



2025 - 2026

Student Handbook



TEXAS EDITION
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ideapublicschools.org

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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 ensure all our students have the same access to a high-quality education through our resources and support. We treat all staff and students with respect and empathy to ensure an environment conducive to working and learning.

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 2025-2026 school year!

We look forward to working with you to help your child be a successful college-bound student. 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 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 available in each school principal’s office and IDEA’s website. This handbook is designed to be in harmony with IDEA’s Board Policies. Please be aware that the handbook and Student Code of Conduct may be amended or revised throughout the year. Changes in policy and procedure will be made available to legal guardians and students online, through newsletters, or other communications.

Finally, acknowledgement and approval of the Student Handbook has been acquired through the student registration process in STREAM. 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 2025-2026 school year!

Sincerely,

A handwritten signature in blue ink, appearing to read "JC", is positioned above the printed name of the CEO.

Jeff Cottrill, Ed.D.
CEO & Superintendent of IDEA Public Schools

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 academy and college preparatory campuses in multiple locations around the Rio Grande Valley, El Paso, San Antonio, Austin, Tarrant County, the Permian Basin, Greater Houston, Tampa Bay, Jacksonville, and Cincinnati.

Statement of Nondiscrimination

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

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

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

- The Title IX Coordinator, for concerns regarding sex-based discrimination (including sexual harassment), is Jenessa Smith, Title IX Coordinator, 2115 W. Pike Blvd., Weslaco, Texas 78596, (956) 377-8000, jenessa.smith@ideapublicschools.org.
- The ADA/Section 504 Coordinator, for concerns regarding discrimination based on disability, is Tricia Lopez, Senior Vice President of Special Programs, 2115 W. Pike Blvd, Weslaco, Texas 78596, (956) 377-8000, tricia.lopez@ideapublicschools.org.
- All other concerns regarding discrimination: Jose Rivera, Director of HR Business Partnerships, 2115 W. Pike Blvd., Weslaco, Texas 78596, (956) 647-7026, jose.rivera@ideapublicschools.org.

Homeless Liaison and Title I Participants

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

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

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

For more information on services for homeless students, you may contact IDEA’s Homeless Liaison, Jacqueline Daniel, Family Engagement Manager, jacqueline.daniel@ideapublicschools.org. Your campus school counselor or social worker can also provide additional information.

IDEA’s Liaison for Homeless Children is also available for support with enrollment or transfer to a public school for students under state conservatorship, or those under the care of a child welfare agency. If you are with the state or a child welfare agency and need assistance regarding children in your care, please reach out to IDEA’s Liaison for Homeless Children.

Teacher Qualifications

As a legal guardian of an IDEA student, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Legal guardians may also request, and IDEA will provide in a timely manner, the following information about the professional qualifications of their student’s classroom teachers:

- whether your child’s teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas
- whether your child’s teacher(s) are serving under emergency or other provisional status through which state qualification or licensing criteria have been waived
- whether the teacher is teaching in the field of discipline of the certification of the teacher and
- whether your child receives services from paraprofessionals and, if so, their qualifications.

If you would like to receive any of this information, please contact Felida Villarreal, Vice President of Human Resources, at felida.villarreal@ideapublicschools.org.

Special Programs

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For students who are having difficulty in the general education classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other intervention and support services that are available to all students, through the district or school’s multi-tiered system of academic and behavioral supports (“MTSS”). The provision of these intervention and support services, which might include a Response to Intervention (“RTI”) process, can have a positive impact on the ability of districts and charter schools to meet the needs of all students.

If a student is experiencing learning difficulties, which could include academic or non-academic difficulties, his or her legal guardian may contact the individual(s) listed below to learn about the school's MTSS. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation, when appropriate, to determine if the student needs specific aids, accommodations, or specialized services. A legal guardian may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a legal guardian makes a written request for an initial evaluation for special education services to an administrative employee of the school district or open enrollment charter school, such as a campus principal, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the legal guardian prior written notice of whether it agrees to or refuses to evaluate the student, a copy of the Notice of Procedural Safeguards, and a copy of the Overview of Special Education for Parents form created by the Texas Education Agency ("TEA"). If the school district or charter school agrees to evaluate the student, it must also give the legal guardian the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school conducts a special education evaluation for a student, it must complete the student's evaluation and evaluation report no later than 45 school days from the day it receives a legal guardian's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is another exception to the 45-school-day timeline. If a district or charter school receives a legal guardian's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the evaluation report and provide a copy of the report to the legal guardian by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. If a district or charter school receives a legal guardian's consent for the initial evaluation less than 35 school days before the last instructional day of the school year, the general timeline of 45 school days applies to the date the written report of the initial evaluation must be completed, with the same extension for three or more absences during the evaluation period.

Upon completing the evaluation, the district or charter school must give the legal guardian a copy of the evaluation report as soon as possible, but no later than five school days prior to the initial admission, review and determination (ARD) committee meeting, which will determine a student's initial eligibility or no later than June 30 if the legal guardian's consent was received at least 35 but less than 45 school days before the last instructional day of the school year. A copy of the evaluation must be provided to the legal guardian at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](#).

Contact Person for MTSS

The designated person to contact regarding options for a student experiencing learning difficulties and the district or charter school's multi-tiered system of supports ("MTSS") is Colleen Stearns, Chief Academic Officer, 737-703-1288, Colleen.Stearns@ideapublicschools.org.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Belinda Garcia, Managing Director of Special Programs, (956) 998-9688, belinda.garcia@ideapublicschools.org.

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a legal guardian to examine relevant records, an impartial hearing with an opportunity for participation by the legal guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is: Cheryl Alderman, 956-373-3647, cheryl.alderman@ideapublicschools.org.

Additional Information

The following websites provide information and resources for students with disabilities and their families.

- [Texas SPED Support](#)
- [SPEDTex](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, IDEA will annually notify legal guardians if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for students who have been determined to be eligible for special education services.

Students with Physical or Mental Impairments Protected under Section 504

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to prohibit discrimination against individuals with disabilities.

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services may qualify for protections under Section 504. When an evaluation is requested, a committee will be created to determine whether the student needs Section 504 services and support in order to receive an appropriate education as required by federal law.

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing regular class work in English. If the student qualifies for these services, the Language Proficiency Assessment Committee ("LPAC") will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. If specialized support is needed for students who are eligible for these services, the accommodations or modifications the student will receive comprise classroom instruction, local assessments, and state-required assessments.

Videotaping of Students

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and in school common areas. Video recordings may be reviewed by school administrators to document student misconduct or investigate incidents, or as otherwise allowed under applicable law. IDEA will respond to legal guardian requests to view security footage as required under applicable federal and/or state law (including, but not limited to, Texas Education Code, Chapter 29, Subchapter A).

ADMISSIONS AND ENROLLMENT

General Admissions and Enrollment Information

Admission and enrollment of students shall be open to persons who are eligible for admission based on lawful criteria identified in the Texas Education Code and IDEA's Board Policy on Admissions and Enrollment. The total number of students enrolled in IDEA shall not exceed the number of students approved in the charter or subsequent amendments. Total enrollment may further be limited by IDEA based on occupancy limitations, code compliance, and staffing availability and requirements as deemed necessary.

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

For further information on Admissions and Enrollment, see the [Admissions and Enrollment Policy](#).

Exclusion from Admission

As authorized by the IDEA charter and Texas Education Code § 12.111(a)(5)(A), students with a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Texas Education Code Chapter 37, Subchapter A may be excluded from admission and enrollment in IDEA.

Admissions Application

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 IDEA's waitlist and who are not offered a seat for the desired year must re-submit an admissions application each school year within the timeline set by IDEA.

Acceptance Procedures

If fewer applications are received than the number of available seats, all students will be offered admission.

If more applications are received than there are seats available, IDEA will conduct an admissions lottery. During the lottery, all applications are randomized and placed in the lottery pool for that campus' grade levels. Once all enrollment spots have been filled by the lottery, the lottery will continue, and applicants will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If new applications are received after the lottery date, applicants will be placed on the waiting list on a "first come, first-served" order within their priority group.

Students offered enrollment will be sent a registration packet, via email or text, with instructions for completing the registration process. Legal guardians must complete and return the registration packet by the published deadline to secure their child's enrollment. If an enrollment offer is declined or if you do not complete the registration packet by the established deadline, your child's seat will be offered to the next potential applicant or student on the waiting list. Families that receive an offer to attend IDEA must accept or decline their offer within 14 days of issuance. After 14 days, the offer will be rescinded, and the space will be assigned to the next family on the waiting list. For further information regarding the waitlist see the [Admission and Enrollment Policy](#), section 6: Development of Waiting List.

IDEA will review the transcript of every student enrolling in an IDEA high school (10th, 11th, and 12th grades) and present to the student a path to graduation adapted to IDEA's curriculum. Please note that, due to IDEA's mission to prepare all students to attend and graduate college, many high school courses are offered only as Advanced Placement ("AP") courses. These AP courses are more rigorous than many standard high school courses.

“No Show” Withdrawals

A student must be present during the school's official attendance, taking time within the first three days of school. If the student is absent for the first three days of school, the student will be considered a “no show” and will be withdrawn from IDEA.

Exceptions to Lottery Process

Federal guidelines permit IDEA to exempt from the lottery students who are already attending IDEA; siblings of students already admitted to or attending IDEA; and children of IDEA's founders, teachers, and staff, so long as the total number of students allowed under this exemption constitutes only a small percentage of IDEA's total enrollment. These applicants will receive a priority application in the student lottery process. If IDEA receives more applications than it has available seats within these groups, it will conduct a random lottery, and applicants will be placed on a waiting list in the random order in which they were drawn. Enrollment offers will be issued based on available seats. If no seats are available at the campus, IDEA will work with the student and family to identify another IDEA campus or other public school with available space for enrollment.

For more information, see Admissions and Enrollment Policy, section 5: Lottery Provisions.

Student Information to Verify Enrollment Eligibility

IDEA ensures that appropriate measures are taken to verify, on enrollment, that a student is entitled to enroll. Any student admitted to IDEA must have records such as report card(s) and/or transcript(s) from the previous school attended to verify his or her academic standing. If a student is enrolling from a homeschool program, IDEA may ask for information on the curriculum used as part of the homeschool program, student work samples, proof of work completion, or other information to assist with making grade placement decisions. IDEA may also request the student to take an appropriate assessment to evaluate existing competency in reading and math.

Verification of Texas residency and current immunization records is also required. Every student enrolling in IDEA for the first time must present documentation of immunizations as required by the Texas Department of State Health Services. Any student without current immunization records on file at the campus, and who is not entitled to provisional enrollment under rules adopted by the Department of State Health Services, will be excluded from attendance until records are received.

No later than 30 days after enrolling as a first-year student in IDEA, the legal guardian and public school in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate, or a copy of the student's school records from the most recently attended school. Children will not be denied enrollment because they failed to meet this requirement.

IDEA will forward a student's records on request to the school in which a student seeks or intends to enroll without the necessity of the legal guardian's consent.

For more information, see [Admissions and Enrollment Policy](#).

McKinney-Vento Act

Students who are experiencing homelessness, as defined by 42 USC §11302, are generally entitled to enrollment dependent upon a completed enrollment application and available seats at the desired campus. If no space is available at the campus, IDEA will work with the student and family to identify another IDEA campus or other public school with available space for enrollment.

Establishing Identification

A parent, legal guardian, or person with legal control of a student via court order has up to 30 days from the date of enrollment to provide proof of the student's identity. Any of the following documents are acceptable for proof of

identification and age: birth certificate; statement of the child's date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services; driver's license; passport; school ID card; school records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

When enrolling a child under 11 years of age if IDEA does not receive the necessary records to establish identification, the school is required to notify the appropriate law enforcement agency in accordance with state law and regulations.

For a student under 11 years of age enrolling for the first time, per the Texas Code of Criminal Procedure, Article 63.019, the person enrolling the student has up to 30 days from enrollment, or up to 90 days for a child not born in the United States, to provide a certified copy of the child's birth certificate. If the person is unable to produce a certified copy of the birth certificate, they must provide, within the same time period, other acceptable proof of the child's identity and age from the specified list, along with a signed note explaining the inability to produce a certified copy of the birth certificate.

A parent or other person with legal control of a student under a court order who is enrolling the student has up to 30 days from the date of enrollment to provide proof of the student's identity. Any of the following documents are acceptable for proof of identity and age: birth certificate; statement of the child's date of birth issued for school admission purposes by Texas Vital Statistics, a division of the Texas Department of State Health Services; driver's license; passport; school ID card, records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

For a student under 11 years of age enrolling in IDEA for the first time, the Texas Code of Criminal Procedure requires the person enrolling the student to provide a certified copy of the child's birth certificate within 30 days from enrollment, or up to 90 days for a child not born in the United States. If the person is unable to produce a certified copy of the birth certificate, they must produce, within the same time period, other acceptable proof of the child's identity and age from the list in the paragraph above, along with a signed note explaining the inability to produce a certified copy of the birth certificate.

If IDEA does not receive the necessary documentation to establish the identity of a child under 11 years of age, the school is required to notify the appropriate law enforcement agency in accordance with state law and regulations.

Undocumented Students

Under existing United States Supreme Court precedent, enrollment may not be denied to children who are not legally admitted into the United States.

Address Verification

- The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in IDEA, each student's legal guardian must show proof of address at the time of enrollment. Address may be verified through documentation and other means approved by IDEA's Board of Directors, including, but not limited to: Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
 - Social Security Administration.
 - A Texas State government agency;
 - Utility companies;
 - Financial institutions; including checking or savings statements;
 - Insurance companies; or State and Federal Revenue documents;
 - Paycheck information

For further details see [The Admissions and Enrollment Policy](#), specifically Sec. 16: Verification of Residency and Immunization Records for Enrollment.

All custody or court orders pertaining to the family or student must be turned in when asked, or at the time of enrollment, to the extent that such orders pertain to school matters.

Residency for Servicemembers

A person whose legal guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing IDEA a copy of a military order requiring the legal guardian's transfer to a military installation in the State of Texas and/or the geographic area served by IDEA. Proof of residence shall be provided not later than the 90th day after the arrival date specified in the order. "Residence" includes residence in a military temporary lodging facility.

Falsification of residence on an enrollment form is a criminal offense.

Expulsions

If a student commits an expellable offense as described in IDEA's Student Code of Conduct, administrators may expel the student only after due process has been afforded the student as required by applicable law.

