://ideapublicschools.org/wpcontent/uploads/2022/09/College-Credit-Plus.pdf>.

Grading Scale and GPA

Students earn high school credit for high school courses taken in grades 8 through 12. However, only high school courses taken from 9th through 12th grade are calculated into GPA. Core classes (Math, Science, Social Studies, and English), AP, IB, and dual credit classes are on a 5.0 scale compared to a 4.0 scale for other courses.

Grades are recorded on the transcript and GPA is computed in January and May. Courses must be completed in order for a Student to earn credit for the course.

If a Student transfers out of IDEA at the end of the semester, the College Prep campus will award the Student .5 credits for courses taken and passed with a 70% or higher.

If a Student transfers into IDEA, only AP, IB, and dual credit courses will be given the additional weight of 1 grade point; all others will follow the 4.0 grade point scale.

Students who take a course a second time to earn credit after failing the course the first time (Credit Recovery) will not earn above 70% for successful completion of the course. A grade of 70% must be earned to receive credit for the course.

See chart on next page.

Percent Grade	Standard Scale	5.0 Scale		Percent Grade	Standard Scale	5.0 Scale
100	4.0	5.0		84	3.20	4.20
99	3.95	4.95		83	3.15	4.15
98	3.90	4.90		82	3.10	4.10
97	3.85	4.85		81	3.05	4.05
96	3.80	4.80		80	3.00	4.00
95	3.75	4.75		79	2.95	3.95
94	3.70	4.70		78	2.90	3.90
93	3.65	4.65		77	2.85	3.85
92	3.60	4.60		76	2.80	3.80
91	3.55	4.55		75	2.75	3.75
90	3.50	4.50		74	2.70	3.70
89	3.45	4.45		73	2.65	3.65
88	3.40	4.40		72	2.60	3.60
87	3.35	4.35		71	2.55	3.55
86	3.30	4.30		70	2.50	3.50
85	3.25	4.25		69 and below	0.00	0.00

Academic Rank

Weighted GPA is used to determine class rank. Top 10% classification is communicated to Students at the beginning of the Fall semester of senior year in preparation for college and scholarship applications. For seniors, the final class rankings are determined at the end of Students' 8th semester.

Promotion and Retention Policy

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each Student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and Students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to legal guardian(s) and Students during teacher legal guardian conferences. The grading system used to measure Student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion

A Student will be promoted from one grade to the next provided the Student meets the applicable promotion criteria. The decision to promote a Student shall rest solely with the Principal, with appropriate input from the Student's teacher(s), the professional staff, and legal guardian(s).

Retention

A Student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the Student is academically prepared to be promoted.

Additionally, a Student shall not be promoted or allowed to pass to a higher grade or course level if the Student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with legal guardian(s) as to the Student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a Student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The Student's level of academic aptitude and achievement
- The Student's level of social and emotional development and the Student's ability to effectively interact with other Students in his/her current grade level
- The Student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the Student's progress ,and
- Any other factors thought to be appropriate by the Principal, teacher(s), and professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School
- 5th grade English language arts, math, and science achievement assessments
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School
- 7th grade English language arts and math achievement assessments, or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled Students shall be subject to the factors and policy above, but shall also consider the contents of the Student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any Student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The Student is an English learner who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program
- The Student is a Student with a disability entitled to special education and related services and the Student's IEP exempts the Student from retention
- The Student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education
- The Student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K through 3, or
- All of the following apply:
 - The Student is a Student with a disability
 - The Student has taken the third grade English language arts achievement assessment
 - The Student's IEP or 504 plan shows that the Student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading and
 - The Student previously was retained in grades K-3.
- The Student's legal guardian, in consultation with the Student's reading teacher and the Principal, request that the Student be promoted to fourth grade regardless of the Student's failure to attain grade level reading.

If a Student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the Student will continue to receive intensive reading instruction until the Student is able to read at grade level, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the Student is retained, the School shall:

- Provide intensive remediation until the Student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas, and
- Provide each Student with a high-performing teacher, as determined by the teacher’s Student performance data when available, and performance reviews.

If a Student who has been retained demonstrates that he or she is reading at or above grade level, the Student may be promoted mid-year to the fourth grade at the Principal’s discretion.

Intervention

Annually, the School will assess the reading skills of each Student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify Students who are reading below grade level, except those Students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The Students’ classroom teachers shall be involved in the assessment and identification of Students reading below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the Student.

School will do the following for Students reading below grade level, or for all Students if less than 80% of the Students at the School score at the proficient level or higher in the third grade English language arts assessment:

- Provide written notification to the Student’s legal guardian(s) that includes the following:
 - A statement that the Student has been identified as having a substantial deficiency in reading
 - A description of the current services that are provided to the Student
 - A description of the proposed supplemental instructional services and supports that will be provided to the Student that are designed to remediate the identified areas of reading deficiency
 - A statement that if the Student receives a score within a certain range on the assessment to measure English and language arts skills, the Student will be retained unless the Student is exempt
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and legal guardian(s) in knowing whether the Student is reading at or above grade level and is ready for promotion, and
 - A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.
 - Provide intensive reading instruction services and regular diagnostic assessments to the Student immediately following identification of a reading deficiency, including research-based reading strategies aligned with the “Science of Reading” that have been shown to be successful in improving reading among low-performing readers and targeted at the Student’s identified deficiencies.
 - Develop a reading improvement and monitoring plan within sixty (60) days after receiving the Student’s results on the diagnostic assessment. The plan must include:
 - Identification of the Student’s specific reading deficiencies
 - A description of the additional instructional services and support that will be provided to the Student to remediate the identified reading deficiencies
 - Opportunities for the Student’s legal guardian(s) to be involved in the instructional services and support
 - A process for monitoring the extent to which the Student receives the instructional services and support
 - A reading curriculum during regular school hours that does all of the following: assists Students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each Student’s reading process
 - A statement that if the Student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the Student may be retained in the third grade, and
 - Opportunities for high-dosage tutoring of additional instruction at least three (3) days per week or 50 hours over 36 weeks, which shall align with the Student’s classroom instruction through a state-approved vendor or a locally approved opportunity that aligns with high-dosage tutoring best practices.

The School shall continue to provide the plan until the Student achieves the required level of skill in reading for the Student’s current grade level.

Teacher Qualifications

Each Student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable, or
- Completed a master’s degree program with a major in reading, or
- Was rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of Student growth measures developed by a vendor and that is on the list of Student assessments approved by the State Board of Education, or
- Was rated “above expected value added” in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years, or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education, or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The Student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A Student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a Student who is an English language learner and has been in the United States for three years or less, or a Student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a Student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the Student’s assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Principal agree to the assignment. Any such assignment of services must be documented in the Student’s reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a Student enrolls in the School, the School will provide the legal guardian(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq; HB 33 of the Ohio 135th General Assembly, Section 733.10.

Valedictorian and Salutatorian

Graduating seniors with the highest and second highest cumulative weighted grade point average carried out two decimal places as determined at the end of the spring semester of senior year will be eligible to serve as the valedictorian and salutatorian respectively.

Additional Considerations:

- Valedictorian and salutatorian eligibility requires attendance at an IDEA Public Schools high school for all eight semesters of high school from 9th – 12th grade
- In the event of a tie for valedictorian based on GPA, schools will make the decision based on the raw average
- A Student who is in violation of school code of conduct, honor code, or has criminal charges may be deemed ineligible to represent school as the valedictorian or salutatorian.

If the two highest ranked graduating seniors have the exact same weighted GPA, they will both be named co-Valedictorians.

For campus planning purposes, the unofficial Valedictorian and Salutatorian determination can be communicated with appropriate staff members and Students after Quarter 15 grades are stored.

HEALTH AND WELLNESS

IDEA is committed to creating positive, safe, health-promoting learning environments throughout the school year as well as cultivating healthy and safe habits in Students and providing access to resources that support these efforts. In addition to all state and federal law, IDEA adheres to board approved policies aligned with our commitment to overall Student physical and mental wellness.