Transfers

Transfer Application Process

- **Submission of Application:** Any student wishing to transfer to another IDEA school must submit a student application to the school for which they wish to transfer.
- **Mid-Year Transfers:** To transfer mid-year, families must complete a new student application for the current year at the desired school and grade level and include the student's ID number. Mid-year transfer applications may be submitted during the transfer window that runs from September 1 of each school year until one month before the last day of the current school year.
- **Year-over-Year Transfers:** For transfers from one IDEA school to another at the start of the next school year, families must indicate their intention to transfer during the annual Re-Registration process and complete a new student application for the desired campus and grade level, and also include the student's ID number for the grade level they will attend. Students offered a seat for a year-to-year transfer must finish the current school year at their existing school.
- **Evaluating Transfer Applications:** Transfer applications are evaluated based on the availability of open seats at the receiving school. If there are no available seats at the requested school, the student will be placed on a waiting list for the applicable grade level at the desired school. For mid-year transfers, the waitlist will remain valid only until the last day of the current school year. If the student does not receive a transfer offer, the family may choose to submit a new application for the following school year. For year-over-year transfers that do not receive an offer, the student will also be placed on a waitlist for the requested grade level. Offers will be issued as they become available, following the priorities set forth in IDEA's [Admissions and Enrollment Policy](#).

Exemptions and Exceptions

- **General Exemptions:** Decisions on mid-year transfers are generally not influenced by the student's academic performance, behavior, or attendance records.
- **Disciplinary Exceptions:** Students who have been expelled from one IDEA campus or who have persistent / repetitive Level One or Level Two discipline offenses (as defined in the Student Code of Conduct) at one campus may be denied transfer to another campus. Affected students are required to complete any assigned disciplinary consequences prior to transfer approval.
- **Students attending IDEA campuses outside the state of Texas or IDEA Travis** will not receive transfer priority when applying to transfer to another IDEA campus in Texas.

- **Students with Disabilities:** A student's Admission, Review and Dismissal Committee will make decisions regarding a student's placement under an Individualized Education Program.

IEP and Safety Concerns: Exemptions apply to students with an Individualized Education Program (IEP) or specific safety issues.

Voluntary Withdrawal

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

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

Withdrawal forms must be appropriately completed and signed before withdrawal is complete.

Withdrawing students and legal guardians are expected to:

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

ATTENDANCE

Attendance and Tardiness

Consistent school attendance is an essential component of each student's education. Absence from school will affect a student's ability to succeed in class; for this reason, students and legal guardians should make every effort to avoid unnecessary absences. Additionally, state law mandates compulsory school attendance for children of a certain age, and establishes guidelines for course credit and a student's final grade. These laws are discussed below.

If a student arrives late to school, a legal guardian must report to the school office to complete a tardy slip. Warning letters will be given for excessive absences. Repeated tardiness will result in disciplinary consequences as allowed by the Student Code of Conduct.

Texas Compulsory Attendance Law

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction programs, extended-year programs, or school-required tutorial sessions, unless the student is otherwise excused from attendance or legally exempt.

Prekindergarten and kindergarten students are required to attend school and are subject to compulsory attendance requirements as long as they remain enrolled.

A student will be required to attend any assigned accelerated instruction program before or after school, or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

IDEA staff must investigate and report violations of the state's compulsory attendance law. A student absent from school without excuse from any class, from required special programs, or from required tutorials will be considered "truant" and subject to disciplinary action.

A court of law may impose penalties against the legal guardian if a school-aged student is deliberately not attending school. IDEA may file a complaint against the legal guardian if the student incurs ten or more unexcused absences within a six-month period in the same school year.

Notice to legal guardians: Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in any one school year, the legal guardian is subject to prosecution under Texas Education Code §25.093 and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).

IDEA shall notify a student's legal guardian if the student has been absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the legal guardian that it is the legal guardian's duty to monitor the student's school attendance and require the student to attend school; the student is subject to truancy prevention measures under Texas Education Code § 25.0915; and that a conference between school officials and the legal guardian is needed to discuss the absences.

Withdrawal Due to Non-attendance

Age 19+

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day. If a student 19 years of age or older has more than five unexcused absences in a semester, IDEA may revoke the student's enrollment, except that IDEA may not revoke the enrollment on a day on which the student is physically present at school. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Prior to revoking the student's enrollment, IDEA shall issue a warning letter to the student after the third unexcused absence stating that the student's enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking enrollment, IDEA may impose a behavior improvement plan.

Under 19

IDEA may withdraw a student ten days after he or she last attended school if the student's whereabouts are unknown. IDEA will document its efforts to attempt attendance outreach to locate the student.

Required Documentation of Absences

A student who has been absent from school, upon his or her return, must provide a written note to the school explaining the reason for the absence. The note must either be signed by a legal guardian or the student, if the student is over the age of 17 or emancipated.

The legal guardian has 5 school days to submit written documentation of absences to school. Anything received after the 5 school days will not be accepted and absences will remain unexcused.

Excused Absences

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

- Religious holy days. For purposes of excusing a student from attending school to observe a religious holy day, IDEA may not require documentation from a clergy member or other religious leader, and shall accept a note from the student's parent verifying the purpose of the student's absence.
- Required court appearances.
- Activities related to student's application for United States citizenship.

- Service as an election clerk (student must be at least 16 years of age).
- For religious holy days, required court appearances, activities related to obtaining citizenship, and serving as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused by IDEA.
- Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absence.
- For students in the conservatorship (custody) of the state who need to attend:
 - An activity required under a court-ordered service plan or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Temporary absence resulting from any cause acceptable to the teacher, Principal, or Superintendent
- A junior or senior student may also be absent with excuse for up to two days per school year for purposes of visiting a college or university, so long as the student obtains permission for the visit from the principal, follows IDEA's procedures to verify the visit, and makes up any work missed due to the absence.
- Junior and senior students may be excused for up to two days per school year to participate in approved workplace visits for career exploration. Prior approval from the principal is required, and students must follow IDEA's verification procedures and complete all missed assignments in accordance with school policy. Absences of up to five days will be excused for a student to visit with a legal guardian, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- IDEA may excuse up to four days of school for a high school student who is 17 years of age or older to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard, provided that IDEA verifies the student's activities relating to pursuing enlistment.
- A student enrolled in High School and is 15 years of age or older and misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit.
- A student is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.
- Temporary absence resulting from any cause acceptable to the teacher, Principal, or Superintendent will be considered an excused absence.

Unexcused Absences

Any absence not listed above or approved in advance by the principal due to extenuating circumstances will be considered an unexcused absence. Family trips, vacations, or non-school sponsored events will remain unexcused.

Leaving Campus During School Hours

A student younger than 18 years old must have prior legal guardian approval, either in writing or in-person with identification, before that student may leave the school campus during school hours.

Tuition

IDEA may not charge tuition to eligible students.

Prekindergarten Tuition

IDEA cannot charge tuition to children who are eligible for free prekindergarten classes. However, IDEA can charge tuition to provide prekindergarten classes to students who are ineligible for free prekindergarten classes as allowed by the Texas Education Code.

REQUIRED INSTRUCTION AND GRADUATION

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

Middle School Advanced Math Program

Sixth grade students are automatically enrolled into IDEA's Middle School Advanced Math Program. Within this program, students begin high school course work, Algebra 1, in 8th grade and gain the opportunity to participate in at least two Advanced Placement (AP) mathematics courses throughout high school.

Why Math Matters

Research indicates that math, more than reading, is a stronger predictor of future academic achievements. Specifically, participating in advanced math courses during middle and high school has numerous benefits for students.

- Opportunity for success: taking advanced math courses in middle and high school significantly increases the likelihood of students earning a credential, an associate degree, or a bachelor's degree.
- College credit in high school: students who engage in college aligned courses, such as Advanced Placement (AP) and/or Career and Technical Education (CTE) program of study, during high school are twice as likely to earn a credential, an associate degree, or a bachelor's degree.
- Increased access and wages: completing Algebra I in eighth grade has been linked to higher rates of postsecondary credential completion and increased wages in the workplace.

Middle School Math Course Sequence

- 6th grade: Advanced Math 6
- 7th grade: Pre-Algebra
- 8th grade: Algebra I

For students who are on a modified or alternative curriculum, for example, students in RISE, this math course sequence may not be applicable. For students on a modified or alternative curriculum who want more information regarding the Middle School Advanced Mathematics Program at IDEA, please reach out to IDEA's Regional Special Program Director.

Opt-Out of Middle School Math Course Sequence

Legal guardians have the right to opt their child out of the Middle School Advanced Mathematics Program. To opt out of Middle School Advanced Mathematics Program, the legal guardian must follow these steps:

1. Schedule a meeting with the campus College Counselor.
2. Confirm they understand how opting out of this program will impact their student's math program of study through 12th grade.
3. Obtain a Middle School Advance Mathematics Program Opt-Out form from the College Counselor.
4. Submit the completed Middle School Advance Mathematics Program Opt-Out form to the College Counselor.

Required High School Curriculum

IDEA provides instruction aligned to the Texas Essential Knowledge and Skills of the appropriate grade levels in the following required curriculum:

1. A foundation curriculum that includes:
 - a. English Language Arts and Reading;
 - b. Mathematics;
 - c. Science; and
 - d. Social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography.
2. An enrichment curriculum that includes:

- a. To the extent possible, languages other than English;
- b. Health, with an emphasis on (i) physical health, including the importance of proper nutrition and exercise; (ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and (iii) suicide prevention, including recognizing suicide-related factors and warning signs;
- c. Physical education;
- d. Fine arts;
- e. Career and technical education;
- f. Technology applications;
- g. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- h. Personal financial literacy.

Physical Education Requirements

All students in grades K-5 will participate in at least 30 minutes of moderate to vigorous daily physical activity, or at least 135 minutes during each school week, as part of the physical education curriculum.

Students in grades 6-8 will engage in at least 30 minutes of moderate to vigorous daily physical activity, or at least 225 minutes under block scheduling over a two-week period, for at least four semesters.

High School Graduation Requirements

High school students must earn at least 1.0 credit for physical education or an approved substitute to graduate. Please contact your campus college counselor if, for any reason, your child is unable to fulfill this physical education requirement.

Physical Education Exemption

Short-term exemptions from physical education are possible for students who have illnesses or other incapacities that a physician deems severe enough to warrant exemption or modified activity in physical education classes. Each case is handled on an individual basis as follows:

1. Each request for exemption or for modified activity must be accompanied by a physician's certificate. Such certificates are honored but must be renewed each year.
2. When the certificate allows modified activities in class, the student should remain in physical education class. Teachers will adjust the activities of the student to match medical restrictions.
3. An exempt student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.

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 grade through 12th grade are used for calculating a student's 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 all 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 0.5 credits for courses taken and passed with a 70% or higher.

If a student transfers into an IDEA campus, 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.

When students take a course for a second time to recover the course's credit (Credit Recovery), they will not be eligible to earn above 70% in the course. 70% is required to earn course credit.

In the case of IDEA Travis, operating under Midland ISD and bound to use its student information system called Skyward, 8 through 12 grade students earn 0.5 credits for each completed semester with a 70% or higher in a high school credit-awarding course.

Courses taken from 9th grade through 12th grade are used for the purpose of calculating a student's 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 all other courses.

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 Integrity

Academic integrity is an essential element of IDEA's philosophy and practice of promoting academic excellence. All students are expected to be honest and to display a high standard of integrity in the preparation and presentation of work for credit in classes. A student's attempt to present the work of another as his or her own will be viewed as a serious offense, and the student may be subject to a grading penalty and/or discipline in accordance with the Student Code of Conduct. Cheating, dishonesty, and plagiarism will not be tolerated by IDEA.

Cheating includes, but is not limited to:

- Allowing another to take and/or use an assignment to submit as his or her own.
- Copying from another student when completing an assignment or during an exam.
- Discussing or revealing the contents of a test or quiz with students who have not completed the assessment.
- Giving answers to another student for an assignment or exam.

- Looking at another’s test or essay with or without consent for the purpose of duplicating that work and submitting it as one’s own.
- Receiving answers for assignments or exams from any unauthorized source.
- Representing as one’s own the work of anyone else.
- Taking, stealing, and/or using an assignment from someone else and submitting it as one’s own.
- Unauthorized use of teacher test materials, answer sheets, computer files, or grading programs.
- Using any type of “crib/cliff notes” on your person, an object, or programmed within graphing calculators, cell phones, or other electronic devices without teacher permission.
- Working on assignments with others when not authorized by the instructor.

Dishonesty includes, but is not limited to:

- Falsification of results from research or laboratory experiments.
- Participating with other students to commit academic dishonesty.
- Written or oral presentation of results from research that was never performed.

Plagiarism includes, but is not limited to:

- Directly quoting or rephrasing all or part of another’s words without appropriately crediting the source.
- Failing to acknowledge another’s original arguments or lines of thinking as well as using information and ideas without proper documentation.
- Presenting an idea, theory, argument, line of thinking, creative work, or formula originated by someone or something else as your own.
- Presenting information from other sources in a misleading way, even if they are properly cited.
- Purchasing or receiving in any other manner an essay, paper, or other assignment that is the work of another person and submitting that assignment as your own work.
- Repeating information, such as statistics or demographics, which is not common knowledge, and which was originally compiled by another person or organization.

Additionally, the use of generative artificial intelligence for the purpose of academic cheating, dishonesty, or plagiarism is strictly prohibited as a violation of IDEA policy. Generative AI refers to the use of computer algorithms to generate original content that mimics human writing styles. While this technology can be useful for various academic and creative purposes, it is important to note that using generative AI to plagiarize someone else’s work, including that of a computer program, is unethical.

Students who engage in academic cheating, dishonesty, or plagiarism are subject to discipline in accordance with the Student Code of Conduct.

Use of Artificial Intelligence

When using artificial intelligence (“AI”) tools to create or support the creation of text or other work, students are expected to adhere to the following guidelines as well as additional guidance provided by their classroom teacher.

1. **Use AI responsibly:** Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. AI tools should only be used for school-related work when given approval or guidance from a teacher.
2. **Understand the limitations of AI:** Students must understand the limitations of AI and recognize that it is not a replacement for critical thinking, creativity, and problem-solving skills.
3. **Maintain data privacy:** AI should be used in a way that protects personally identifiable information. Students should not share with AI technologies personal information, such as name, birth date, address, or other financial or confidential information.
4. **Check sources generated by AI:** AI has been known to generate inaccurate information, and can also be used to create misinformation and disinformation. Students should take steps to verify information generated by AI.

5. Provide attribution: Students should provide proper attribution and credit to the source of the AI tool or technique when using AI technologies.
6. Seek guidance: When unsure whether the use of AI is appropriate for a particular assignment or project, students should seek guidance from their teacher or instructor.

Teachers may communicate their expectations for student use of AI on assignments in the following ways:

1. AI Recommended: AI technology is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Students must properly cite any AI-generated work.
2. AI Permitted: AI technology is permitted but not required for completing the assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Students must properly cite any AI-generated work.
3. AI Restricted: AI technology cannot be used in completing the assignment or project. Students are expected to complete the work using their own knowledge and skills.

When AI use is recommended or permitted, students should rely on their teacher to provide guidance on the extent to which AI tools may be used on the specific assignment or project. If a teacher has not indicated whether AI technology is recommended or permitted for an assignment or project, students must ask the teacher before using AI tools.

Student use of AI technology must be consistent with IDEA's expectations regarding academic integrity. Misuse of AI tools may be considered academic cheating, dishonesty, or plagiarism.

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. Ranking should be communicated at the beginning of the fall semester of the junior year to support college and financial aid applications for students who are eligible for the Texas First Early High School Completion Program.

Graduation Plan

At IDEA, all high school students will have a graduation plan created that aligns to both state and district requirements. IDEA shall ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the State Board of Education (SBOE) for the foundation high school program. As required by the IDEA charter, a student may graduate and receive a diploma only if the student successfully completes the curriculum requirements identified by the SBOE, earns an endorsement, has performed satisfactorily on required end-of-course assessment instruments, and completes the additional graduation requirements required for Texas high school students.

In summary, students must meet the following requirements to receive an IDEA high school diploma:

1. Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
2. Complete any locally required courses in addition to the courses mandated by the State;
3. Complete the required number of credits established by the SBOE and any additional credits required by IDEA;
4. Demonstrate proficiency, as determined by IDEA, in the specific communication skills required by the SBOE; and
5. Complete additional indicators required by State law which include submission of financial aid application, completion of speech proficiency requirements, participation in CPR and AED instruction, and participation in Peace Officer Interaction instruction.

Foundation Graduation Program

Every student in a Texas public high school will graduate under the “foundation school program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Services;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript and diploma. Students may also complete the foundation program with a “Distinguished Level of Achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

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

Graduating under the foundation graduation program will also provide opportunities to earn “Performance Acknowledgements” that will be acknowledged on a student’s diploma and/or transcript. Performance Acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by State rules, and the College Counselor can provide more information about these acknowledgements.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and IDEA will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

IDEA will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see the College Counselor for more information.

The Texas First Early High School Completion Program

The state of Texas has developed the Texas First Early High School Completion Program. The Texas First Diploma allows students to (1) graduate high school early with a Distinguished Level of Achievement when demonstrating early readiness for college, and (2) receive scholarship credit equivalent to up to one year of the TEXAS Grant at all Texas public universities.

IDEA high school students interested in this opportunity must notify their counselor by August 31 for early fall graduation, and January 31 for early spring or early summer graduation. For more information, visit the TEA’s [Texas First Early High School Completion Program](#) website.

Financial Aid Requirement

Before graduating from high school, each student must complete and submit either a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- A legal guardian submits a signed form ([Financial Aid Application Opt-Out Form](#) or [Financial Aid Application Opt-Out Form - SPANISH](#));
- The student is 18 years of age or older and submits a signed form, or
- A school counselor authorizes the student to decline to complete and submit the application for good cause.

Testing Requirements for Graduation

Students are required, with limited exceptions, to perform satisfactorily on the following End-of-Course (EOC) assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and State rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the College Counselor for more information on the State testing requirements for graduation.

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

In limited circumstances outlined under state law, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be able to graduate if an Individual Graduation Committee (IGC) unanimously determines that the student is eligible to graduate. The Principal or Director of College Counseling will contact the student and legal guardian to attend the Individual Graduation Committee to discuss the action steps the student must complete in order to graduate. The IGC meeting must be established for each eligible student at the end of or after the student's 11th grade year.

For more information, visit <https://tea.texas.gov/academics/graduation-information/individual-graduation-committees>.

Additional Graduation Requirements

Cardiopulmonary Resuscitation and Automated External Defibrillator Awareness

Texas law requires high school students to complete a cardiopulmonary resuscitation ("CPR") awareness and training program that incorporates automated external defibrillator ("AED") instruction to graduate. The CPR and AED awareness course is not taken for credit and does not result in CPR certification. IDEA will offer CPR and AED awareness training, free of charge, to students before the end of 12th grade.

Peace Officer Training

Texas law requires high schools to provide students with instruction on proper interaction with peace officers during traffic stops and other in-person encounters. IDEA will offer this instruction during a student's junior or senior year.

Students with Disabilities

Students under Section 504 or Special Education may be eligible to receive accommodations on PSAT and AP exams upon approval by the College Board. A student may also be eligible to receive accommodations on ACT upon approval by ACT.

Upon the recommendation of the Admission, Review, and Dismissal (ARD) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program (IEP) and in accordance with State rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may remain enrolled to complete his or her IEP and earn a high school diploma; however, the student will

only be allowed to participate in one graduation ceremony. A student who has completed IEP requirements and credit requirements but is returning to school for the 18 Plus Program may participate in a graduation ceremony but will not be considered a graduate until they complete their 18 Plus IEP goals.

For students with disabilities who receive special education services, ARD Committees will make instructional and assessment decisions in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum for the endorsement was modified, the ARD Committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. And the student's ARD Committee will determine whether the student is required to achieve satisfactory performance on an EOC assessment instrument to earn an endorsement on the student's transcript.

Valedictorian and Salutatorian

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

Additional Considerations:

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

The Highest-Ranking Graduate program provides a tuition waiver at Texas public colleges or universities for the student graduating at the top of their high school class for their freshman year of college. See further details about this program at this link: [Highest Ranking Graduate | Texas Education Agency](#). The Highest Ranking Graduate award letter will be issued to the official Valedictorian once it is determined.

If the two highest ranked graduating seniors have the exact same weighted GPA, they will both be named co-Valedictorians, and two Highest Ranking Graduate award letters will be issued.

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.

State Mandated Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

In addition to routine tests and other measures of achievement, students in grades 3–8 will take state mandated assessments, including the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8.
- Reading Language Arts (RLA), annually in grades 3–8.
- Science, in grades 5 and 8.
- Social Studies, in grade 8.

Students receiving special education supports, students with Section 504 supports, and emergent bilingual students are eligible to receive accommodations on STAAR exams as indicated by the student's Individual Education Program (IEP), Individualized Accommodation Plan (IAP), or Language Proficiency Assessment Committee (LPAC).

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. Note that STAAR Spanish tests are available for students in grades 3-5.

STAAR Alternate 2

STAAR Alternate 2 is available for eligible students receiving special education services and who meet certain state-established criteria, as determined by the student's ARD Committee.

End-of-Course Assessments for Students in Grades 8–12

STAAR End-of-Course (EOC) assessments are administered for the following courses:

- Algebra I;
- English I and II;
- Biology; and
- United States History.

Satisfactory performance on the applicable assessments will be required for graduation, except in circumstances identified under state law.

EOC tests are administered each Spring to students enrolled in the EOC course for the first time. A student who does not meet satisfactory performance will have additional opportunities to retake the STAAR EOC test in the fall, spring and summer months.

Paper Administration of Assessment Instruments on Parental Request

On the written request of a student's legal guardian, or teacher, IDEA may administer a STAAR or EOC assessment in paper format. This request must be submitted for a fall administration of STAAR or EOC assessment not later than September 15 of the school year in which the assessment will be administered; and for a spring administration of STAAR or EOC assessment, not later than December 1 of the school year in which the assessment instrument will be administered.

Please note that IDEA cannot administer paper assessments for more than three percent of the number of students enrolled in IDEA. If more requests for paper assessments are received than the maximum amount allowed by the law, IDEA will accept the requests in the order received until the maximum number is reached. This limitation does not apply to a student whose admission, review and dismissal committee determines that the administration of the STAAR or EOC assessments in paper format is a necessary modification for the student.

Accelerated Instruction Plans

IDEA will provide tailored accelerated instruction for students not meeting state assessment standards in grades 3–8 or on End-of-Course (EOC) assessments.

- Eligible students will receive supplemental instruction limited to two subject areas per year.
- Students will receive no less than 15 or 30 hours of supplemental instruction depending on student performance and is provided during the school year or summer.
- If a student fails to achieve approaches or higher on two consecutive assessments in the same subject area, an Accelerated Education Plan will be created by the campus administration and teacher.

For further details, to discuss educational plans, and/or to opt out of requirements if applicable, please contact the campus principal.

Texas Success Initiative Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through IDEA as well. Additionally, achieving designated benchmark scores on the TSI may also waive certain EOC course requirements; please see the principal for additional details and for information on possible exemptions from taking the TSI assessment.

Texas English Language Proficiency Assessment System (TELPAS)

The Texas English Language Proficiency Assessment System (TELPAS) is an annual test for kindergarten through grade 12 students identified as emergent bilingual (EB) students. EB students in kindergarten through grade 1 will be holistically rated in their English proficiency in listening, speaking, reading and writing, while EB students in grades 2-12 will take an online test in listening, speaking, reading and writing. Their writing test will be holistically rated. Assessment results will help IDEA identify the educational needs of EB students by providing a state-level measure of both their current academic English levels and their annual progress in English.

TELPAS Alternate

This test is for identified emergent bilingual (EB) students in grades 2-12 who are also special education students with significant cognitive disabilities. This alternate test holistically assesses the student's English language proficiency in listening, speaking, reading and writing.

Advanced Placement (AP)

AP exams measure how well a student has mastered the content and skills of a specific AP course. Starting 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 for comparing all applicants. The ACT is administered district-wide once a year in the fall 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 is state-funded, while the other administration is IDEA-funded. IDEA staff will register all students and request applicable accommodations for eligible students.

National Assessment of Educational Progress (NAEP)

NAEP, also called the "Nation's Report Card," provides educators, policymakers, elected officials, and legal guardians information on students' academic performance in reading and mathematics in comparison to other students locally and in other states. It serves as a common measure of student achievement across the country. A small sample of students are selected to participate each year.

Attendance Requirements for Credit

To receive credit or a final grade in a class, a student must attend at least 90% of the total number of days a class is offered in a school year. These days may include both excused and unexcused absences. A student who attends fewer than 90% of the days the class is offered may be referred to the Attendance Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or earn a final grade.

In determining whether there were extenuating circumstances for the absences, the Attendance Committee will use the following guidelines:

1. All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by the Texas Education Code.
2. For a student transferring into IDEA after school begins, including a migrant student, only those absences after enrollment will be considered.
3. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
4. The committee will consider whether the absences were for reasons over which the student or legal guardian could exercise control.
5. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
6. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, legal guardian, or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit or earn a final grade. If the committee determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or legal guardian may appeal the committee's decision to the Board of Directors by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within 30 days following the last day of instruction in the semester for which credit was denied:

IDEA Public Schools
Notice of Appeal: Class Credit
Attn: Superintendent
2115 W. Pike Blvd.
Weslaco, Texas 78596

The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Superintendent or designee shall inform the student or legal guardian of the date, time, and place of the meeting.

Promotion and Retention Requirements

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must demonstrate mastery on grade level standards and meet IDEA's requirements for attendance.

Advancement of high school students to the next grade level is based on the number of course credits earned. To be promoted from 9th grade to 10th grade, the student must earn 6 credits. To be promoted from 10th grade to 11th grade, the student must earn a total of 13 credits. To be promoted from 11th to 12th grade, the student must earn a total of 20 credits. Consideration of the type of credits earned and how it impacts the student's graduation plan will be evaluated as part of this process.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an

applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student may be considered for retention if they have met any one of the following criteria:

- failed one or more core subject areas
- failed one or more state assessments
- is below level in one or more core subject areas, or
- missed more than 10% of instructional days in an academic year.

The decision to retain a student must be made by a committee comprised of the child's core subject area teachers, the principal, the assistant principal, and the counselor. Legal guardians will receive a Retention Meeting invitation from the school if a student meets criteria to go through a Retention Committee. The Retention Committee decision will be communicated to legal guardians prior to fall enrollment.

Special Education Students: A student's IEP can modify the school's promotion criteria in whole or in part. Any modified promotion standards shall be determined by the student's ARD committee and documented in the IEP. A student's ARD committee will also make determinations on whether a student will be promoted or retained.

Legal Guardian Requests to Repeat Grades or Courses

In certain circumstances, a legal guardian may elect for a student to repeat a grade or retake a high school course. Subject to certain restrictions, a legal guardian may elect for a student to:

1. Repeat prekindergarten;
2. Enroll in prekindergarten if the child was eligible to enroll in free prekindergarten under Education Code § 29.153(b) and has not yet enrolled in kindergarten;
3. Repeat kindergarten;
4. Enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade;
5. For grades 1 - 8, repeat the grade the student was enrolled in the previous school year; and/or
6. For courses taken for high school credit, repeat any course in which the student was enrolled during the previous school year.

A legal guardian may not elect for a student to repeat a course identified in item 6 above if IDEA determines the student has met all the requirements for graduation.

An election for a student to repeat a grade or retake a high school course must be made in writing. If IDEA disagrees with a legal guardian's election for a student to repeat a grade or retake a high school course, the school must convene a retention committee and meet with the legal guardian to discuss retention. The meeting must be conducted in person, unless the legal guardian agrees to alternative means. A student may not be retained for a grade or repeat a course if the legal guardian does not meet with the retention committee.

The retention committee will be composed of the principal or designee, the student's legal guardian, the teacher who taught the grade or course for which the legal guardian wants the student retained or repeated, and additional teachers at the discretion of the principal, if the student will potentially repeat multiple courses. During the retention meeting, IDEA and the legal guardian will discuss the merits of and concerns with advancement and retention, and review and consider the student's grade in each subject or course, the results of any formative or summative assessments administered to the student, and any other available academic information to determine the student's academic readiness for the next grade or a given course. After the legal guardian has participated in a retention committee meeting, the legal guardian shall decide whether the student should be retained or retake a grade or course. IDEA must abide by the legal guardian's decision.

Armed Services Vocational Aptitude Battery Test (ASVAB)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery (“ASVAB”) test and consult with a military recruiter. IDEA will provide each student in grades 10–12 and their legal guardians with notice of the date, time, and location of the scheduled administration of the ASVAB.

Career and Technical Education (CTE)

IDEA offers state approved CTE programs of study from various career fields. For more information regarding program availability and course sequencing, visit www.ideapublicschools.org/CTE. Admission to these programs/courses is based on campus availability, enrollment, state prerequisites, and student interest.