For more information, to read a complete list of policies, and to see those full policies see “Health & Safety” here:

<https://ideapublicschools.org/regions/greater-cincinnati/policies/board-approved-policies/>

Healthy & Safe Physical Environments

Providing physically safe school environments so that our scholars will thrive is paramount to IDEA’s vision and mission. IDEA and its property are alcohol, tobacco, and drug free. Student violators of the prohibitions and restrictions relating to illegal substances and firearms which are detailed below are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

Alcohol-Free School Notice

All alcoholic beverages are always prohibited on IDEA property and at all school-sanctioned activities occurring on or off school property.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarettes), 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.

Drug-Free School Notice

IDEA prohibits the use, sale, possession, or distribution of illicit drugs by Students on school premises, on or near school property, or at any school-related or school-sanctioned activity or event, 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.

Pest Control

Student

Pesticide applications on IDEA Public Schools’ property are made only by trained and licensed applicators. Should you have questions about the District’s pest management program or wish to be notified in advance of pesticide applications, you may contact our IPM coordinator, Nelva Leal, Assistant Director of Facilities and Construction, at nelva.leal@ideapublicschools.org.

Asbestos Management

In accordance with federal and state regulations, IDEA Public Schools has implemented an asbestos management plan to monitor and control any potential asbestos hazards in our facilities. IDEA’s Asbestos Management Plan is available for review during regular hours of school operations at the Administration Office. If you have any questions or concerns, please do not hesitate to contact IDEA’s Asbestos Designated Person, Nelva Leal, at nelva.leal@ideapublicschools.org

Student Health

Food Allergy Information

For purposes of this section, 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.

Allergy information is to be updated annually as part of the registration process. Legal guardians are required to:

1. Update the Student’s Health History Information in Stream indicating the type of allergy, specifying the food(s) which the Student is allergic to, nature of the reaction, and whether the allergy is life-threatening.
2. Complete a Medication Consent Form, Action/Care Plan, and Special Diet Request Form signed by both the legal guardian and physician.
 - a. Submit the Medication Consent Form, Action/Care Plan, and any prescription medication in its original container from the pharmacy (U.S.A. Only) with a proper label directly to the school Health Aide/Nurse.
 - i. A proper label contains the patient’s name, medicine’s name, and dosage.

- ii. Students are not to be sent to campus with medications, they must be delivered by a legal guardian.
- b. Submit the Special Diet Request Form to the campus Cafeteria Manager.
 - i. Completed forms are reviewed for consideration by the Special Diets Manager and may take up to three weeks to be established.
- 3. Ensure a medication refill, in its original container with a proper label, is delivered to the school Health Aide/Nurse before the medication is completed.
- 4. At the end of the year, pick up any remaining medication before the last day of school or it will be appropriately disposed of.

Medical Treatment

Medical treatment refers to treatment, responsiveness, and care available to IDEA Students for preventative and emergency services while at IDEA schools.

Emergency Medical Treatment

In the event there is a life-threatening emergency, IDEA will:

1. Immediately call 911 and contact EMS.
2. Ensure that immediate medical care is provided to Student while EMS is enroute.
3. Designated staff member travels to hospital with Student via EMS, if needed.
4. When EMS is called, the school will also contact the student's emergency contact in STREAM.
5. Continue to contact emergency numbers until one is reached over phone and voice contact is made.

Medication Administration

Prescription Medication

For authorized IDEA employees to administer prescription medication to Students for health conditions, legal guardians must:

1. Complete a Medication Consent Form and Action/Care Plan signed by both the legal guardian and physician.
2. Submit the Medication Consent Form, Action/Care Plan, and prescription medication in its original container from the pharmacy (U.S.A. Only) with a proper label directly to the school Health Aide/Nurse.
 - a. A proper label contains the patient's name, medicine's name, and dosage.
 - b. Students are not to be sent to campus with medications, they must be delivered by a legal guardian.
3. Ensure a refill, in its original container with a proper label, is delivered to the school Health Aide/Nurse before the medication is completed.
4. At the end of the year, pick up any remaining medication before the last day of school or it will be appropriately disposed of.

Self-administration of Prescription Asthma or Anaphylaxis Medicine

Before a Student may be allowed to self-administer asthma or anaphylaxis medication, the legal guardian must provide:

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

Upon receipt of prescription medication from the legal guardian of a Student with a health condition, IDEA will:

1. Review the Medication Consent Form, Action/Care Plan, and medication container to ensure accuracy on all accounts and follow-up with the legal guardian with any questions.
2. Store the medication in a locked cabinet that is only accessible to trained IDEA staff and deliver the medication to the prescribed Student per physicians' orders.
3. Call the legal guardian at the end of the school year to pick up any remaining medication.
4. Dispose of any remaining medication appropriately by the last day of school.

Health Examinations and Immunizations

Students enrolled in the School are required to have, at the time of initial entry into School and at the beginning of each School year thereafter, written evidence on file that they have been immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles (rubeola), mumps, chicken pox, rubella, hepatitis B, and meningococcal disease, as required by Ohio law and applicable Ohio

Department of Health regulations and guidelines. Failure to comply with these regulations and guidelines after the fifteenth (15th) day of admission/school will result in exclusion until evidence is submitted by legal guardians.

In order to comply with Ohio law, legal guardians must:

1. Provide adequate written evidence of such required immunizations to the school principal. Adequate written evidence includes:
 - a. a statement indicating that the Student has received the required immunizations, including the immunizations received and the date of receipt, signed by a licensed physician, an official from another school, a public health department, or the Parent.
 - b. A Parent's statement, subject to Principal approval and may require a physician's statement.

Exemptions

Students may be exempted from required immunizations, subject to any requirements of Laws under the following circumstances:

1. A legal guardian may present a written statement to the Principal of objection to immunization for reasons of conscience, including religious convictions.
2. A legal guardian may present a written statement signed by a physician certifying that certain or all required immunizations are medically contraindicated.
3. A legal guardian may present a signed statement from the Parent or physician that the Student has a history of measles (rubeola), mumps, and/or chicken pox and need not be immunized against the disease(s) for which the history so exists.
4. A legal guardian may present laboratory testing results signed by a physician demonstrating that detectable rubella antibody is present in the Student and the Student need not be immunized against German measles (rubella).
5. Any other circumstances required by laws.

Use of Inhaler/Epinephrine Autoinjector

Before a Student may be allowed to self-administer an inhaler or epinephrine autoinjector, the legal guardian must:

1. Complete a Medication Consent Form and Action/Care Plan signed by both the legal guardian and physician.
2. Submit the Medication Consent Form, Action/Care Plan, and prescription medication in its original container from the pharmacy (U.S.A. Only) with a proper label directly to the school Health Aide/Nurse.
3. A proper label contains the patient's name, medicine's name, and dosage.
4. Student's are not to be sent to campus with medications, they must be delivered by a legal guardian.
5. Ensure a refill, in its original container with a proper label, is delivered to the school Health Aide/Nurse before the medication is completed.
 - o At the end of the year, pick up any remaining medication before the last day of school or it will be appropriately disposed of.

Dyslexia and Related Disorders

Below is detailed information for steps for families and Students to take to gain more awareness of dyslexia and related disorders.

Families should take the following next steps:

1. Utilize the [Ohio Dyslexia Guidebook](#) to gain awareness regarding dyslexia and related disorders.
2. As a legal guardian, you should be informed that your Student Kindergarten through first grade will receive a universal screener for dyslexia and be notified if suspected well-below benchmark in reading.
3. As a legal guardian, should you suspect your Student to have dyslexia or any related disorder, you have the right to request your Student to be evaluated for special education services. Contact the front office staff at your Student's campus and request contact information for the Response to Intervention (RTI) point person.
4. School staff may support legal guardians in submitting a written request to the Response to Intervention (RTI) point person.