It is the policy of IDEA not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of IDEA not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

IDEA will take steps to ensure that lack of English language skills will not preclude a student from participating in all educational, and career and vocational programs.

For information about your rights or grievance procedures, contact Jenessa Smith, Title IX Coordinator, 2115 W. Pike Blvd., Weslaco, Texas 78596, (956) 377-8000, jenessa.smith@ideapublicschools.org and/or Tricia Lopez, ADA/Section 504 Coordinator, 2115 W. Pike Blvd, Weslaco, Texas 78596, (956) 377-8000, tricia.lopez@ideapublicschools.org.

HEALTH & 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 and to read IDEA's full Health & Wellness policies, see here:

- [IDEA Board of Directors webpage, click on “Student Policies” for several health-related policies.](#)

Healthy & Safe Physical Environments

Providing physically safe school environments so that IDEA scholars will thrive is paramount to IDEA's vision and mission. IDEA and its property are alcohol, tobacco, drug, and gun 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, on or near school property, at a 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.

Steroids at School

State law prohibits students from possessing, dispensing, delivering, or administering anabolic steroids. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Pest Control

Pesticide applications on IDEA Public Schools' property are made only by trained and licensed applicators. Should you have questions about the IDEA's pest management program or wish to be notified in advance of pesticide applications, you may contact IDEA's Integrated Pest Management Program (IPM) Coordinator, Nelva Leal, Director of Facilities Compliance, at nelva.leal@ideapublicschools.org.

Asbestos Management

In accordance with federal and state regulations, IDEA has implemented an Asbestos Management Plan to monitor and control any potential asbestos hazards in IDEA's 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, Director of Facilities Compliance, at nelva.leal@ideapublicschools.org.

Preparedness Training

In a commitment to safe physical environments, IDEA complies with the following instruction requirements as they relate to student and staff training.

CPR/First Aid & AED Instruction

Instructional and campus staff at IDEA Public Schools will organize and deliver CPR and AED instruction annually to students in grades 7–12.

- Integration into Courses: Staff will integrate CPR instruction into any relevant course offered at the school, ensuring coverage for all students in the specified grades.
- Non-Certification Approach: Emphasize to staff that CPR certification is not mandatory for students following the instruction.

Stop the Bleed Program

In Texas public schools, the "Stop the Bleed" program is mandated by state law, requiring training on bleeding control techniques for staff and instruction for students in grades 7-12. House Bill 496, Texas Legislature mandates that school districts and charter schools provide bleeding control stations and training for staff. The law requires that these stations include essential supplies like tourniquets and chest seals.

Texas Education Agency also requires that districts offer annual instruction on how to use the bleeding control station to students in grades 7 and higher.

Student Health

Mental Health Promotion and Intervention

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

Teachers and administrators will be trained to recognize and assess for mental health crisis or suicide risk annually. The campus School Counselor will be trained in providing intervention and resources for students and families. The assessment process will determine the level of intervention and next steps for the student, legal guardian, and campus.

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

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

Mental Health Support (All Grade Levels)

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

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

IDEA has adopted various curriculums that support mental health and wellness of staff, students, and families. IDEA has adopted Move this World as a standard Life Skills Education curriculum for K through 12th grade.

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

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

Information on Student ID Cards

Each student ID card issued to a student in grade six or higher will have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line.

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.

Communicable Disease

If a student is experiencing any of the following symptoms, the child should be excluded from school and extracurricular attendance:

- The child has a fever equal to or greater than 100°F.
- The child is vomiting repetitively (more than two times in 24 hours and it is not from a known condition).
- The child has diarrhea (more than two loose stools above normal for that child).

For students experiencing these symptoms, legal guardians should:

1. Notify the principal or teacher of a student’s illness.
2. Keep the student home from school and extracurricular activities until the scholar has been symptom free for 24 hours without the use of medication.

If an illness on campus is among those considered communicable and contagious diseases, IDEA will:

1. Refer to the state health authority’s list of Notifiable Conditions.
2. Contact the local health authorities who will advise on next steps as necessary, until the situation has been resolved.
3. Communicate with classes or grades affected with guidance and next steps, as needed.
4. Communicate directly with the legal guardian of students with a confirmed disease to discuss methods of readmission to school once the disease is no longer communicable.

Head Lice

While head lice is not an illness or disease, it is a common condition among children and may spread easily through physical contact with hair and sharing of items that have come in contact with hair. IDEA does not recommend or require that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, IDEA will contact the student’s legal guardian to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the legal guardians should contact the campus to

discuss the treatment used. IDEA can offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

IDEA will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

Bacterial Meningitis Information

Bacterial Meningitis is a disease that affects the brain and spinal cord. While it is a serious condition and can lead to long-term complications, there are prevention measures that families and students can take to stay healthy.

To prevent Bacterial Meningitis, families should:

- Vaccinating children as recommended by the Advisory Council on Immunization Practices (ACIP):
 - MCV4 within the first year of life
 - MCV4 for children at age 11-12 years
 - MCV4 booster dose at age 16-18 years
- Practice Healthy Habits that prevent the spread of bacteria and viruses:
 - Handwashing before meals, when encountering frequently touched surface, and if visibly dirty.
 - Do not share food, drinks, utensils, toothbrushes, or cigarettes.
 - Limit the number of people you kiss.
 - Cover your mouth and nose when you sneeze or cough.

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

Additional information on bacterial meningitis is available on the Texas Department of State Health Services website at <https://www.dshs.state.tx.us/immunizations/school/requirements>.

Acanthosis Screening for Diabetes

Children in certain grades and geographic areas as set by the state must be screened for warning signs of diabetes. To comply with state Acanthosis screening requirements, a trained IDEA staff member will:

1. Issue a Screening Notice to the legal guardian of students to undergo Acanthosis screening.
2. Conduct the Acanthosis screening on the indicated date.
3. Inform legal guardians of any necessary referral, informing them of the student's potential risk factors and encouraging further medical evaluation from a health professional.

Exemption

A student may be exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's legal guardian must submit to the principal on or before the day of the screening procedure an affidavit stating the objections to screening.

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 Emergency Medical Services (EMS).
2. Ensure that immediate medical care is provided to student while EMS is in route.
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

Medication should be administered at home whenever possible. If necessary, authorized IDEA employees may administer prescription medication at school under the following circumstances:

1. The school Health Aide/Nurse has been provided a completed Medication Consent Form and Action/Care Plan signed by both the legal guardian and physician.
2. Prescription medication must be provided in its original container and filled by a pharmacist licensed in the State of Texas. **In accordance with the Texas Board of Nursing Practice Act, IDEA will not administer medications prescribed or fulfilled in Mexico.** The prescription label must contain the patient's name, medicine's name, and dosage. Medications sent in plastic baggies or unlabeled containers will **NOT** be administered.
3. Students are not to be sent to campus with medications, they must be delivered by a legal guardian.
4. Ensure a refill, in its original container with a proper label, is delivered to the school Health Aide/Nurse before the medication is completed.
5. At the end of the year, pick up any remaining medication before the last day of school or it will be appropriately disposed of.

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.

For further information, please see [Administering Medication at School Policy](#)

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;
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.

Seizure Management and Treatment Plan

The parent of a student with a seizure disorder may seek care for the student's seizures while the student is at school or participating in a school activity by submitting to IDEA a copy of a seizure management and treatment plan developed by the parent and the physician responsible for the student's seizure treatment. The plan must be submitted to and reviewed by IDEA:

1. Before or at the beginning of the school year;
2. On enrollment of the student if the student enrolls after the start of the school year; or
3. As soon as practicable following a diagnosis of a seizure disorder for the student.

A seizure management and treatment plan must be submitted on the form adopted by the Texas Education Agency; to access the form, please click here: [Seizure Management and Treatment Plan Form](#).

If prescribed medications are part of the treatment protocol, parents must also follow steps in the above [Prescription Medication subsection](#).

Telemedicine Services

IDEA has partnered with a telemedicine provider to bring additional healthcare services to all students at IDEA campuses. The cost of the services varies on health insurance status and all billing is managed through a third-party provider. Should legal guardians desire to have this service available to their scholar:

1. They must complete an online registration form, which is available at any time during the school year.
2. Agree, upon registration, to incur costs for telehealth services not covered by their health insurance.
3. Consent via telephone and potentially join a telehealth appointment virtually, in the event that the campus health aide/Licensed Practical Nurse determines a student's need warrants an appointment.

Immunizations

The law requires that students be fully vaccinated against specified diseases in accordance with an immunization schedule set by the State of Texas. Failure to provide up to date immunization records or an approved exemption will result in the scholar being excluded from school attendance until those items are submitted to the campus Health Aide/Licensed Practical Nurse (LPN). To comply with State Law, legal guardians:

1. May read the "Kindergarten Through 12th Grade Requirements" available on the Texas Department of State Health Services website at <https://www.dshs.texas.gov/immunizations/school/requirements> to determine the specific number of doses required for their student.
2. Must submit proof of immunization, either from personal health records from a licensed physician or public health clinic with a signature or rubber-stamp validation to the Health Aide/LPN before the first day of school.

A student may be provisionally admitted to or enrolled in IDEA if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. To remain enrolled, the student must continue to receive the necessary immunizations as rapidly as medically feasible and complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible. The student and/or parent must also provide acceptable evidence of vaccination to IDEA.

A school Health Aide/Nurse or other administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and IDEA shall exclude him or her from school attendance until the required dose is administered.

Homeless Students: A student who is homeless, as defined by federal law, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. IDEA shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Children in Foster Care: A student who is a "child in foster care" as defined by 45 C.F.R. § 1355.20(a) shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. IDEA shall promptly refer the student to an appropriate health provider to obtain the required vaccinations.

Transfer Students: A student can be enrolled provisionally for no more than 30 days if the student transfers from one Texas school to another and is awaiting the transfer of the immunization record.

Military Dependents: A military dependent can be enrolled provisionally for no more than 30 days if the student transfers from one school to another and is awaiting the transfer of the immunization record. The collection and exchange of information pertaining to immunizations with respect to military dependents shall be subject to confidentiality provisions prescribed by federal law.

Exemption from Immunization Requirements

Exclusions from immunization requirements are allowable on an individual basis for the reasons discussed below. A legal guardian may, for each student:

1. Claim exemption for medical reasons by submitting a statement signed by the student's physician (M.D. or D.O.) to the campus Health Aide/LPN before the first day of school.
 - a. The physician must be duly registered and licensed to practice medicine in the United State and must have examined the student.
 - b. The signed statement must state that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household.
 - c. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.
2. Claim exemption for reasons of conscience (including a religious belief) by submitting a Department of State Health Services affidavit to the campus Health Aide/LPN within 90 days of it being notarized.
 - a. The affidavit must state that the student's legal guardian declines vaccinations for reasons of conscience, including because of the person's religious beliefs.
 - b. The affidavit will be valid for a period of two years.
 - c. The form affidavit may be obtained by writing the Texas Department of State Health Services Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 787149347, or online at [Affidavit Request for Exemption from Immunization](#).
 - d. Students who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.
3. Claim exclusion for armed forces, by submitting proof that the student is serving on active duty with the armed forces of the United States.

Immunization Records Reporting and Management

IDEA's record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS. Records may also be shared with other schools upon request, associated with a student transfer.

Required Health Screenings

Children in certain grades and geographic areas as set by the state must be screened for vision, hearing, spinal conditions, and acanthosis (warning signs of diabetes). These screenings will take place according to a schedule set by the state. To facilitate compliance with state screening regulations, a trained IDEA staff member will:

1. Issue a Screening Notice to the legal guardian of students to undergo a health screening.
2. Conduct the screenings on the indicated date, with a follow-up re-screen within 2-4 weeks, for any student who fails the initial screening.
3. Provide a written referral to the legal guardian of students who do not pass the health screenings and encourage further medical evaluation from a health professional.

Exemption

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

Dyslexia and Related Disorders

Per [Special Education-Dyslexia and Related Disorders Policy](#), every school district and open enrollment charter school must provide parents the following info:

1. **Dyslexia Handbook:** You can access TEA's *Dyslexia Handbook* for information on dyslexia, related disorders, instructional supports, and accommodations. The Dyslexia Handbook can be found on [TEA's Dyslexia's landing page](#).
2. **Universal Screening:** All kindergarten and first-grade students will receive a universal reading screener. Parents/legal guardians will be notified if their child's performance is significantly below grade-level expectations.
3. **Evaluation Requests:** If you suspect your child may have dyslexia or a related disorder, you have the right to request an evaluation for special education services. Please contact your campus front office for the Response to Intervention (RTI) contact.
4. **Support for Requests:** School staff can assist parents and guardians with submitting a written evaluation request to the campus RTI contact.
5. **Dyslexia Provider Information:** At your student's Annual ARD meeting, you may request the qualifications and contact information of your child's dyslexia instructor.
6. **Special Education Referrals:** For a full overview of the Special Education referral process, please refer to the Special Education section of this handbook.
7. **Requesting the Dyslexia Handbook:** To request a copy of the Dyslexia Handbook, please contact your campus front office. A digital version is also available on the [TEA Dyslexia webpage](#).

If IDEA suspects or has reason to suspect that a student may have dyslexia, including after evaluation or use of reading diagnosis, IDEA will comply with the requirements of Texas Education Code §§ 29.0031 and 29.0032, as well as all federal and state reequipments regarding any evaluation of the student. For more information regarding Child Find and children with disabilities, click [here](#).

Health and Physical Education Assessment

IDEA Health and Physical Education staff shall plan for the annual assessment of students' Healthy Fitness Zone using the Physical Fitness Assessment Initiative (PFAI)- a program designed to collect and analyze the required student physical fitness data. IDEA effectively executes the annual assessment process described below in compliance with internal standards and external regulations, while also providing appropriate accommodations and support for students with exemptions or health-related excuses.

Fitness Assessments

Students in grades 3-12 will participate in fitness assessments in accordance with state law and rule. This includes fitness assessments in the following areas:

- Aerobic Capacity: Cardiovascular (Pacer or One-Mile Run)
- Body Composition: Body Mass Index (Height/Weight/Age)
- Muscular Strength & Endurance: Curl-Up, Trunk Lift for extensor strength, Push-ups or Pull-ups
- Flexibility: Shoulder Stretch or Back Saver Sit & Reach

Assessment Timing

Following scripted protocols and standards, students shall undergo assessments within the first 3 months of the school year. A final assessment shall be conducted in the second semester between January and April.

Exemption Identification

IDEA staff shall identify students who are exempt from the assessment exam due to disability or other conditions specified by rule or law.