Toileting & Extra Clothing

Toilet training is a process that varies from age to age and ability to ability. Children are typically toilet trained between the ages of two-three years old. Therefore, most children entering IDEA's kindergarten program are able to toilet themselves with minimal supervision, including proper wiping. Legal guardians may provide a change of clothing in case of an accident, to be kept in the Student's backpack.

In the instance in which a child soils themselves during the school day:

1. IDEA staff will call the child's legal guardian to inform them of the incident.
2. If a change of clothes has been provided, the Student will change themselves.

If a change of clothes has not been provided, IDEA staff will ask the legal guardian to bring a change of clothes to the school.

STUDENT SAFETY

Child Abuse and Neglect

Every School official, School employee, or employee assigned to the School who knows or has reasonable cause to suspect based on facts that would cause a person in a similar position to suspect that a Student has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the Student shall immediately report that knowledge or suspicion, by telephone or in person, to the Public Children's Services Agency or local law enforcement agency. She or He shall also notify the Principal or his/her designee. All suspected cases are to be reported even if documentation is not available.

Sexual and Other Forms of Harassment

Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct that has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

The harassment by a Student of a staff member or fellow Student is strictly forbidden. Any Student who is found to have harassed a staff member or Student will be subject to discipline.

The harassment of a Student or a staff member should be reported immediately by the Student or staff member to any teacher or to the Principal or his/her designee. Any person who receives such a report shall immediately advise the Principal or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator for further action in accordance with Board directives.

Title IX Coordinator

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities, and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Jenessa Smith, Title IX Coordinator, 2115 W. Pike Blvd., Weslaco, TX 78596, (956) 377-8000, jenessa.smith@ideapublicschools.org.

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 electronic mail, using the contact information listed for the Title IX Coordinator, 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 electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department, or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure." 34 CFR 106

Title IX Grievance Procedures

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of Student and employee complaints.

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 electronic mail, using the contact information listed for the Title IX Coordinator, 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 electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

If a report involves allegations by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report. If the Superintendent is the Title IX Coordinator, the person making the report should submit it to the Board President.

Grievance Process for Complaints Not Alleging Sexual Harassment

Level I – Informal Procedure

Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated/retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or his/her designee will exercise his/her authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

Parties who are dissatisfied with the results of the informal procedure may proceed to file a complaint with the Title IX Coordinator.

Level II – Complaint Procedure

If a report is not resolved through the informal procedure, if one of the parties requests that the informal procedure be terminated to move to the complaint procedure, or if the individual elects to file a complaint initially, the complaint procedure shall be implemented. The School also reserves the right to investigate and resolve a complaint or report of sex discrimination/retaliation regardless of whether the individual alleging the unlawful discrimination/retaliation pursues a complaint.

The complaint should be in writing and state the date and nature of the alleged discrimination/retaliation and the relief sought. If the grievant is a Student, the Title IX Coordinator shall assist in preparing the written complaint.

Upon receipt of the written complaint of sexual discrimination that does not allege sexual harassment, the Title IX Coordinator or his/her designee shall begin an investigation. The investigation will include, but not be limited to, interviews and a consideration of documentation or other information presented by any party that is reasonably believed to be relevant to the allegations, as applicable. Although certain cases may require additional time, the Title IX Coordinator or his/her designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the written complaint. The School reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

If an individual is alleged to have engaged in discrimination/retaliation, that individual shall be presumed to not be responsible for the alleged conduct until the conclusion of the complaint procedure. That individual must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

At the conclusion of the investigation, the Title IX Coordinator or his/her designee shall issue a written decision to the parties.

Level III – Appeal

If the Student or employee believes that there still is a basis for a grievance, he or she may make a written statement of appeal to the Board. This written statement of appeal must be filed within ten (10) business days of the date of the Title IX Coordinator's decision.

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance appeal in a timely manner (ordinarily,

within fifteen (15) business days of the appeal being received), and shall give that decision in writing to the Title IX Coordinator and the Student or employee.

Grievance Process for Complaints of Sexual Harassment

Definitions

For purposes of this grievance process,

“*Complainant*” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“*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 the School investigate the allegation of sexual harassment. 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 the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.

“*Respondent*” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

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

1. An employee of the School conditioning the provision of an aid, benefit, or service of the School 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 the School’s education program or activity, or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“*Supportive measures*” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, 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 the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Training

Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, these individuals shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

All Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the School’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, and that decision-makers receive training on any technology to be used at a live hearing, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Presumption of No Responsibility

Throughout this grievance procedure, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. In addition, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The School must comply with this grievance process before the imposition of any disciplinary sanctions, or other actions that are not supportive measures, against a respondent.

The investigation of the grievance shall include 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. The standard of evidence to be used to determine responsibility will be the preponderance of the evidence standard.

Good Cause Delay

There may be a temporary delay of the grievance process or a limited extension of time-frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the 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.

Level I – Response to Report

Upon receiving a report of sexual harassment, the Title IX Coordinator shall 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. The School will maintain as confidential any supportive measures provided before or after the filing of a formal complaint or where no formal complaint has been filed, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

Level II – Formal Complaint

Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known:

1. Notice of the School’s grievance process that complies with this section, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must also inform the parties of any provision in the School’s code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice provided, the School must provide notice of the additional allegations to the parties whose identities are known.

The School 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.

Investigation

The Title IX Coordinator or his/her designated investigator will investigate the allegations in a formal complaint. When investigating a formal complaint and throughout the grievance process, the Title IX Coordinator or his/her designated investigator must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School 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 the School obtains that party’s voluntary, written consent to do so for a grievance process (if a party is not an “eligible Student,” as defined in 34

- CFR 99.3, then the School must obtain the voluntary, written consent of a “legal guardian,” as defined in 34 CFR 99.3).
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
 3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
 4. 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 advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School 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.
 5. 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.
 6. 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 School 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 completion of the investigative report, the School 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 ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report, and
 7. Create an investigative report within thirty (30) business days of receipt of a formal complaint that fairly summarizes relevant evidence and, at least ten (10) business days prior to a time of 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 their review and written response.

Question and Answer Period

After the School has sent the investigative report to the parties, the Title IX Coordinator or his/her designated investigator shall submit the investigative report to the Sr. VP of Talent Acquisition as decision-maker to reach a determination regarding responsibility. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

Before reaching a determination regarding responsibility, the Sr. VP of Talent Acquisition must afford each party five (5) business days to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. However, 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 Sr. VP of Talent Acquisition must explain to the party proposing the questions any decision to exclude a question as not relevant.

Dismissal

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School’s education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another provision of the School’s code of conduct.

The School may also dismiss the 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 the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the School will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

Determination Regarding Responsibility

The Sr. VP of Talent Acquisition as decision-maker must issue a written determination regarding responsibility within twenty-five (25) business days of receiving the investigative report.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination,

including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence

3. Findings of fact supporting the determination
4. Conclusions regarding the application of the School's code of conduct to the facts
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant, and
6. The School's procedures and permissible bases for the complainant and respondent to appeal.

The School must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School 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.

If a determination of responsibility for sexual harassment has been made against a respondent, the School will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the School may implement include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.

Possible disciplinary sanctions the School may implement following any determination of responsibility by the respondent may include: suspension, expulsion, reprimand, documenting the occurrence in the personnel file, referral to counseling, withholding of a promotion, demotion, reassignment, temporary suspension without pay, termination of employment, or any other disciplinary measures outlined in the School's code of conduct or Staff Handbook.

Level III – Appeal to Chief Human Assets Officer

Either the complainant or respondent, or their legal guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such appeal shall be received by the Title IX Coordinator in writing within ten (10) business days of the determination.

The appeal may be on one or more of 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.

The Title IX Coordinator shall give the written appeal to Chief Human Assets Officer for decision. The decision-maker on appeal cannot be the same person(s) as the initial decision-maker, the Title IX Coordinator, or the investigator(s).

Within three (3) business days of receipt, the Title IX Coordinator shall also provide notice to the other party in writing that the appeal was filed. Each party shall then be provided five (5) business days to submit a written statement in support of, or challenging, the outcome.