1. **Documentation of Exemptions:** For exempted students, IDEA staff shall maintain documentation verifying the exemption, including relevant legal or medical documentation.

2. Excuse Procedure: Any child seeking exemption from physical education or other normal school activities for health reasons must provide a note from home to IDEA, stating the reason and duration of the excuse.
3. Approval of Excuse Requests: Upon receipt of excuse notes, IDEA staff shall review and approve or deny the requests based on provided documentation and adherence to school policies.
4. Communication of Approval of Excuse: Approved excuse requests shall be communicated to legal guardians, along with any necessary instructions or accommodations.

Assessment Administration

IDEA staff shall administer FITNESSGRAM assessments according to standardized protocols and procedures, ensuring accuracy and consistency.

Data Collection and Reporting

Following completion of assessments, IDEA staff shall collect, and report assessment data as required by internal protocols and external regulations. FitnessGram results in Texas are generally reported to parents. The [Texas Education Agency](#) (TEA) requires schools to assess student fitness levels annually and report the results, including individualized reports for students to take home. Parents can also request their child's results at the end of the school year, with the results often being included on the student's final report card.

Continuous Review and Compliance

IDEA staff shall continuously review state laws, regulations, and guidelines related to fitness assessments and physical education exemptions to ensure ongoing compliance and adherence.

Documentation and Record-Keeping

IDEA staff shall maintain comprehensive records documenting all aspects of the assessment process, including exemption documentation, assessment results, and communication with relevant parties.

Training and Professional Development

IDEA Health and Physical Education staff shall receive training and professional development opportunities to enhance their knowledge and skills in administering assessments, managing exemptions, and supporting student health and wellness initiatives.

For more information, see the [Medical Treatment Policy](#).

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 change of clothing in case of accident, to be kept in student 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.
3. 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

Student Code of Conduct

IDEA has adopted a Student Code of Conduct in accordance with law.

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

Students with disabilities

Any change in placement and/or any disciplinary action regarding a student with a disability, who needs or is believed to need services under the Individuals with Disabilities and Education Act and/or Section 504 of the Rehabilitation Act, shall be in compliance with applicable federal and state laws and regulations.

Child Abuse Reporting and Programs

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

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

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

For further details, please see the [Child Abuse and Neglect Policy](#) and the [Reporting Child Abuse and Neglect Policy](#).

Plan for Addressing Sexual Abuse, Trafficking, and Other Maltreatment of Children

IDEA has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children. For purposes of this plan, trafficking includes both sex and labor trafficking. The plan may be accessed by contacting Jamonte Banks, National Director of Crisis Support and Prevention, jamonte.banks@ideapublicschools.org.

What is Sexual Abuse of a Child?

The Texas Family Code defines "sexual abuse" as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

What is Trafficking?

Child trafficking in any form is prohibited by the Texas Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers may be trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

What is Other Maltreatment of a Child?

Other maltreatment of a child under the Texas Family Code includes "abuse" or "neglect" of a child.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law,

for reporting to law enforcement or to the Texas Department of Family and Protective Services (DFPS).

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a legal guardian or other trusted adult that disclosures of sexual abuse and trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Legal guardians, if your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The DFPS also manages early intervention counseling programs. To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to:

- Texas Abuse Hotline: 1-800-252-5400
- In non-emergency situations, the [Texas Abuse Hotline Website](#)
- Your local police department
- Call 911 for emergency situations.

Methods for Increasing Awareness Regarding Sexual Abuse, Sex Trafficking, or Other Maltreatment of Children

For Staff

IDEA annually trains staff on child abuse reporting. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration. The training includes prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

For Students

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

For Legal Guardians

Legal guardians must be aware of warning signs indicating that their child may have been or is being sexually abused, trafficked, or otherwise maltreated.

The fact that the abuser is a legal guardian or other family member does not remove your obligation to protect the child. Legal guardians who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252- 5400.

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

These websites are also helpful:

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [Child Welfare Information Gateway Factsheet](#)
- [Human Trafficking of School-aged Children](#)
- [KidsHealth, For Parents/guardians, Child Abuse](#)
- [National Center on Safe Supportive Learning Environments: Child Labor Trafficking](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)

Likely Warning Signs of Sexual Abuse, Trafficking, or Other Maltreatment

Possible warning signs of sexual abuse or other maltreatment may include:

- An older child behaving like a young child, for example, bedwetting or thumb-sucking.
- Becoming increasingly secretive about Internet or telephone use.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Difficulty sitting or walking, pain in the genital areas, and complaints of stomachaches and headaches.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Fear of being alone with adults.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Using new or adult words for body parts.
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular sex, or sexually suggestive behavior.
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Possible warnings signs of sexual trafficking include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude.
- Frequent runaway incidents.
- Isolation from friends, family, and community.
- Multiple phones or social media accounts.
- Older boyfriends or girlfriends.
- Provocative pictures posted online or stored on the phone.
- Refillable gift cards.
- Social interaction and schedule being strictly controlled by someone else.
- Sudden appearance of expensive items (for instance, manicures, designer clothes, purses, technology).
- Tattoos or branding.
- Unexplained injuries.

Possible warning signs of labor trafficking in children include:

- A desire to quit a job but not being allowed to do so.
- Being employed and having a work permit but clearly working outside the permitted hours for students.
- Being employed but not having a school-authorized work permit.
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.
- Being unpaid, paid very little, or paid only through tips.
- Living with an employer or having an employer listed as a student's caregiver.
- Not being allowed breaks at work or being subjected to excessively long work hours.
- Not being in control of his or her own money.
- Owning a large debt and being unable to pay it off.

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

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

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

Available Counseling Options

A list of counseling providers can be found through the [Texas Department of Family and Protective Services, Programs Available in your County](#) website.

FREEDOM FROM DISCRIMINATION, HARRASSMENT, AND RETALIATION

Statement of Nondiscrimination

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

Discrimination and Harassment (Prohibited Conduct)

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

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

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

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

Retaliation

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

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

Reporting Prohibited Conduct

Any student who believes that he or she has experienced Prohibited Conduct or retaliation or believes that another student has experienced Prohibited Conduct or retaliation should immediately report the alleged acts to a teacher, counselor, the principal, or other school employee. The report may also be made by the student's legal guardian. Alternatively, a report may be made directly to the appropriate Compliance Coordinator who can be found in the Statement of Nondiscrimination section in this Handbook.

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

****NOTE**** IDEA's process concerning formal complaints of sexual harassment is outlined in "Freedom from Sexual Harassment" below.

Investigation

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

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

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

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

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

Appeal

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

Freedom from Sexual Harassment

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

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

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

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

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

General Definitions

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

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

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

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

Reporting Sexual Harassment

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

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

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

Notice of Allegations

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

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

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

Grievance Process

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

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

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

Consolidating Formal Complaints

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

Dismissal of Formal Complaints

IDEA must investigate the allegations in a formal complaint.

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

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

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

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

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

Investigating Formal Complaints

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

- IDEA will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on IDEA and not on the parties.
- IDEA cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless IDEA receives that party's voluntary, written consent to do so.
- IDEA will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- IDEA will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- IDEA will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisory of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. IDEA may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- IDEA will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- IDEA will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- Prior to completing an investigative report, IDEA must send to each party and the party's advisor, if any, the evidence
- subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response, which the investigator will consider prior to completing the investigative report.
- IDEA must create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.

- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination Regarding Responsibility

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

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

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

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

Appeals

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

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

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

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

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

Emergency Removals

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

Informal Resolution

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

Prior to facilitating an informal resolution process, IDEA must:

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

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

Retaliation Prohibited

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

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

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

Confidentiality

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

Non-Sexual Harassment Sex Discrimination

The formal complaint investigation and resolution process outlined above in "Freedom from Sexual Harassment" applies only to formal complaints alleging sexual harassment as defined by Title IX, but not complaints alleging sex

discrimination that do not constitute sexual harassment. Complaints of non-sexual harassment sex discrimination may be filed with the Title IX Coordinator and will be handled under the process described in the “Freedom from Discrimination, Harassment, and Retaliation” section of this Handbook.

Freedom from Hazing

IDEA prohibits hazing, which means any intentional, knowing, or reckless act occurring on or off campus directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act:

- Is any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- Involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Involves consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, other than described in item 5 below, that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code; or
- Involved coercing, as defined by Penal Code section 1.07, the student to consume a drug or an alcoholic beverage or liquor in an amount that would lead a reasonable person to believe that the student is intoxicated.

IDEA will not tolerate hazing and will impose disciplinary consequences for hazing conduct as allowed by the Student Code of Conduct. Additionally, it is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report to the Principal or Superintendent.

Freedom from Bullying

IDEA prohibits bullying as defined below, as well as retaliation against anyone who reports or is involved in an investigation of bullying.

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

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

Bullying also includes cyberbullying, which is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

IDEA will also take steps to prevent and mediate bullying incidents between students that:

- Interfere with a student’s educational opportunities; or

- Substantially disrupt the orderly operations of a classroom, school, or school-sponsored or school-related activity.

IDEA is integrating into instruction and curriculum age appropriate, research-based content that is designed to assist in the reduction and prevention of bullying incidents.

Students in Kindergarten through 8th grade shall receive the following:

- Explicit instruction designed to students can recognize bullying, including cyberbullying, behaviors and how to report them;
- Age-appropriate classroom culture-building discussions that encourage peers to intervene when they observe bullying behaviors; and
- Explicit instruction that characterizes bullying as a behavior that result from the student's need to acquire more mature social coping skills.

Students in grades 9 through 12 shall receive the following:

- Explicit direct instruction on the brain's ability to recognize bullying, including cyberbullying, as the behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an immutable trait; and
- Classroom-culture building discussions that portray bullying as an undesirable behavior and means for attaining or maintaining social status in school, and to dissuade students from using bullying as a tool for reputation management;
- Explicit direct instruction designed so students can recognize the role reporting plays in promoting a safe school community.

IDEA shall create an age-appropriate survey with appropriate privacy controls in compliance with the Family Educational Rights and Privacy Act that includes relevant questions on bullying, including cyberbullying, and defines who is responsible to develop and oversee the implementation of action plans based on the results that address student concerns regarding bullying, including cyberbullying.

Each campus will establish a committee, which must include parents and secondary level students in schools where secondary students are served, to address bullying by focusing on prevention efforts and health and wellness initiatives.

IDEA's anti-bullying policy applies to:

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

For further details, please see the [Prohibited Bullying Policy](#).

Reporting Procedures

Any student who believes that he or she has experienced any form of bullying or believes that another student has experienced bullying should immediately report the alleged acts to the principal or designee, a teacher, counselor, or other IDEA employee. A report may be made orally or in writing and may be submitted anonymously. Any IDEA employee who receives notice that a student has or may have experienced bullying shall immediately notify the

principal or designee. The principal or designee will notify the victim, the student who engaged in bullying, and any student witnesses of available counseling options.

The principal or designee will also provide notice of the incident of alleged bullying to:

- A legal guardian of the alleged victim on or before the third business day after the date the incident is reported; and
- A legal guardian of the alleged bully within a reasonable amount of time after the incident.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or legal guardian to notify a teacher, school counselor, the principal, or another school employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. IDEA will also provide notice to the legal guardian of the alleged victim and the legal guardian of the student alleged to have engaged in bullying. Reports of potential bullying may be submitted anonymously.

Investigation of Report

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under that policy instead. The principal or designee shall conduct an appropriate investigation based on the allegations in the report and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

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

A student who receives special education services will be disciplined for conduct meeting the definition of bullying or cyberbullying within applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). IDEA may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The principal, or the principal's designee, may make a report to local law enforcement authorities if, after an investigation is completed, the principal or designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment) of the Texas Penal Code.

To the greatest extent possible, IDEA shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. If a law enforcement or other regulatory agency notifies IDEA that it is investigating the matter and requests that the school delay its investigation, IDEA will resume the investigation at the conclusion of the agency's investigation.

A student or legal guardian who is dissatisfied with the outcome of the investigation may appeal through IDEA's Student or Legal Guardian Grievance Process found in this Handbook.

Interrogations and Searches

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

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

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

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

Desk and Locker Searches

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

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

Vehicles on Campus

Vehicles parked on 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.

Computers and Electronic Devices

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

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without a legal guardian's consent, if necessary, if the questioning or interview is part of a child abuse investigation.

In other circumstances:

1. The principal or designee will verify and record the identity of the official and request an explanation of the need to question or interview the student at school.
2. The principal or designee ordinarily will make reasonable efforts to notify the student's legal guardian, unless the interviewer raises what the principal or designee considers to be a valid objection.
3. The principal or designee ordinarily will be present during the questioning or interview, unless the interviewer raises what the principal or designee considers to be a valid objection.

Students Taken into Custody

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

1. By a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, constitutes delinquent conduct or conduct in need of supervision, or that violates a condition of probation imposed by the juvenile court.
2. By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
3. By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. By an authorized representative of Child Protective Services, the Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section 262.104 of the Texas Family Code relating to the student's physical health or safety.
6. Pursuant to a properly issued directive to apprehend.
7. Pursuant to an order of the juvenile court.
8. Pursuant to the laws of arrest.
9. To comply with a properly issued directive to take a student into custody.

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

The principal or designee will immediately notify the Superintendent and will ordinarily attempt to notify the legal guardian unless the officer or other authorized person raises what the principal or designee considers to be a valid objection to notifying the legal guardians. Because the principal or designee does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

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 FERPA and IDEA policy.

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.

School Emergency Operation 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 multi-hazard emergency operations plan to respond to such hazards ("MEOP"). The school will conduct emergency drills throughout the year in line with state regulations to ensure preparedness among students and staff.

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.

For questions regarding IDEA's emergency response procedures, please contact the Assistant Principal of Operations at your child's school.

Behavioral Threat Assessments

Each school has a behavioral threat assessment team dedicated to ensuring the safety of IDEA's school community. These teams follow the Texas K-12 Behavioral Threat Assessment process and are responsible for evaluating and intervening when a student's behavior pose a risk to themselves or others.

- Legal Guardian 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.

After completing a threat assessment of a student, the school's safe and supportive schools team will provide the results to the student's legal guardian the findings and conclusions regarding the student.

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

School Visitors

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

A government-issued photo ID is required for identity verification and a safety check via Texas Department of Public Safety's Sex Offender Registry Search or other database system which checks for sex offender status. Approved visitors will receive a visitor sticker or badge to wear on campus, which must be worn throughout the entire visit and returned upon signing out of the IDEA campus. Some visitors may require a staff member to accompany them throughout the duration of their visit.