Within ten (10) business days after the time to submit a written statement has passed, the Chief Human Assets Officer shall issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

For all appeals, the School must ensure that the decision-maker(s) for the appeal: (i) not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent; (ii) receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; (iii) receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and (iv) receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Office for Civil Rights

If the Student (or their legal guardian or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights. However, use of this internal complaint procedure is not a prerequisite to the pursuit of

other remedies.

A Student (or their legal guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (60) days after the last act of the grievance process.

Informal Resolution Process

The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Similarly, the School may not require the parties to participate in an informal resolution process, and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process that does not involve a full investigation and adjudication, provided that the School:

(A) Provides to the parties a written notice disclosing: the allegations, 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, provided, however, 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, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared; (B) Obtains the parties' voluntary, written consent to the informal resolution process; and (C) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a Student.

Any such informal resolution process should not exceed ten (10) business days.

Emergency Removal

Nothing in this grievance procedure precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School 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. However, this provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave

Nothing in this grievance procedure precludes the School from placing a non-Student employee respondent on administrative leave during the pendency of a grievance process. However, this provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Recordkeeping

The School must maintain for a period of seven years records of:

- Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity
- Any appeal and the result therefrom
- Any informal resolution and the result therefrom, and
- All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

For each response to a report or formal complaint of sexual harassment in an education program or activity, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant alleging sexual harassment with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Retaliation Prohibited

Neither the School, 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 this grievance procedure, 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 in this grievance procedure. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, constitutes retaliation.

The School 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 the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination complaints not alleging sexual harassment. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation under this grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of this grievance procedure does not constitute prohibited retaliation under this grievance procedure, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Designations

The School retains discretion to designate suitably qualified persons to fulfill any function under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The School also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent and/or Title IX Coordinator may delegate functions assigned to a specific individual under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded at any time.

Anti-Harassment, Intimidation, and Bullying

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any Student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for Students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a Student's ability to learn and the School's ability to educate its Students in a safe environment. Since Students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, or bullying" means either of the following:

- any intentional, written, verbal, electronic, graphic, or physical act that a Student or group of Students has exhibited toward another particular Student more than once, and the behavior both causes mental or physical harm to the other Student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other Student, or
- violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

The School reserves the right to discipline Students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

- whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences
- whether a nexus to on-campus activities exists
- whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and

receive education

- whether the behavior invades the privacy of others, or
- whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying, and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying, or cyberbullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for Students who commit an act of harassment, intimidation, bullying, or cyber-bullying range from positive behavior intervention up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and Code of Conduct of the School shall be followed and shall not infringe on any Student's First Amendment rights under the United States Constitution.

All school personnel, volunteers, and Students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported (See **Appendix 264.1-A** Form for [Reporting Incidents of Harassment Intimidation and Bullying](#)). Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Legal guardians have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. All School personnel, volunteers, and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy promptly and in good faith.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending Students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with legal guardians and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other Students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in and out of school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision-maker in the case of sexual harassment. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, Students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying. If a complaint arises out of conflict between Students or groups of Students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from

past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, Students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors. Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio or federal law that may apply.

To the extent state or federal funds are appropriate, the School shall require that all Students enrolled in the School be provided with age-appropriate instruction of this policy annually, including a written or verbal discussion of the consequences for violations. The School may form a prevention task force and/or programs to educate Students about this policy, such as holding an assembly on harassment, intimidation and bullying for Legal guardians and Students, to raise the level of awareness and help prevent the prohibited conduct.

The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with Students.

Anti-Hazing

The School prohibits all acts of hazing. Hazing or hazing activity means doing any act or coercing another, including the victim, to do any act of initiation into any Student or other organization, or any act to continue or reinstate membership in or affiliation with any Student or other organization, that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. Hazing activities of any type are inconsistent with the educational process and are prohibited at all times, regardless of whether the activity occurs on or off of property owned, used or controlled by the School, so long as the hazing activity is in any way connected to the activities or incidents that have occurred on property owned, used or controlled by the school. **No person shall recklessly participate in the hazing of another. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.** This policy will be actively enforced at all times.

If hazing or planned hazing is discovered, involved Students are informed by the discovering Staff member of the prohibition contained in this policy and are prohibited from participating or permitting hazing, and must end all hazing activities immediately. All hazing incidences are reported immediately to the Principal or his/her designee. Additionally, no administrator, employee, faculty member, teacher, consultant, or volunteer of the School who is acting in an official capacity shall fail to immediately report the knowledge of hazing to a law enforcement agency in the county where the hazing victim resides or where the hazing is occurring or occurred.

Gang Activity

Students are prohibited from engaging in gang activities while at School, on School property, or at School-sponsored events.

As used herein the term “gang” means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.

The term “gang activity” shall mean any conduct engaged in by a Student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on School grounds or while attending a School function. These activities include recruiting Students for membership in any gang and threatening or intimidating other Students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang.

A violation of this prohibition is grounds for suspension or expulsion from School.

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 upon reasonable suspicion 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 right against self-incrimination.

Students have no expectation of privacy in the contents of their lockers, desks, School vehicles, or other school property. Lockers and desks assigned to Students remain at all times under the control and jurisdiction of IDEA.

Vehicles parked on IDEA property and property under IDEA's control are under IDEA's jurisdiction 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 legal guardians 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 IDEA property or at a school-related event.

Dangerous Weapons and Public Conduct on School Property

IDEA prohibits the possession or use of explosives (including caps and fireworks), firearms (or lookalikes), or any instrument identified as a dangerous ordinance or lethal weapons on the physical premises of a school, any grounds or building on which an activity sponsored by a school is being conducted, or school transportation vehicle. Furthermore, IDEA strictly prohibits any and all individuals from carrying firearms, with the exception of authorized and trained security personnel hired or contracted by IDEA or unless the Governing Authority has provided them with written authorization to convey or possess deadly weapons or dangerous ordinance in(to) the school safety zone.

No person shall assault, strike, threaten, or menace a teacher, instructor, or person in charge of a class of Students, or any employee while in the performance of their duties, or disrupt, disturb, or interfere with any activity conducted in or on the School premises, or unlawfully assault, strike, threaten, menace, follow, pursue, or lay hands upon a Student or other person in or on the School premises, or on the way to or from School or School-sponsored activity. School officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so.

The Principal or his/her designee has the authority to prohibit the entry of any person, including but not limited to legal guardians, other adults and/ or educators, to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Principal or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

School Emergency Management Plan

The School shall examine the environmental conditions and operations of each School building to determine potential hazards to Student and staff safety, and develop and adopt a comprehensive school emergency management plan to respond to such hazards ("EMP").

In the event of an emergency, Legal guardians will be notified of emergencies through the Remind app and/or robo-calls. Please DO NOT come to the School until given the "all-clear" if alerted to any emergency, as your presence may impede access of emergency personnel.

Behavioral Threat Assessments

Each school has a behavioral threat assessment team dedicated to ensuring the safety of our school community. These teams follow the Comprehensive School Threat Assessment Guidelines (CSTAG) and are responsible for evaluating and intervening when a Student's behavior may pose a risk to themselves or others.

- **Parent Notification and Participation:** Legal guardians will be informed and can participate in the threat assessment process for their child if applicable.
- **Law Enforcement Involvement:** Depending on the assessment's findings, law enforcement may be involved in further investigation.
- **Reporting a Threat:** Threats can be reported by Students and families directly to staff, the campus emergency response team, or through the state's anonymous reporting tip line.

For questions regarding Behavior Threat Assessments, legal guardians can reach out to school principals or counselors.

STUDENT CODE OF CONDUCT

All Students are expected to conform to the Student Code of Conduct at School, on the School premises, at School activities or functions whether on or off the School premises and on transportation to and from School, if paid for or provided by the School and are subject to the School’s disciplinary process when they fail to do so. Students may also be subject to the School’s disciplinary process for a violation of the Student Code of Conduct, regardless where it occurs, if the misconduct is directed at School Staff or their property.

The steps below are a general guide for handling discipline, but may be adapted on a case-by case basis.

Progressive Discipline

First Level Offense

Teacher explains or reviews class and School rules and warns the Student of possible consequences.
Teacher applies appropriate in school consequences.

Second Level Offense

Teacher applies appropriate consequences, including longer time-outs, or alternate areas for reflection, loss of privileges, detention, etc.
Teacher personally communicates the problem(s) with the Student’s legal guardian(s).
Teacher sends a written report home and a copy to the office.

Third Level Offense

If actions taken at Levels 1-2 have not corrected the inappropriate behavior, or, if the Student engaged in serious act(s) of misconduct for his or her grade level, the Principal may suspend the Student from School, not to exceed ten School days.

Fourth Level Offense

If actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the Student engaged in serious act(s) of misconduct for his or her grade level, the highest level administrator of the School likened to a Superintendent may expel the Student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the Student is permanently excluded.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Principal and/or the highest level administrator of the School likened to a Superintendent.

Infractions and Likely Disciplinary Action

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Academic Misconduct	Plagiarizing, cheating, copying another’s work or internet materials, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.

Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 3-4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or legal guardian volunteers, verbally harassing other Students or Staff, and running and/or making excessive noise in the building.	Level 1-2 disciplinary action.	Level 2-3 disciplinary action.	Level 2- 4 disciplinary action.
	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Dress Code Violations	See Dress Code	Change into school provided uniform for the day and return it at the end of the school day. Excessive dress code violations may result in additional consequences (Levels 2-3)		
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, iPods, gaming devices, etc.) without approval on School property from the beginning of the day to the conclusion of School.	Level 1-2 disciplinary action.		
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gang Activity	No Student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang	Levels 1-3	Level 2-4	Level 3-4

	paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another Student. See also Gang Activity Section.			
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the Student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 1-2	Level 2 -3

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community. See also Dignity Policy.	Level 1-2 disciplinary action.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Intimidation/ Menacing/ Bullying/ CyberBullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, text messages, blogs, Facebook, Instagram, Wikipedia, the Internet, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.

Intimidation/ Menacing/ Bullying/ CyberBullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, text messages, blogs, Facebook, Instagram, Wikipedia, the Internet, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School. See also Anti-Bullying.	Level 2-3 disciplinary action.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant. Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Lying	Intentionally giving untrue communication.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarity	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1-2 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other Students. See also Fighting Policy.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.

Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Minor Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a minor safety risk include, but are not limited to: <ul style="list-style-type: none"> Talking during safety drills Running, pushing, yelling, or other inappropriate behaviors Any inappropriate playground behaviors Minor insubordination to adults	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.
Major Safety	Behavior that creates a more severe possibility of harm to oneself or others, including but not limited to <ul style="list-style-type: none"> Leaving the school building or grounds without permission Other acts which could harm the Student or others	Level 2-4	Level 2-4	Level 2-4

	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event. See also Drugs and Alcohol.	Level 3-4 disciplinary action.	Level 3-4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia (including e-cigarettes, vapor-based nicotine, and lighters). See also Tobacco and E-Cigarettes Prohibited.	Level 1-2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 2- 4 disciplinary action.
School Property	Textbooks, computers, and school facilities are available for Student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: <ul style="list-style-type: none"> Defacing textbooks, library books, and other school materials Destruction or improper use of school computers, printers, or other technology 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 2-4 disciplinary action.

	<ul style="list-style-type: none"> Defacing/destruction of school property including desks, walls, lockers, etc. Failure to respect the property of other Students, teachers, school personnel, etc. Gum chewing on school property Improper use of restrooms and/or supplies Stealing 			
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment. See Harassment Policies.	Level 1-3 disciplinary action.	Level 2-4 disciplinary action.	Level 3-4 disciplinary action.
Tardiness	To class: The act of a Student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
Toys or Play Objects	School is a place of learning. Distractions cause Students to be inattentive. Therefore, Students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a Student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to: <ul style="list-style-type: none"> Bringing toys or distracting objects to school Creating toys or distracting objects at school 	Level 1 disciplinary action.	Level 1-2 disciplinary action.	Level 1-2 disciplinary action.
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.	Disciplinary action consistent with Truancy Policy.
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2-3 disciplinary action.	Level 2-4 disciplinary action.

Transportation Discipline

Bus suspensions (for bus riding privileges only, but not for suspension from School) may be imposed for any period of time as set

forth in the School's Code of Conduct and Bus Rider Behavior Contract. Students are required to be provided notice of an intended suspension (which is not required to be in writing) and an opportunity to appear before the Principal before a suspension is imposed.

If immediate removal of a Student is authorized, the Student must be given notice, as soon as practicable, of the reasons for the removal and of a hearing before the Principal which must be held within seventy-two (72) hours of the removal. Immediate removal is authorized when the Student's presence poses a danger to persons or property or a threat to the safe operation of the school bus. The length of time removed from ridership shall be in accordance with the School's Code of Conduct and Bus Rider Behavior Contract.

To access our Bus Rider Behavior Contract, you can find it our Transportation landing page: <https://ideapublicschools.org/parents/transportation/>.

Expulsion and Suspension

The Principal or his/her designee may suspend a Student for up to ten (10) school days. The Superintendent may expel a Student for up to eighty (80) school days, and in some instances, one (1) year. Provided however, neither the Principal nor the Superintendent shall initiate the process of issuing an out-of-school suspension or expulsion to Students in grades kindergarten through three, unless the Student has committed a firearm, bomb-threat, or knife offense; or other criminal offense that results in serious bodily injury or property damage; or where the Student's out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the Student, fellow classmates, or school personnel. The Principal or Superintendent may not suspend, expel, or remove any Student from School solely on the basis of the Student's unexcused absences from School.

The length of suspension or expulsion shall be determined by the Principal or Superintendent commensurate with the seriousness of the Student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, Students prohibited from participating in all or part of any extra-curricular activity are not entitled to notice, hearing, or appeal rights.

During the period of suspension, removal, or expulsion, the Student may not attend or participate in any School functions without permission from the Principal. The Student may enter School facilities only when given permission by Principal or if accompanied by a legal guardian who accepts responsibility for the Student's actions and/or behavior at the facility.

Any Student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension and receive at least partial credit for the completed assignment; however, the Student may receive a reduced assignment grade on account of the suspension. The School will not automatically award a failing grade on any complete assignment solely based on the Student's suspension.

Emergency Removal

In the event that, in the opinion of the Principal or his/ her designee, a Student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the Student may be removed from the premises without formal suspension or expulsion procedures. A removed Student in grades kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the Student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

One Year Expulsion

A Student shall be expelled for one (1) year for bringing a firearm to the School (1) or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A Student may also be expelled for a period not to exceed one (1) year for:

- Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property
- Bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant
- Possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person
- Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or

serious physical harm to property

- Making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade that is capable of causing serious bodily injury.

In School Suspension

Students issued an in-school suspension shall serve suspensions in a supervised learning environment and may be permitted to complete any classroom assignments missed because of the suspension. While serving an out-of-school suspension, the Board authorizes Students to receive instructional services from the School.

Bus Suspension

If the Principal determines that a Student's behavior on a school vehicle violates School rules, s/he may suspend the Student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

Community Service

The Principal may require a Student to perform community service or another alternative consequence in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension.

The Chief Schools Officer or Area Superintendent who is not involved in the expulsion will hear the appeal of an expulsion.

Permanent Exclusion of Non-Disabled Students

In accordance with the law, the Board may seek to permanently exclude a Student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:

- carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordnance on property owned or controlled by the Board or at an activity held under the auspices of this Board;
- possessing, selling, or offering to sell controlled substances on property owned or controlled by the Board or at an activity under the auspices of this Board; and
- complicity to commit any of the above offenses, regardless of where the complicity occurred.