Approval from the principal and classroom teacher is required for classroom visits during instructional times to ensure minimal disruption. For further details, please see School Visitors [Policy](#).

Registered Sex Offenders

Registered sex offenders are generally prohibited from entering school grounds.

Exception

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

- To attend a conference at the school with school personnel to discuss the academic and/or social progress of their child
- To attend an ARD or IEP meeting or other conference where evaluation or placement decisions may be made respecting the student's special education services
- When the principal has requested their presence for any other reason concerning their child or
- To transport the child to school or pick up the child from school.

Requirements for the Exception to Apply

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

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

- The individual's legal guardianship rights have been terminated;

- The individual's presence at school is prohibited by court order or conditions of probation; or
- The Superintendent or campus administrator determines that the individual poses a threat to student safety or is likely to cause a disturbance to the educational environment.

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

Procedures for Use of Restraint

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

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

"Restraint" generally means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

In a case where restraint is used, school employees, volunteers, or independent contractors shall document the incident as required by the Texas Education Agency. Additionally, IDEA shall report electronically to the Texas Education Agency, following standards provided by the Commissioner of Education, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by the Commissioner of Education for reporting the use of restraint involving students with disabilities.

Procedures for Use of Time-Out

A school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or the threat of physical force will not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques, and must be included in the student's IEP or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Time-out will not be utilized in a manner that precludes the ability of the student to be involved in progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

"Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The student's ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

Disruptions

To protect student safety and sustain an educational program free from disruption, state law permits IDEA to act against any person— student or nonstudent who:

- For persons other than primary or secondary grade students, any person who disrupts classes while on school property or on public property that is within 500 feet of school property. Disrupting the conduct of classes or other school activities includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Interferes with the movement of people at an exit or an entrance to school property.
- Interferes with the movement of people at an exit, an entrance, or a hallway to a school building without authorization from an administrator.
- Interferes with the transportation of students in school vehicles.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from an administrator.
- Uses force, violence, or threats to cause disruption during an assembly.

Fireworks

State law prohibits the discharge of fireworks at schools. A person may not discharge or ignite fireworks within 600 feet of any IDEA campus or facility. For any questions or concerns, please contact the Human Resources Compliance and Risk Management team at riskmanagementsupport@ideapublicschools.org.

Weapon and Concealed Handgun Prohibition

In alignment with Texas Penal Codes 46.03, 30.06, and 30.07, IDEA prohibits the use or possession of any firearm, location-restricted knife, club, or other weapon while on the premises of the school, any school grounds or building in which a school activity is being conducted, or school transportation vehicle.

GENERAL PROVISIONS RELATING TO STUDENTS

Religious Expression

IDEA prohibits discrimination, harassment, or retaliation on the basis of religion. Students have the right to silently pray or meditate at IDEA, so long as it does not disrupt the instructional day or other activities of the school. IDEA shall not require, encourage, or coerce any student to engage in or to refrain from prayer or meditation during any school activity.

Pledge of Allegiance

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag.

Moment of Silence

State law requires that one minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere

with or distract others. In addition, state law requires that IDEA provide for the observance of one minute of silence at the beginning of the first class period when September 11th falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

Recitation of the Declaration of Independence

For all public schools in Texas, the week of September 17 is designated as “Celebrate Freedom Week.” During that time, social studies classes will provide instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and students in grades 3 and above will recite a portion of the text of the Declaration of Independence.

For more information, see “[Civics Policy](#).”

Civics Opt-Out Participation

To opt out of participation in any activities described above (Religious Expression, Moment of Silence, Pledge of Allegiance, Recitation of the Declaration of Independence), where applicable, a legal guardian may:

1. Complete the Civics Opt-Out found on IDEA's Family Resource Landing Page: [LINK](#)
2. Download and print the completed form.
3. Submit completed and printed form in person to the receptionist at the school's front office.

School Calendar

IDEA operates according to the school calendar adopted annually by the Board of Directors. Unplanned closures due to bad weather or other unforeseen reason may need to be made up. The dates will be communicated in advance and updated on the online version of the calendar. The latest changes to the calendar will be available on the IDEA website at <https://ideapublicschools.org/parents/academic-calendars/>.

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. A student not in class by the campus official attendance taking time will be marked absent for the day.

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.

Textbooks and Curriculum Materials

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class, except for dual credit courses. Materials must be used by students as directed by the teacher and treated with care. A student who is issued damaged materials should report the damage to the teacher.

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

A legal guardian is entitled to request that IDEA allow a student to take home any instructional materials used by the student. IDEA will honor the request, subject to availability of the instructional materials. A student who takes home instructional materials must return the materials to school at the beginning of the next school day if requested to do so by the student's teacher. If possible, IDEA will provide the instructional materials to the student in printed format if the student does not have reliable access to technology at the student's home. IDEA also is not required to purchase printed copies of instructional materials that the school would otherwise not purchase; IDEA may provide the student with relevant electronic instructional materials.

Transcripts

Current students, former students, and/or their legal guardians are entitled to request copies of their high school transcript. Transcripts include student 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 many school-related activities is governed by state law and rules of the University Interscholastic League ("UIL"), 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 may result in additional consequences for those students, including (but not limited to) removal from the club/performing group. 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 an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of IDEA's regular staff.
- 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 reasonable fee for transportation of a student who lives within two miles of the campus of enrollment
- A fee for lost, damaged, or overdue library book.
- A fee for lost, damaged or vandalized technology equipment.
- A fee up to \$15 for confiscated personal telecommunication or electronic devices.
- An optional electronic device insurance fee.
- A fee specifically permitted by any other statute.

IDEA may waive any fee or deposit if the student and legal guardian are unable to pay. A request for school assistance for purchasing uniforms must be made using this [Financial Assistance Request Form](#).

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

For further information, see the [Student Fees Policy](#).

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

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

Distribution of Materials or Documents

School Materials

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

Non-School Materials

Students must obtain prior express permission 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.

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. The use of personal electronic devices is strictly prohibited during state and district assessments and any assessment that requires the use of a secure lockdown browser. This ensures the integrity and security of the testing environment.

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 the withdrawal of privileges and other disciplinary actions.

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 into 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.

- IDEA Policy: https://ideapublicschools.org/wp-content/uploads/2023/08/PG-4.28_Internet_Safety.pdf
- Student Technology at IDEA Public Schools: <https://ideapublicschools.org/learningtech/>
- Parent's Guide to Internet Safety from Texas School Safety Center: <https://txssc.txstate.edu/tools/parent-safety/3-bhss/3-4-internet-safety>

Change of Address or Telephone Number

Legal guardians are responsible for notifying IDEA when a student's address or telephone number changes. A legal guardian may submit changes to a student's address or telephone number by providing their valid identification and proof of new residency to their campus.

Uniform Requirements

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

Legal guardians must provide their student(s) with the required uniform, except in the case of educationally disadvantaged students as provided in the Texas Education Code. IDEA may provide a uniform for economically disadvantaged students. A request for school assistance for purchasing uniforms must be made using this [Financial Assistance Request Form](#).

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

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

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

IDEA Student Dress Code

At IDEA, we believe it is important for students to learn the value of professional dress. Our uniform prepares students for success in college and careers. The uniform helps students pay attention to attire and the influence looking professional can have.

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 ([LINK](#)).
- 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: mostly black, closed-toed shoes, sandals, or open-toed shoes are not permitted.

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.

IDEA's dress and grooming policy, including any dress or grooming policy for during school hours and extracurricular activities, will not discriminate against a hair texture or protective hairstyle commonly or historically associated with race.

Child Nutrition Program

The Child Nutrition Program (CNP) at IDEA Public Schools has qualified to participate in the Community Eligibility Provision (CEP) in State of Texas. 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. For more information on the Child Nutrition Program and to view menus, visit: <https://ideapublicschools.org/parents/cnp/>.

Transportation

IDEA makes school bus transportation available to students served in the Rio Grande Valley, Houston, the Permian Basin, and select IDEA Austin schools. This service is provided at no cost to students. Bus routes and any subsequent changes are posted on the school website. IDEA transportation may have cameras onboard for safety purposes. For more information regarding transportation, visit <https://ideapublicschools.org/parents/transportation> or contact the Transportation Manager at your Campus.

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

- 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 IDEA 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.

To access IDEA's Bus Rider Behavior Contract which outlines bus riding expectations, you can find it on IDEA's Transportation landing page: <https://ideapublicschools.org/parents/transportation/>

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 front 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.

STUDENT CODE OF CONDUCT

Purpose of the Student Code of Conduct

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

In accordance with state law, the Student Code of Conduct will be posted at each IDEA campus and/or will be available for review at each Principal's office. Legal guardians will be notified of any violation that may result in a student being suspended or expelled from IDEA. Students and staff must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

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

Authority and Jurisdiction

IDEA has disciplinary authority over a student:

1. During the regular school day and/or while the student is going to and from school on IDEA transportation
2. During open lunch periods in which a student is allowed to leave campus
3. For any expulsion offense committed away from IDEA property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment
4. For any expulsion offense committed while on IDEA property or while attending a school-sponsored or school-related activity of IDEA or of any other school in Texas
5. For any school-related misconduct, regardless of time or location
6. When criminal mischief is committed on or off IDEA property or at a school-related event
7. When retaliation against a student, school employee, or volunteer occurs or is threatened, regardless of time or location
8. When the student commits any felony, including those as provided by Texas Education Code §§37.006 or 37.0081, regardless of time or location
9. While a student is participating in any remote / virtual classroom or other period of online instruction provided by IDEA 10. While the student is in attendance at any school-related event or activity, regardless of time or location, and
10. While the student is in transit to or from school or to or from school or school-related activities or events.

Reporting Crimes

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

Standards for Student Conduct

Each student is expected to:

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

Discipline Management Techniques

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

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

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

- Assignment of school duties such as cleaning or picking up litter (this technique may be applied if the offense is related to school property damage).
- Behavioral contracts.
- Cooling-off time or "time-out."
- Counseling by teachers, counselors, or administrative personnel.
- Rewards for positive behavior.
- Demerits.
- Detention.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- In-school suspension, as specified in the suspension section of the Code of Conduct.
- Parent-teacher conferences.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by IDEA.
- School-assessed and school-administered probation (final warning contracts).
- Seating changes within the classroom.
- Sending the student to the office or other assigned area.
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior.
- Temporary confiscation of items that disrupt the educational process.

- Verbal correction, oral or written.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Withdrawal or restriction of bus privileges (this technique may be applied if the offense is bus or school transportation related).
- Other strategies and consequences as determined by school officials.
- Out-of-school suspension, as specified in the suspension section of the Code of Conduct.
- Expulsion from IDEA, as specified in the expulsion section of the Code of Conduct.

Corporal Punishment

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

Student Code of Conduct Offenses and Consequences

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

Level I Offenses:

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

26. Repeated tardiness.
27. Repeatedly violating communicated campus or classroom standards of conduct.
28. Throwing objects that can cause bodily injury or property damage.
29. Violating dress and grooming standards as communicated in the Student Handbook.

Level I Disciplinary Consequences:

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

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

Level II Offenses:

1. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public-school fraternity, sorority, gang or secret society or organization as defined by Texas Education Code § 37.121.
2. Discriminatory, derogatory language or hate speech including racial slurs based on race/ethnicity, religion, sex, national origin, disability, age, sexual orientation or any other identities prohibited by law.
3. Bypassing Internet blocks on school computers or networks to enter unapproved sites.
4. Committing extortion, coercion, or blackmail (obtaining money or an object of value from an unwilling person).
5. Damaging or vandalizing property owned by others, including but not limited to school property or facilities, property of IDEA employees, or property of other students.
6. Defacing or damaging IDEA property—including textbooks, lockers, furniture, and other equipment—or property of any other person, with graffiti or by any other means.
7. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another person, including an IDEA student, employee, or volunteer.
8. Failure to comply with conditions of after-school detention and/or in-school suspension placement.
9. False accusation of conduct that would constitute a misdemeanor or felony.
10. Fighting or arranging a fight. School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. Students who involve themselves in fighting or arranging a fight will, at a minimum, be suspended for the remainder of the day.
11. Forgery of school documents at school or otherwise.
12. Gambling.
13. Gang-related activity of any kind or nature (behavior that is deemed serious gang-related activity may be elevated or addressed as a Level III Offense).
14. Participating in “hazing.”
15. Interference with school activities or discipline.
16. Leaving the classroom, school property, or school-sponsored events without permission.
17. Possessing, viewing, or distributing pictures, text messages, emails, or other material of a sexual nature in any format.

18. Possession of stolen property.
19. Refusing to allow or comply with a lawful student search.
20. Sexual harassment or sexual abuse that is not defined as a Level III offense.
21. Theft.
22. Threatening or bullying a student, employee, or volunteer of IDEA, whether on or off school property. If the conduct causes a substantial disruption of the educational environment, it may be elevated to a Level III offense depending on circumstances as determined by IDEA.
23. Trespassing on IDEA property.
24. Unruly, disruptive, or disruptive behavior that interferes with the teacher's ability to communicate effectively with students in the classroom.
25. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program.
26. Violating the IDEA medication policy.
27. Willful destruction of IDEA or personal property and/or vandalism.
28. Repetitive Level I Offenses – i.e., two or more Level I offenses within a semester, whether the same or any combination.
29. Involvement in a felony offense not listed in Title 5, Texas Penal Code, and IDEA is notified by police.

Level II Disciplinary Consequences

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

1. Any applicable Level I Disciplinary Consequence or Discipline Management Technique listed above, including multiple consequences at IDEA's discretion.
2. In-school suspension for up to three days or out-of-school suspension for up to two days.

Level III Offenses:

1. Abusing over-the-counter drugs.
2. Abusing a student's own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug while on school property or at a school-related event.
3. Aggravated assault.
4. Aggravated kidnapping.
5. Aggravated robbery.
6. Aggravated sexual assault.
7. Arson.
8. Burglary of a motor vehicle on campus.
9. Capital murder.
10. Commission of any felony offense listed under Title 5, Texas Penal Code.
11. Committing or assisting in a robbery or theft, even if it does not constitute a felony according to the Texas Penal Code.
12. Committing the following offenses on school property or within 1,000 feet of school property as measured from any point on the school's real property boundary line, or while attending a school sponsored or school-related activity on or off school property:
 - a. Engaging in conduct punishable as a felony.
 - b. Committing an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - c. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (See glossary for "under the influence.").
 - d. Selling, giving, or delivering to another person an alcoholic beverage; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of alcohol, if the conduct is not punishable as a felony offense.
 - e. Behaving in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - f. Behaving in a manner that contains the elements of the offense of public lewdness or indecent exposure.