In accordance with law, any Student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- Rape, gross sexual imposition or felonious sexual penetration;
- Murder, manslaughter, felonious or aggravated assault; and
- Complicity to commit offenses described in paragraphs A and B, regardless of where the complicity occurs.

Discipline/Suspension/Expulsion of Disabled Students

In matters relating to the disciplining of disabled Students, the Board shall abide by federal and state laws regarding suspension and expulsion. The Principal will follow the guidelines of Board policies and ensure they are properly used when disciplining any Student with a disability.

Positive Behavioral Interventions and Supports, Seclusion, and Restraint

This policy governs the use of positive behavioral methods and emergency safety interventions including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

Definitions

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a Student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes, or other sensory stimuli such as climate control, lighting, and sound.

Behavior Intervention Plan: a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain the behavior, by strengthening replacement skills, teaching new skills, and providing positive behavior intervention and supports and services to address the behavior.

Chemical Restraint: a drug or medication used to control a Student's behavior or restrict freedom of movement that is not (A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a Student's medical or psychiatric condition; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

De-escalation techniques: are strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening, violent, and disruptive behavior before a crisis occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process used to describe the function or purpose that is served by a Student's behavior. Understanding the function that an impeding behavior serves for the Student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: (A) any method of restricting a Student's freedom of movement, physical activity, or normal use of the Student's body, using an appliance or device manufactured for this purpose; and (B) does not mean devices used by trained school personnel, or used by a Student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (3) vehicle safety restraints when used as intended during the transport of a Student in a moving vehicle.

Parent: (A) a biological or adoptive legal guardian; (B) a guardian generally authorized to act as the child's legal guardian, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive legal guardian (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate legal guardian who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the legal guardian of the child or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a Student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a Student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from Student's possession; (C) to calm or comfort; (D) to assist a Student in completing a task if the Student does not resist the contact; or (E) to prevent a threat to the immediate safety of the Student or others.

Positive Behavior Interventions and Supports ("PBIS"): (A) a school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all Students, and (B) that encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminishes reoccurrences of challenging behaviors, and teaches appropriate behavior to Students.

Positive Behavior Interventions and Supports Leadership Team: the team at the School that plans, coaches and monitors

implementation on PBIS. The team may include the a School administrator, teacher representatives across grade levels, and staff able to provide behavioral expertise, and other representatives identified by the district or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone Restraint: physical or mechanical restraint while the Student is in a face down position.

Seclusion: involuntary isolation of a Student in a room, enclosure, or space from which the Student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student personnel: teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver, related service providers, nursing staff, or other School staff who interact directly with Students.

Timeout: a behavioral intervention in which a Student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self regulating and controlling his or her behavior. In a timeout, the Student is not physically restrained or prevented from leaving the area by physical barriers.

Creation of Positive Behavioral Intervention and Supports

The School shall establish an evidence-based school wide system of positive behavioral interventions and supports that will apply in all settings to all Students and staff. The system shall include family involvement. The School's PBIS framework includes all of the following:

- A decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all Students,
- Data-based decision making to select, monitor, and evaluate outcomes, practices, and systems,
- Evidence-based practices along a multi-tiered continuum of supports,
- Systems that enable accurate and sustainable implementation of practices, and
- Progress monitoring for fidelity and target outcomes.

The School's implementation of its PBIS framework includes:

- Explicit instruction of school-wide behavior expectations
- A consistent systems of acknowledging and correcting behaviors
- Teaching environments designed to eliminate behavior triggers, and
- Family and community involvement.

Prohibited Practices

The following are **prohibited under all circumstances**, including emergency safety situations:

- Prone restraint
- Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a Student by placing knees to the Student's torso, head, or neck
- uses pressure point, pain compliance, or joint manipulation techniques or
- otherwise involves techniques that are used to unnecessarily cause pain.
- Corporal punishment
- Child endangerment as defined in R.C. 2919.22
- Deprivation of basic needs
- Seclusion or restraint of preschool Students (if any)
- Mechanical or chemical restraints
- Aversive behavioral interventions
- Seclusion of Students in a locked room or area, or
- Any physical restraint that obstructs the Student's airway or impacts the Student's primary mode of communication.

Staff must:

- Be appropriately trained to protect the care, welfare, dignity, and safety of the Student
- Continually observe the Student in restraint and/or seclusions for indications of physical or mental distress and seek immediate medical assistance if there is a concern
- Use verbal and on-verbal communication strategies and research based de-escalation techniques in an effort to help the Student regain control
- Remove the Student from physical restraint and/or seclusion immediately when the immediate risk of physical harm to self or others has dissipated

- Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the Student’s behavioral needs, and
- Complete all required reports and document staff observations of the Students.

Restraint

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the Student or to others and no other safe and effective intervention is possible. Physical restraint must be performed by trained staff, except in the case of an unavoidable emergency situation.

Physical restraint may not be used for punishment, discipline, or as a substitute for other less restrictive means of assisting a Student in regaining control, and should be used only as a last resort.

Seclusion

Seclusion may be used as a last resort for the Student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the Student or others; and there is no other safe and effective intervention available.

Seclusion shall not be: used for punishment or discipline; as a substitute for an education program; as a substitute for inadequate staffing, or for staff training in PBIS frameworks and crisis management; for the convenience of staff; as a means to coerce or retaliate; in a manner that endangers the Student; or, as a substitute for other less restrictive means of assisting the Student in regaining control reflective of the cognitive, social, and emotional levels of the Student.

The room or area used for seclusion cannot be locked, and must allow for the Student to exit the area should the staff become incapacitated or leave the area. The room or area must also provide for adequate space, lighting, ventilation, and the ability to observe the Student. The Student must be under constant supervision by staff trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the Student.

Multiple Incidents and Functional Behavioral Assessment

For Students eligible for special education per the Individuals with Disabilities Education Act (“IDEA”) or who have a Section 504 Plan, the School shall convene the IEP team or Section 504 team within ten (10) school days after the third incident of seclusion or physical restraining in a school year. The IEP team or Section 504 team will consider the need to conduct a functional behavioral assessment (“FBA”). If necessary, this FBA should be followed by a behavioral intervention plan (“BIP”), or an amendment to an existing BIP, that incorporates appropriate positive behavioral interventions.

Training and Professional Development

The School PBIS Leadership Team or other qualified training shall train all staff working with Students at least every three (3) years on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. Professional development will include:

- An overview of PBIS
- The process for teaching behavioral expectations
- Data collection
- Implementation of PBIS with fidelity
- Consistent systems of feedback to Students for appropriate behavior and corrections, and
- Consistency in discipline and disciplinary referrals.

The School shall also ensure that an adequate number of personnel in each building are trained annually in crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, and that their training is kept current. The minimum training requirements include:

- Proactive measures to prevent the use of seclusion or restraint
- Crisis management
- Documentation and communication about the restraint or seclusion with appropriate parties
- The safe use of restraint and seclusion
- Instruction and accommodation for age and body size diversity
- Directions for monitoring signs of distress during and following physical control, and
- Debriefing practices and procedures.

Training must include face-to-face training and allow for a simulated experience of administering and receiving physical restraint. The School shall maintain documentation that includes the following:

- The name and position of each person who completed training

- The name, position, and credentials of each person who provided the training
- When the training was completed, and
- What protocols, techniques, and materials were included in training.

Student personnel will be trained to perform the following functions:

- Identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur, and
- Use preventative assessments that include at least the following: A review of existing data
- Input from legal guardians, family members, and Students, and
- Examination of previous and existing behavior intervention plans.

Required Data and Reporting

Staff must document each use of seclusion or restraint and report it to the building administration and the legal guardian immediately. A written report of the incident must be created, given to the legal guardian within twenty-four (24) hours of the incident, and placed in the Student’s file. This report is subject to the Family Educational Rights and Privacy Act.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

The School shall give notice of this policy to legal guardians annually, and shall post this policy on its website.

Monitoring and Complaint Procedures

The School shall review this policy on an annual basis.

A Parent may submit written complaints regarding an incident of seclusion or restraint to the School, and the Principal or his/her designee will investigate every complaint.

Legal guardians may choose to file a complaint with the Ohio Department of Education, Office of Integrated Student Supports, in accordance with the complaint procedures established by the Department.

Requests for Student Information, Records, and Video Footage

IDEA seeks to cooperate with reasonable requests from law enforcement for Student information and records. Generally speaking, IDEA will provide law enforcement agencies with Student directory information (including names, addresses, and phone numbers) upon request, in accordance with the FERPA and directory information policies in this handbook.

Requests for copies of Student records (including disciplinary records and statements), video footage, and other items that may be considered Student records for the purposes of FERPA are generally protected from disclosure in the absence of legal guardian authorization, a subpoena, or a valid court order permitting such disclosure.

VISITORS, VOLUNTEERS, AND GUESTS

School Visitors

Sec. 1. Procedures for School Visitors

Notices shall be posted at each IDEA campus requiring all visitors to first report to the campus administrative office. This policy shall apply to legal guardians, board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by IDEA, vendors, representatives of the news media, former Students, and any other campus visitors.

All approved visitors will be issued a visitor's pass 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 pass.

A visit by visitors to individual classrooms during instructional time requires prior approval of both the campus Principal and teacher whose class is to be visited. Such visits may not be approved or may be terminated where their duration or frequency interferes with the delivery of instruction or in any other way disrupts the educational environment.

IDEA Greater Cincinnati, Inc. or the Principal shall:

Require a visitor requesting entry onto a campus to show a driver's license or other form of identification issued by a governmental entity displaying the visitor's photograph.

- Establish an electronic or paper database for storing campus visitor information. Information stored in the campus databases may be used only for purposes of IDEA Greater Cincinnati, Inc. security, and may not be sold or otherwise disseminated to third parties.
- Verify whether the visitor is a registered sex offender as identified in the computerized central database maintained by the State of Ohio, or in any other database accessible by IDEA Greater Cincinnati, Inc.

The Superintendent or designee, in conjunction with campus administrators, shall develop and implement procedures addressing campus visitors identified as registered sex offenders. These procedures shall include but are not limited to provisions dealing with:

- Parental rights to visit
- Escorts by IDEA Greater Cincinnati, Inc. personnel
- Access to common areas of the campus
- Access to classrooms
- Drop off and release of Students, and
- Eligibility to serve as volunteers.

Sec. 2. Notice of Entry by Registered Sex Offenders

A registered sex offender who enters IDEA Greater Cincinnati, Inc. premises (meaning a building or portion of a building and the grounds on which the building is located, including any public or private driveway, street, sidewalk or walkway, parking lot, or parking garage on the grounds) during standard operating hours of the school shall immediately notify the administrative office of the school of the person's presence on the premises of the school and the person's registration status. The office may provide a chaperone to accompany the person while the person is on the premises of the school.

These requirements do not apply to:

- A Student enrolled in IDEA Greater Cincinnati, Inc.
- A Student from another school participating in an event at IDEA Greater Cincinnati, Inc. or
- A person who has entered into a written agreement with IDEA Greater Cincinnati, Inc.
- that exempts the person from these requirements.

Sec. 3. Visitor Conduct

IDEA Greater Cincinnati, Inc. invites and welcomes legal guardians and other members of the public to its schools. IDEA Greater Cincinnati, Inc. is committed to treating legal guardians and other community members with respect and expects the same in return. To that end, IDEA Greater Cincinnati, Inc. must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering the schools and school grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among IDEA Greater Cincinnati, Inc. employees, legal guardians, Students, volunteers and the public. IDEA Greater Cincinnati, Inc. seeks to maintain to the extent possible and reasonable, a safe, harassment-free workplace for Students and staff. In the interest of presenting teachers and other employees as positive role models, IDEA Greater Cincinnati, Inc. encourages positive communication and discourages volatile, hostile, or aggressive actions. IDEA Greater Cincinnati, Inc. seeks and encourages patrons to cooperate with this endeavor.

IDEA Greater Cincinnati, Inc. recognizes the importance of employees, Students, and legal guardians engaging, collaborating, and sharing in digital environments. Accordingly, the use of technology on IDEA Greater Cincinnati, Inc. property and at school-sponsored events shall be appropriate, not disruptive to the educational environment, and not detrimental to the safety of employees and Students. It must also be in compliance with other applicable IDEA Greater Cincinnati, Inc. policies.

An individual engaging in disruptive behavior shall be required to leave IDEA Greater Cincinnati, Inc. property. Any individual who disrupts or threatens to disrupt school or office operations, threatens the health and safety of Students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a pattern of unauthorized entry on IDEA Greater Cincinnati, Inc. property shall be directed to leave IDEA Greater Cincinnati, Inc. property by the Principal or other administrator. In certain circumstances, a criminal trespass warning may also be issued or law enforcement contacted.

Sec. 5. Volunteers

All volunteers (both new and current) having unsupervised access to Students on a regular basis are hereby notified that the School may at any time require a set of fingerprints for purposes of making a criminal records check. If a criminal records check is conducted on a volunteer, and the records check reveals one of the prohibited violations, the School may no longer utilize the volunteer in a position involving unsupervised access to children on a regular basis, unless a notice is sent out to the legal guardian

of each child served by the School. The notice must be in writing, name the volunteer and indicate that the volunteer has been convicted of or entered a guilty plea to one or more of the prohibited violations. The notice must be sent to the legal guardian on the date the School commences providing services to the child or on the date the School decides to accept the person as a volunteer after receiving the report of the result of the criminal records check, whichever is later.

GENERAL PROVISIONS RELATING TO STUDENTS

School Day

Students should be in their classrooms ready for instruction at the designated time to begin the school day. Any Student not in class by the designated start time 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 the activity is scheduled to take place. The Student may not go to another area of the school without permission from the teacher or sponsor overseeing the activity.

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.

Transcripts

Current, former, and/or their legal guardians are entitled to request copies of their high school transcript. Transcripts include information, grades, scores on standardized tests, graduation type, and class rank. Copies can be requested by contacting the high school's registrar or counselor.

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 some school-related activities is governed by state law and rules of the Ohio High School Athletics Association ("OHSAA"), a statewide association overseeing interscholastic competition between public schools. 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 provided 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 organizational 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:

- A fee for materials for a class project that the Student will keep, if the fee does not exceed the cost of materials
- Membership dues in voluntary Student clubs or organizations and admission fees to extracurricular activities
- A security deposit for the return of materials, supplies, or equipment
- 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.
- A fee for voluntarily purchased items, such as Student publications, class rings, pictures, yearbooks, graduation announcements, etc.
- A fee for voluntary Student health and accident benefit plan
- A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by IDEA.

- A fee for items of personal apparel used in extracurricular activities that become the property of the Student.
- A parking fee
- A fee for replacement of a Student identification card
- 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.
- A fee for summer school courses that are offered tuition-free during the regular school year.
- 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.
- A fee for lost, damaged, or overdue library book, or
- A fee specifically permitted by any other statute.
- A fee for lost, damaged or vandalized technology equipment.
- An optional electronic insurance fee.

IDEA shall not charge any Student who is entitled to receive a free or reduced price meal a fee for any materials needed to enable the pupil to participate fully in a course of instruction. IDEA may also waive any fee or deposit if the Student and legal guardian 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.

Families are responsible for paying all fees associated with extracurricular programs, including clubs, parking, athletics, fine arts, or similar activities for which a fee may be assessed prior to a Student's participation.

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 the 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.

Student Dress Code

Uniforms help our Students to focus on academics, prevent disruption, avoid safety hazards, and 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 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 shirt 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 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 buildings during cold weather and stored in their backpacks in class.

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.

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 from the campus principal 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.

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 legal guardian 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 legal guardian 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 legal guardian will be disposed of after the notice required by law.

IDEA will not be responsible for damage to or loss or theft of personal devices, including confiscated items.