13. Conduct endangering the health and safety of others.
14. Creating, producing, distributing, sharing, or showing to others by electronic means a deep fake image or video that appears to depict a person (including but not limited to an IDEA student or employee) with the person's intimate parts exposed or engaged in sexual conduct.
15. Creating or participating in the creation of a "hit list."
16. Criminal attempt to commit murder or capital murder.
17. Criminal mischief.
18. Criminally negligent homicide.
19. Deliberate destruction or tampering with school computer data or networks.
20. Engaging in bullying and/or cyberbullying.
21. Engaging in bullying that encourages a student to commit or attempt to commit suicide.
22. Engaging in conduct including the elements of assault.
23. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
24. Engaging in conduct relating to a false alarm to induce emergency response.
25. Engaging in conduct including the elements of child abuse, sex trafficking, and other maltreatment of children, as those terms are defined in Texas Education Code 38.0041.
26. Engaging in conduct punishable as a felony.
27. Engaging in conduct punishable as a felony listed under Title 5, Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution (see glossary);
 - b. A court or jury finds that the student has engaged in delinquent conduct (see glossary); or
 - c. The principal or designee has reasonable belief (see glossary) that the student engaged in the conduct.
15. Engaging in conduct punishable as a Level III offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment.
16. Engaging in conduct relating to harassment of an IDEA employee, including but not limited to:
 - a. Initiating communication and in the course of the communication making a comment, request, suggestion, or proposal that is obscene;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the treat, to inflict bodily injury on the person or to commit a felony against the employee, a member of the employee's family or household, or the employee's property;
 - c. Conveying, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the student to be false, that another person has suffered death or serious bodily injury; or
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.
29. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
30. Engaging in conduct that constitutes discrimination or harassment, including conduct motivated by race, color, religion, national origin, sex, disability, or age and directed toward another IDEA student, employee, or volunteer.
31. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including an IDEA student, employee, or volunteer.
32. Engaging in conduct that contains the elements of retaliation against any IDEA employee or volunteer, whether on or off of school property.
33. Engaging in inappropriate or indecent exposure of private body parts.
34. Engaging in the electronic transmission of sexually explicit visual material that:
 - a. Depicts any person engaging in sexual conduct; or
 - b. Depicts a person's intimate parts exposed; or
 - c. Depicts the covered genitals of a male person that are in a discernibly turgid state; and
 - d. It is not sent at the request of or with the express consent of the recipient.
35. Engaging in online impersonation.
36. Failure to complete two or more scheduled in-school suspensions without a confirmed excuse.

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

65. Sending or distributing sexually suggestive, nude, or partially nude photographs and/or sexually explicit message via text message, social media applications, or other methods of electronic delivery while at school, or while away from school if the conduct creates a substantial disruption to the school environment.
66. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
67. Setting or attempting to set a fire on school property.
68. Sexual abuse of a young child or children.
69. Sexual assault.
70. Stealing from students, staff, or IDEA.
71. Targeting another individual for bodily injury or harm, taking any action for the purpose of inflicting bodily harm on another, or taking any reckless (but not accidental) action from which bodily harm could result to another.
72. Use, exhibition, or possession of a hand instrument designed to cut or stab another by being thrown, including but not limited to a dagger; dirk, stiletto, or poniard; bowie knife; sword; spear; switchblade; assisted-open knife (regardless of length); or as otherwise defined by Board policy.
73. Use, exhibition, or possession of any knife with a blade more than 1.5" in length, including but not limited to switchblade or assisted-open knives or any other knife not defined as a location-restricted knife.
74. Using a cell phone or other electronic device to make an audio and/or video recording of another person in a restroom, locker room, changing room, or other similar area.
75. Vandalism or conduct constituting criminal mischief with respect to school facilities or property.
76. Violating IDEA's computer use policies, rules, or agreements, including but not limited to the Student Acceptable Use Policy and including conduct involving but not limited to:
 - a. Attempting to access or circumvent passwords or other security-related information of IDEA or its students or employees, and uploading or creating computer viruses or malicious software, including such conduct off school property if the conduct causes a substantial disruption to the educational environment.
 - b. Attempting to alter, destroy, or disable IDEA computer equipment, IDEA data, the data of others, or other networks connected to the IDEA system, including conduct occurring off school property if the conduct causes a substantial disruption of the educational environment.
 - c. Engaging conduct constituting online impersonation, including such conduct off school property if the conduct causes a substantial disruption to the educational environment.
 - d. Using the Internet or other electronic communications to threaten IDEA students, employees, or volunteers, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - e. Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including conduct occurring off school property if the conduct causes a substantial disruption to the educational environment.
 - f. Using e-mail or websites at school to encourage illegal behavior or threaten school safety.
77. Violating the terms and conditions of a student behavior contract.
78. Any discretionary or mandatory expulsion violation under Texas Education Code, Chapter 37 (any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code), no matter when or where the offense takes place.

Level III Disciplinary Consequences

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

1. Any applicable Level I or Level II Disciplinary Consequence.
2. In-school suspension for up to five days or out of school suspension for up to three days, unless the student has been recommended for expulsion.
3. Expulsion.

Student Code of Conduct Consequences

Detention

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

After School Detention

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

1. Students will bring materials to complete. Classroom materials may also be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
5. Students refusing to complete their time may have additional consequences such as in-school or out of school suspension

Suspension

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

In-School Suspension

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

1. Students must report to the designated location on campus when they arrive to school at the beginning of the school day and will remain in ISS until dismissal time.
2. Students will bring materials to complete, including an ISS assignment with their teachers’ names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the ISS room.
5. No disruptive behavior will be allowed.
6. Unexcused absences from suspension will be referred to the principal.
7. Sleeping is prohibited.
8. Students must abide by IDEA’s policies and behavioral standards during their suspension period.
9. If a student missed a scheduled ISS with or without a confirmed excuse, the student will fulfill the consequence when the student returns to school.

Failure to follow these guidelines will be reported to the principal for further action.

Out-of-School Suspension

In deciding whether to order out-of-school suspension, the administrator may take into consideration factors including self-defense, prior discipline history, intent or lack of intent, the student’s status as a student in foster care or who is homeless, the academic value of in-school suspension, and other appropriate or mitigating factors determined by the administrator.

In addition to the Code of Conduct violations listed above that may result in suspension, the VP of Schools has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

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

Special Rules for Suspensions Involving Students Below Grade Three

IDEA may not place a student who is below grade three in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off school property:

1. Unlawful possession of a firearm or other weapon
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault, or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Special Rules for Suspensions Involving Homeless Students

In accordance with TEC, Section 37.005(d), IDEA may not place a student who is experiencing homelessness in out-of-school suspension (OSS) unless the student engages in conduct described by TEC Section 37.005(c)(1)-(3) while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault, or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement

If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of IDEA or a school-sponsored activity, the principal or designee may order immediate removal of the student. The principal or designee may impose immediate suspension if he or she reasonably believes such an action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Removal or Suspension from School Transportation

A student being transported by IDEA transportation to or from school or a school-sponsored or school related activity may be removed or suspended from a school vehicle for conduct violating IDEA's established standards for conduct in a school vehicle. Standards for conduct are established according to IDEA's Bus Rider Behavior Contract. To access IDEA's Bus Rider Behavior Contract, you can find it in IDEA's Transportation landing page:

Conferences, Hearings, and Appeals

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

Process for Suspensions Lasting Up to Five Days

Prior to suspending a student (out-of-school suspension) for up to five days, the principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against the student,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Principal or designee determines the student's conduct warrants suspension during the school day for up to three days, the principal or designee will make reasonable efforts to notify the student's legal guardian that the student has been suspended before the student is sent home. The principal or designee will notify a suspended student's legal guardian of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the principal or designee.

A student shall receive credit for work missed during the period of out-of-school suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Suspensions Lasting Up To Five Days and Expulsion

When the Principal or designee determines that a student's conduct warrants out-of-school suspension for up to five days and/or expulsion, but prior to taking any such action, the principal or designee will provide the student's legal guardian with written notice of:

1. The reasons for the proposed disciplinary action, and
2. The date and location for a hearing before the principal or designee, within five school days from the date of the disciplinary action.
3. If there is an extenuating circumstance and a need for an additional five days, the extension must be approved by a VP of Schools.

The notice shall further state that, at the hearing, the student:

1. May be present
2. Shall have an opportunity to present evidence
3. Shall be apprised and informed of IDEA's evidence
4. May be accompanied by their legal guardian, and
5. May be represented by an attorney.

IDEA shall make a good faith effort to inform the student and the student's legal guardian of the time and place for the hearing, and IDEA may hold the hearing regardless of whether the student, the student's legal guardian or another adult representing the student attends. The principal or designee may audio record the hearing.

Within forty-eight hours or two school days, whichever is later, the principal or designee will notify the student and the student's legal guardian in writing of his or her decision as to whether the student's conduct warrants a long-term suspension, expulsion or some other disciplinary consequence and, if so, the decision shall specify:

1. The length of the long-term suspension or expulsion, if any;
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all; and
3. The right to appeal an expulsion decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request an appeal constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal of an expulsion decision.

Appeal to Regional Executive Director or Designee

The student or their legal guardian may appeal the decision of the principal or designee by notifying the Regional Executive Director or designee in writing within seven school days of receiving the principal or designee's decision. The Regional Executive Director or designee will review the administrative record from the initial disciplinary hearing and conduct an appeal conference with the student or legal guardian within seven school days of receiving the appeal. The Regional Executive Director or designee may audio record the appeal conference. The Regional Executive Director or designee will notify the student and their legal guardian of the appeal decision, in writing, within seven school days following the appeal conference.

Appeal to Superintendent

The student or their legal guardian may appeal the decision by the Regional Executive Director or designee by notifying the Regional Executive Director or designee in writing within seven calendar days of receiving the decision of the Regional Executive Director or designee. The Regional Executive Director or designee will provide the appeal

and disciplinary administrative record to the Superintendent or designee. The Superintendent or designee will review the disciplinary administrative record and conduct an appeal conference with the student or legal guardian within seven school days of the appeal. The Superintendent or designee may audio record the appeal conference. The Superintendent or designee will notify the student and their legal guardian of the appeal decision, in writing, within seven school days following the appeal conference.

Appeal to the Board of Directors

The student or their legal guardian may appeal the Area Superintendent or designee's decision to the IDEA Public Schools Board of Directors by notifying the Area Superintendent or designee in writing within seven school days of receiving the Area Superintendent or designee's decision. The student and/or their legal guardian will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Principal, Regional Executive Director and Area Superintendent, or designee during a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act.

The Board of Directors may, but is not required to, allow an opportunity for the student or legal guardian and the administration to each make a presentation and provide rebuttal and an opportunity for questions by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the Superintendent's decision with respect to the expulsion appeal shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Regional Executive Director, Regional Superintendent, Superintendent, or Board.

Except when required by law, students will not earn academic credit during a period of expulsion.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (either Section 504 or special education under the Individuals with Disabilities Education Act) shall be conducted in accordance with applicable federal and state laws. This includes a requirement for IDEA to conduct a Manifestation Determination through the student's ARD Committee or 504 Committee to determine if an incident leading to a recommended change in placement is a manifestation of the student's disability or due to the school's failure to provide appropriate services. If the incident is related to the disability or due to failure to provide services, the committee must review the student's IEP or 504 plan to determine student support. If the incident is not deemed a manifestation, the student will be subject to the regular code of conduct. Once a student reaches ten days or more of change in placement in a single school year, a Manifestation Determination meeting must be held every time the student is out of placement. IDEA shall provide the Notice of Procedural Safeguards to legal guardians upon IDEA's recommendation of a change in placement in accordance with federal and state law.

Gun-Free Schools Act

In accordance with the Gun-Free Schools Act, IDEA shall expel from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The principal may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, "firearm" means:

- Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon

- Any firearm muffler or firearm silencer
- Any destructive device. “Destructive device” means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Abusable Volatile Chemical Offense, as defined by Texas Health and Safety Code § 485.001 and 485.031, means that no student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person’s eyesight, thinking process, balance, or coordination.

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical. *Health and Safety Code § 485.032.

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that the person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical. *Health and Safety Code § 485.033.

Armor-Piercing Ammunition is handgun ammunition used principally in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

Arson is defined by Texas Penal Code § 28.02 and occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town, or Knowing that it is insured against damage or destruction, or Knowing that it is subject to a mortgage or other security interest, or Knowing that it is located on property belonging to another, or Knowing that it is located within property belonging to another, or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Arson also occurs when a person:

- Recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

- Intentionally starts a fire or causes an explosion and in so doing recklessly damages or destroys a building belonging to another or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or the school; or infringes on the rights of the victim at school. Bullying also includes "cyberbullying," which means bullying that is done through the use of any electronic communication device including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Bullying conduct includes conduct (1) that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property; (2) that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school sponsored or school-related activity; and (3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying (i) interferes with a student's educational opportunities or (ii) substantially disrupts the orderly operation of a classroom, the school, or a school sponsored or school-related activity.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a public school; and the student knowingly alters, damages, or deletes school property or information; or commits a breach of any other computer, computer network, or computer system.

Chemical Dispensing Device is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled Substances or Dangerous Drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; anabolic steroid; or prescription medicine provided to any person other than the person for whom the prescription was written. The term also includes all controlled substances listed in Chapters 481 and 483 of the Texas Health and Safety Code.

Criminal Street Gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating Violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Deadly Conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury and includes but is not limited to knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deep Fake Image or Video means an image or video that appears to depict a real person performing an action that did not occur in reality.

Deferred Adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent Conduct is conduct that:

- Violates either state or federal law, other than a traffic offense, and is punishable by imprisonment or confinement in jail
- Violates a lawful order of a court under circumstances that would constitute contempt of that court in a justice or municipal court, or a county court for conduct punishable only by a fine.
- Constitutes an intoxication and alcoholic beverage offense under Chapter 49 of the Texas Penal Code, or
- Violates Texas Alcoholic Beverage Code § 106.041 relating to driving under the influence of alcohol by a minor (third or subsequent offense).

Discretionary means that something is left to or regulated by a local decision maker.