Use of Campus 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. All Students must adhere to IDEA standards set forth in the [Student Acceptable Use policy](#) and Electronic Communication Device Commitment Form.

Students and legal guardians will be asked to electronically sign an Electronic Communication Device Commitment Form regarding use of these school technology resources via STREAM. 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a Student, we encourage you to review with your child the "[Before You Text: Sexting & Bullying Prevention, Education & Intervention Course](#)," a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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.

Additional Information

The following websites provide information and resources related to Student technology and internet safety for Students and their families.

- Student Technology at IDEA: <https://ideapublicschools.org/learningtech/>
- Parent's Guide to Internet Safety: <https://kidshealth.org/en/parents/net-safety.htm>

Free and Reduced-Price Meals

The Child Nutrition Program (CNP) at IDEA Public Schools has qualified to participate in the Community Eligibility Provision (CEP) in the State of Ohio. Through the CEP, we are able to provide free breakfast and lunch to all children, at qualified schools, and eliminate the collection of free and reduced meal (FARM) applications. This approach reduces burdens for both families and school administrators and helps ensure that Students receive nutritious meals.

Transportation

IDEA makes school bus transportation available to all eligible Students. This service is provided at no cost to Students. Bus routes and any subsequent changes are posted on the school website.

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:

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner.
- Scan your Transportation ID when getting on and off the bus.
- Follow the seating arrangement as directed by the bus driver.
- If the vehicle is equipped with seatbelts, scholars must put them on before the vehicle moves.
- Keep feet, backpacks, instrument cases, and other objects out of the aisle and rear exit door.
- Not eat or drink while on the bus
- Not deface the vehicle or its equipment
- Not put head, hands, arms, legs, or an object out of any window, and
- 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 not ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities.

IDEA requires legal guardians to have kinder and elementary age up to third grade be escorted to and met at the bus stop after school by a responsible person. Legal guardians, please remember to get out of your vehicles to meet your children at the designated bus stop locations. This will allow our drivers to confirm that you or the responsible party is receiving your children.

If a special needs Student is receiving bus transportation as a result of an Individual Education Plan (“IEP”), the Admission Review and Dismissal (“ARD”) Committee will have the discretion in determining appropriate disciplinary consequences related to inappropriate behavior in a school vehicle.

For more information regarding transportation and the Bus Rider Behavior Contract which outlines bus riding expectations, visit our school website at <https://ideapublicschools.org/parents/transportation/> or contact the Transportation Manager at your Campus.

Permission for Students to Walk or Bike to School

Legal guardians who wish for their child to walk or bike to school must request and complete the Student Walk Home Release form from the school’s office. By signing this form, legal guardians acknowledge that the school is not responsible for the Student’s safety prior to arriving to campus before the start of school and once they leave the school premises at the end of the school day. This form also confirms IDEA’s immunity from liability for any potential injuries or damages that may occur during the Student’s commute. Completed forms must be returned to the school to be kept on file.

INFORMATION FOR PARENTS/GUARDIANS AND IMPORTANT NOTICES

Military Recruitment and Student Privacy

To the extent IDEA Greater Cincinnati, Inc. receives assistance under the ESEA, IDEA Greater Cincinnati, Inc. shall provide military recruiters the same access to secondary Students as is generally provided to institutions of higher education or to prospective employers of those Students. 20 U.S.C. § 7908(a)(3).

Student or Parent Complaints and Concerns

IDEA values the opinions of its Students and legal guardians, and the public it serves. Legal guardians and Students have the right to express their views through appropriate informal and formal processes.

The Board of Directors encourages legal guardians 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 legal guardian or Student for voicing a concern or complaint. The complete complaint policy is available upon request from the School.

Board of Directors Meeting Dates

For 2024 – 25 school year IDEA Board of Director meeting dates, see [IDEA's Greater Cincinnati's website, under board meetings](#)

[and agendas.](#)

Notice of Rights Under the Family Educational Rights and Privacy Act (“FERPA”) and Authorization to Release Student Directory Information

FERPA affords legal guardians and Students over 18 years of age (“eligible Students”) certain rights with respect to the Student’s education records. These rights are:

- The right to inspect and review the Student’s education records within forty-five (45) days of the day the School receives a request for access. Legal guardians or eligible Students should submit to the Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the legal guardian or eligible Student of the time and place where the records may be inspected.
- The right to request the amendment of the Student’s education records that the legal guardian or eligible Student believes are inaccurate, misleading, or otherwise in violation of the Student’s privacy rights under FERPA. Legal guardians or eligible Students may ask the School to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the Student’s privacy rights under FERPA. They should write the Principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the Student’s privacy rights under FERPA. If the School decides not to amend the record as requested by the legal guardian or eligible Student, the School will notify the legal guardian or eligible Student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the legal guardian or eligible Student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in 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 the School in an administrative, supervisory, academic, or support staff position; a member of the school law enforcement unit, which consists of the Principal; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); or a person serving on the Board. A school official has a “legitimate educational interest” in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a Student’s education; performing a task related to the discipline of a Student; or providing a service or benefit relating to the Student or Student’s family, such as health care, counseling, or assisting with the college application procedure; or any other purpose that the Board deems necessary as related to a Student’s education. Upon request, the School discloses education records without consent to officials of another school or school district in which a Student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The School intends to forward any and all education records to another school or postsecondary institution at which the Students seeks or intends to enroll, upon the condition that the Student’s legal guardians be notified of the transfer, receive a copy if so desired, and have an opportunity for a hearing to challenge the content of the record.

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of Students’ education records. Under FERPA, most information about our Students cannot be made public without the consent of legal guardians. However, if the School designates information as directory information, FERPA allows the release of Student directory information unless the Student’s legal guardian(s) inform the School in writing not to release such information.

Official Designation

The School 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 ceremonies, 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.).

Officially designated directory information can also be disclosed to outside organizations unless guardian(s) have advised the School that they do not want their Student’s information disclosed without their prior approval.

If the School has chosen to not designate directory information, no directory information will be released (see above) and no parental opt out is required.

If the School has chosen to release directory information, and if you do NOT want the School to disclose directory information from your child’s education records without your consent, you must notify us in writing within ten (10) days of your receipt of this notice.

To opt-out of sharing directory information, the form may be utilized for that purpose: [LINK](#).

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, email address (electronic email address provided by the school, if available), and telephone listing of each secondary Student served by IDEA, unless legal guardians have advised IDEA that they do not want their Student’s information disclosed without their prior written consent. Whenever a Student turns 18 years old, only consent from the Student is needed.

Notice to Legal guardians Regarding the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (“PPRA”) (20 U.S.C. 1232h) affords legal guardians and Students who are 18 or emancipated minors (“eligible Students”) certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before Students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is part of any program funded in whole or in part by a program of the U.S. Department of Education (ED):

- Political affiliations or beliefs of the Student or Student’s legal guardian
- Mental or psychological problems of the Student or Student’s family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical approvals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations, or beliefs of the Student or legal guardians, or

- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a Student out of:

- Any other protected information survey, regardless of funding
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a Student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law, and
- Activities involving collection, disclosure, or use of personal information obtained from Students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

- Protected information surveys of Students
- Instruments used to collect personal information from Students for any of the above marketing sales, or other distribution purposes, and
- Instructional material used as part of the educational curriculum.

The School has developed policies, in consultation with legal guardians, regarding these rights, as well as arrangements to protect Student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify legal guardians and eligible Students of these policies at least annually at the start of each school year and after any substantive changes. The School will also directly notify legal guardians and eligible Students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a Student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey.
- Any non-emergency, invasive physical examination or screening as described above.

Legal guardians/eligible Students who believe their rights have been violated may file a complaint with:

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

REQUIRED FORMS

IDEA's required forms are now available via [STREAM](#). STREAM is IDEA's online platform used for registration and reregistration. These required forms provide guidance and information about our school policies and procedures. Legal guardians review and acknowledge each required form during the registration and reregistration process via STREAM. To access these required documents, please log into your STREAM account.