E-Cigarette or Electronic Cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe; a dab pen; a vaping device; or any other similar device under another product name or description. Also included is any component, part, or accessory for the device (i.e., juice), regardless of whether the component, part, or accessory is sold separately from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

Explosive Weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or another emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies
- Place a person in fear of imminent serious bodily injury, or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

False Alarm to Induce Emergency Response occurs when a person makes a report of a criminal offense or an emergency or causes a report of a criminal offense or an emergency to be made to a peace officer, law enforcement agency, 9-1-1 service, official or volunteer agency organized to deal with emergencies, or any other governmental employee or contractor who is authorized to receive reports of a criminal offense or emergency when (1) the person knows the report is false and (2) the report causes an emergency response from a law enforcement agency or other emergency responder.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

- Any weapon (including a starter gun) that will, 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 firearm weapon, or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Firearm Silencer or Suppressor means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Texas Penal Code § 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment is:

- Conduct that meets the definition established in IDEA Board policy and/or the Student Handbook; or
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating or obscene, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.
- Conduct including the elements of (1) initiating a communication and in the course of the communication making a comment, request, suggest, or proposal that is obscene; (2) threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property; (3) conveying a false report that another person has suffered death or serious bodily injury; (4) causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm abuse, torment, embarrass, or offend another; (5) making a telephone call and intentionally failing to hang up or disengage the connection; (6) knowingly permitting a telephone under the person's control to be used by another to engage in harassment; or (7) publishing on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

Hazing is an intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, that is directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization if the act involves situations outlined in Texas Education Code § 37.151.

Hit List is a list of people targeted to be harmed, using physical force of any kind or a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised Explosive Device is defined by Texas Penal Code § 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent Exposure means exposing any portion of one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Intimate Parts means the naked genitals, pubic area, anus, buttocks, or female nipple of a person.

Intimate Visual Material means visual material that depicts a person (a) with the person's intimate parts exposed, or (b) engaged in sexual conduct.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-Restricted Knife means a knife with a blade over five and one-half (5 ½) inches.

Look-Alike Weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine Gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Online Impersonation occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any person, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that references a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

Other Maltreatment means abuse as defined by Family Code 261.001, or neglect as defined by Family Code 261.001.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited Weapon means an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer or suppressor; knuckles; armor-piercing ammunition; a chemical dispensing device; a zip gun; an improvised device; or a tire deflation device.

Public Lewdness occurs when a person knowingly engages in an act of sexual intercourse, deviant sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public School Fraternity, Sorority, Secret Society, or Gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Reasonable Belief is a determination made by the Superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-Defense is the use of force against another to the degree a person reasonably believes force is immediately necessary to protect himself or herself.

Sexual Abuse means sexual conduct harmful to a child's mental, emotional, or physical welfare; or failure to make a reasonable effort to prevent sexual conduct harmful to a child.

Sexual Conduct means conduct described by Penal Code § 21.16(a)(3).

Short-Barrel Firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade Knife is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic Threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies
- Place any person in fear of imminent serious bodily injury
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access
- place of employment or occupation; aircraft, automobile, or other form of conveyance; or another public place
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service
- Place the public or a substantial group of the public in fear of serious bodily injury
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state, or a public charter school (including IDEA).

Tire Deflation Device means a device, including a caltrop or spike strip that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 Offenses are those that involve injury to a person and include murder; manslaughter; criminally negligent homicide; trafficking in persons; unlawful transport; kidnapping; assault (on a public servant); aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; improper photography; smuggling persons; and tampering with a consumer product.

Trespassing means entering or remaining on the property of another (including IDEA's property) without effective consent of the owner, and the person (1) had notice that the entry was forbidden; or (2) received notice to depart but failed to do so. Trespassing may also include presence on an IDEA campus if expelled or suspended.

Trafficking includes any offenses against the person identified in Penal Code 20A.02.

Under the Influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Vapor Product means electronic cigarettes (e-cigarettes) or any other device that uses a mechanical heating element, battery, or electronic circuit to deliver vapor that may include nicotine to the individual inhaling from the device, or any substance used to fill or refill the device.

Zip Gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

INFORMATION FOR LEGAL GUARDIANS AND IMPORTANT NOTICES

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain school requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participating in extracurricular activities; and
- Graduation requirements.

In addition, absences related to a student visiting with his or her legal guardian, including a stepparent, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by IDEA. IDEA will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the legal guardian returns from deployment.

Consent to Provide a Mental Health Care Service

IDEA will not provide a mental health care service to a student or conduct a medical screening of a student as part of the school's intervention procedures except as permitted by law.

IDEA has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The campus School Counselor will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

IDEA has also established procedures for staff to notify the campus School Counselor regarding a student who may need intervention.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

Student or Legal Guardian 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 purpose of this grievance procedure is to resolve conflicts in an efficient, expeditious, and just manner.

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 Superintendent or designee shall ensure that IDEA's complaint and grievance procedures are provided to all legal guardians and students. The complaint procedure will provide for any complaint or grievance to ultimately be considered or heard by the Board of Directors in accordance with Commissioner of Education rules.

For purposes of this procedure, "days" shall mean calendar days and announcement of a decision in the student's or legal guardian's presence shall constitute communication of the decision.

Informal Conferences

A legal guardian or student may request an informal conference with the principal, teacher, or other campus administrator within seven school days of the time the legal guardian or student knew or should have known of the event(s) giving rise to the complaint.

If the legal guardian or student is not satisfied with the results of the informal conference, he or she may submit a written grievance form to the principal. Grievance forms may be obtained from the principal's office.

Formal Grievance Process

The formal grievance process provides all persons with an opportunity to be heard up to the Board of Directors if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, a person can bring concerns or complaints to the Board of Directors, as outlined below.

A grievance must specify the harm alleged by the legal guardian and/or student, and the remedy sought. A legal guardian or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at IDEA's discretion. All time limits shall be strictly complied with; however, if an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the legal guardian or student in writing of the need to extend the response time and provide a specific date by which the response will be issued. Costs of any grievance shall be paid by the grievant.

IDEA may designate an appropriate administrator or third party, such as an attorney, to conduct an investigation related to a student or legal guardian complaint.

Level One – Principal Review

A legal guardian or student shall submit a written Level One Grievance Form to the Principal or designee within the later of (1) seven days from the time the event(s) causing the complaint were or should have been known, or (2) within five days following an informal conference with the principal. IDEA reserves the right to require the grievant to begin the grievance process at Level Two.

The principal or designee will meet with the complaining legal guardian or student within seven days of receipt of the complaint. Following the conference, the principal or designee shall have seven days to respond in writing.

Note: A complaint against the Superintendent shall begin at Level Three.

Level Two – Superintendent Review

If the student or legal guardian is not satisfied with the Level One decision, or if no decision is provided, the student or legal guardian may appeal the Level One decision to the Superintendent or designee by completing and submitting the Legal guardian Grievance Form. This form is available at the school's front office. The form must be filed within seven days of the Level One decision or the response deadline if no decision is made. The appeal must include a signed statement of the complaint, any evidence supporting the complaint, and a copy of the written complaint to the principal and a copy of the Level One Decision, if issued. The appeal shall not include any new issues or complaints unrelated to the original complaint. The Superintendent or designee will hold a conference within seven days of receiving the appeal and issue a written decision within seven days following the conference.

Written appeals to the Superintendent can be sent to:

IDEA Public Schools
Formal Grievance: Request for Board Hearing
Attn: Superintendent
2115 W. Pike Blvd.
Weslaco, Texas 78596

Level Three

If the student or legal guardian is not satisfied with the Level Two decision, or if no timely decision is provided, the student or legal guardian may submit to the Superintendent or designee in writing a request for a hearing before the Board of Directors. The request must be filed within seven days of receiving the Level Two decision or the response deadline if no decision is made. The student or legal guardian shall be informed of the date, time, and place of the hearing.

The Board of Directors will consider the appeal and may allow a presentation by the legal guardian or student and the school administration. The appeal will be limited to the issues and documents considered at Level Two.

IDEA will determine whether the appeal will be presented in an open or closed session in accordance with the Texas Open Meetings Act and other applicable law.

The Board of Directors may, but is not required to, allow an opportunity for the student or legal guardian and the administration to each make a presentation and provide rebuttal and an opportunity for questions by the Board of Directors.

The Board of Directors shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the Level Two decision shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

Board of Directors Meeting Dates

For 2025 – 26 school year IDEA Board of Director meeting dates, see the [Board of Directors page](#) of IDEA's website.

Additional Complaint Procedures

This legal guardian and student complaint process does not apply to all complaints:

- Complaints alleging Prohibited Conduct (discrimination, harassment, retaliation, and similar matters) shall be submitted as described in “Freedom from Discrimination, Harassment, and Retaliation” in this Handbook.
- Formal complaints alleging sexual harassment shall be submitted as described in “Freedom from Sexual Harassment” in this Handbook.
- Complaints concerning bullying or retaliation related to bullying shall be submitted as described in “Freedom from Bullying” in this Handbook.
- Complaints concerning loss of credit on the basis of attendance shall be submitted as described in “Attendance Needed Per Class for Credit” in this handbook.
- Complaints concerning disciplinary long-term suspensions and/or expulsions shall be submitted as described in “Conferences, Hearings, and Appeals” under “Student Code of Conduct” in this handbook.
- Complaints concerning the identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted as described in “Student or legal guardian Complaints and Concerns” above, except that the deadline for filing an initial Level One grievance shall be 30 calendar days following the identification, evaluation, or educational placement to which the complaint relates and in accordance with applicable Board policy and the procedural safeguards provided to legal guardians with students with a disability.
- Complaints concerning the identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance

with applicable Board policy and the procedural safeguards provided to legal guardians of all students referred to special education.

- Complaints regarding the Free and Reduced-Price Meal Program. In accordance with federal law and U.S. Department of Agriculture policy, IDEA is prohibited from discriminating on the basis of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, which is available online at the following website: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer>, or at any USDA office, or call (866) 632- 9992 to request the form. You may also write a letter containing all of the information requested on the form. Send your completed complaint form or letter by mail to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usada.gov. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer

Notice of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (“PPRA”) requires that students may not be required to participate in certain surveys, analyses, or evaluations – funded in whole or in part by the U.S. Department of Education – that concern:

1. Critical appraisals of individuals with whom the student has a close family relationship
2. Illegal, antisocial, self-incriminating or demeaning behavior
3. Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.
4. Mental or psychological problems of the student or the student’s family
5. Political affiliations or beliefs of the student or the student’s legal guardian
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers
7. Religious practices, affiliations, or beliefs of the student or legal guardians, or
8. Sexual behavior or attitudes.

Legal guardians may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation.

The PPRA also gives legal guardians the right to receive notice of and deny permission for their student’s participation in:

1. Any survey concerning the private information listed above, regardless of funding
2. School activities involving the collection, disclosure, or use of personal information gathered from their students for the purpose of marketing or selling that information
3. A non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam of screening permitted or required under state law).

Annual FERPA Confidentiality Notice

The Family Educational Rights and Privacy Act (“FERPA”) affords legal guardians and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

- The right to inspect and review the student’s education record within 45 days after the day IDEA receives a request for access.

- Legal guardians or eligible students who wish to inspect their child's or their education records should submit to the principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the 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 who wish to ask IDEA to amend their child's or their education record should write to the principal, clearly identify the part of the record they want changed and specify why it should be changed. If IDEA decides not to amend the record as requested by the legal guardian or eligible student, IDEA will notify the legal guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the legal guardian or eligible student when notified of the right to a hearing.
- The right to provide written consent before IDEA discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A "school official" is:

- A person employed by IDEA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel)
- A person serving on the Board of Directors
- A volunteer, contractor, or consultant who, while not employed by IDEA, performs an institutional service or function for which IDEA would otherwise use its own employees and who is under the direct control of IDEA with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist.
- A legal guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee, or
- A legal guardian, student, or other volunteer assisting another school official in performing his or her tasks.

A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, IDEA discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by IDEA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information Notice

FERPA, a federal law, requires that IDEA, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, IDEA may disclose appropriately designated "directory information" without written consent, unless you have advised IDEA to the contrary in accordance with IDEA's procedures.

IDEA has designated three forms of directory information: (1) disclosure for school-related purposes; (2) disclosure to military or college recruiters; and (3) limited disclosure to law enforcement authorities.

Directory Information for School-Related Purposes

IDEA has designated the following categories of information as directory information for the purpose of disclosure for school-related purposes:

- Student name
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Photographs (including video images) and
- Weight and height of members of athletic teams

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

- Extracurricular programs or events (e.g., playbills or programs for events such as school plays, concerts, athletic events, graduation 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.)

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, electronic mail addresses (which shall be the electronic mail addresses 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.

Directory Information Supplied to Law Enforcement Officials and Authorities

IDEA has designated the following categories of information as directory information for purposes of responding to requests for general student information made by law enforcement officials and authorities:

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

Guidelines for Release of Directory Information

IDEA shall not release directory information except for the purposes indicated above, namely, disclosure relating to school-related purposes; for the purpose of disclosure to military recruiters and institutions of higher education for secondary students; and for the purposes of disclosure upon request by law enforcement officials and authorities.

A LEGAL GUARDIAN OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR ANY OR ALL OF THESE DESIGNATED PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 DAYS AFTER RECEIVING THIS "NOTICE OF LEGAL GUARDIAN AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

Notice on Automatic College Admissions

Each student, at the time the student first registers for one or more classes required for high school graduation, will receive written notification on the Uniform Admission Policy, and each high school counselor and senior class advisor will explain to eligible students the substance of the Uniform Admission Policy.

IDEA will provide written notification of eligibility for automatic college admission under the Uniform Admission Policy to students before the 14th day after the last day of the fall semester. Districts are required to notify (1) each eligible senior, (2) each junior with a grade point average in the top ten percent, and (3) the student's legal guardian.

Disclosure of Personally Identifiable Information (PII) without Consent

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the legal guardian or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the legal guardian or eligible student, § 99.32 of the FERPA regulations requires IDEA to record the disclosure. Legal guardians and eligible students have a right to inspect and review the record of disclosures.

IDEA may disclose PII from the education records of a student without obtaining prior written consent of the legal guardians or the eligible student:

- To other school officials, including teachers, within the educational agency or institution IDEA has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom IDEA has outsourced institutional services or functions, provided that the conditions listed in the FERPA regulations are met.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of the FERPA regulations.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Texas Education Agency. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to the FERPA regulations.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met.
- To accrediting organizations to carry out their accrediting functions
- To legal guardians of an eligible student if the student is dependent for IRS tax purposes
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met
- To appropriate officials in connection with a health or safety emergency, subject to the FERPA regulations.
- Information IDEA has designated as "directory information" if applicable requirements under the FERPA regulations are met.

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement.
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.

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 IDEA's 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.

