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**IDEA PUBLIC SCHOOLS
BOARD RESOLUTION**

WHEREAS, Texas Education Code 39.008 requires open enrollment charter school superintendents to certify to the Texas Education Agency (“TEA”) by September 30th of each year that the open enrollment charter school is in compliance with Section 11.005 of the Texas Education Code (Prohibition on DEI Duties) and with Section 28.0022 of the Texas Education Code (Certain Instructional Requirements and Prohibitions); and

WHEREAS, Texas Education Code Section 12.104(b)(3)(Z) specifies that Section 11.005 applies to open enrollment charter schools and Texas Education Code 28.0022 specifies that it applies to open enrollment charter schools; and

WHEREAS, in the 2026-2027 school year, IDEA Public Schools reviewed a draft of the contents of the Resolution with the Executive Committee of the Board on August 11, 2026, in advance of the regularly scheduled meeting on August 18, 2026.

WHEREAS, the Board of Directors held a public meeting on August 18, 2026, that included an opportunity for public testimony on this matter and for which notice was posted on the school's Internet website at least seven days before the date on which the board meeting was held; and

WHEREAS, a copy of the board meeting notice is attached hereto as Exhibit A to this resolution; and

WHEREAS, during the August 18, 2026 board meeting, the Superintendent presented to the Board of Directors the compliance information captured in Exhibit B to this resolution.

BE IT THEREFORE RESOLVED THAT a majority of the members of the Board of Directors at a lawfully called meeting pursuant to the Texas open meetings law hereby adopts the following resolutions:

SECTION 1. The Board of Directors hereby resolves to approve the Exhibit B compliance information presented at the public meeting of the Board of Directors held on August 18, 2026, and finds that the IDEA Public Schools is in full compliance with Texas Education Code Sections 11.005 and 28.0022.

SECTION 2. The Superintendent is hereby directed to certify compliance with Texas Education Code Sections 11.005 and 28.0022 by submitting a completed certification form to TEA in the manner and means directed by TEA. The Board of Directors understands that TEA must post the completed certification on the TEA’s Internet website.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18 DAY OF August 2026.

[Signature Page Follows]

IDEA PUBLIC SCHOOLS

Members Voting in Favor of Resolution:

Signed by:

6FF775B55D5A419...
Collin Sewell, Chair

DocuSigned by:

BB3088C379BF49A...
Erich Holmsten, Treasurer

Signed by:

8DD22C2785DB409...
Ed Rivera, Vice Chair and Secretary

Signed by:

CEC5E5C16BF140A...
Constanza Miner, Director

DocuSigned by:

5DBB6B388E7949B...
Gary Lindgren, Director

Theresa Barrera-Shaw, Director

Dr. Nanette Cocero, Director

Signed by:

G21A26613121493...
David Dunn, Director

Signed by:

8680138102324BA...
Najuma Atkinson, Director

Signed by:

28F2DAE606034FA...
Ryan Green, Director

Lilya Matos, Director

Signed by:

3DB88A1F3C0244D...
Stacy Eng, Director

CERTIFICATION

The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on August 18, 2026, which Resolution is in full force and effect and has not been revoked or amended.

Signed by:

8DD22C2785DB409...
Secretary / /
 8/20/2026

**IDEA PUBLIC SCHOOLS
BOARD RESOLUTION**

WHEREAS, Texas Education Code 39.08 the Board desires to modify by non-expansion amendment, the Open-Enrollment Charter of IDEA Public Schools (CDN 108-807); and

WHEREAS, Texas Administrative Code § 100.1035 states that a Charter “may be revised with the consent of the charter holder by expansion or non-expansion amendment approved by the commissioner of education ...;” and

WHEREAS, the Board desires to amend the open enrollment charter of IDEA Public Schools in conformity with the revisions attached hereto as **Exhibit A**;

NOW, THEREFORE, the Board of Directors IDEA Public Schools, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT:

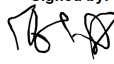
- The open-enrollment charter of IDA Public Schools is amended in conformity with the revisions attached hereto as **Exhibit A**.
- A non-expansion charter amendment request be submitted to the Texas Education Agency.

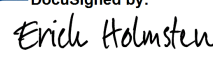
PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF IDEA PUBLIC SCHOOLS, ON THE 18 DAY OF August 2026.

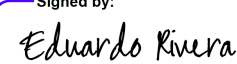
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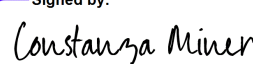
IDEA PUBLIC SCHOOLS

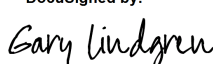
Members Voting in Favor of Resolution:

Signed by:

8FF773B35D5A418...
Collin Sewell, Chair

DocuSigned by:

BB3088C379BF49A...
Erich Holmsten, Treasurer

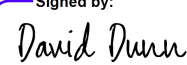
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Ed Rivera, Vice Chair and Secretary

Signed by:

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Constanza Miner, Director

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Gary Lindgren, Director

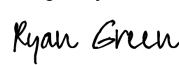
Theresa Barrera-Shaw, Director

Dr. Nanette Cocero, Director

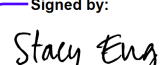
Signed by:

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David Dunn, Director

Signed by:

8080138102324BA...
Najuma Atkinson, Director

Signed by:

28F2DAE000034FA...
Ryan Green, Director

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Signed by:

8DD22C2785DB409...
Secretary / /
8/20/2026

EXHIBIT A
IDEA PUBLIC SCHOOLS (CDN 108-807)
PROPOSED CHARTER AMENDMENTS

1. Amendment February 15, 2002

state that the IDEA Academy governing body shall set the pay scale for administrators, teachers, and other staff members.

Amended revisions - March 2024

IDEA Public Schools board of directors manages compensation scales according to the IDEA Compensation Setting Policy and annual budget approvals.

2. Original Charter January 21, 2000, Page 34

Two times each semester, parents provide the teaching staff and administration direct feedback on the quality of instruction, the content of the curriculum, and their overall satisfaction with the school. The anonymous surveys contain multiple choice questions as well as a space for parents to make general suggestions and observations.

Amended February 6, 2002

Distribute parent surveys twice a year instead of twice a semester.

Amended revisions - March 2024

IDEA Public Schools will value family feedback and surveys parents as needed, in addition to informal requests for feedback throughout the year.

3. Amendment October 8, 2002

Admission will not be based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

Amended revisions - March 2024

Admission will not be based on sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

Proposed revisions- July 2026

Replace with: It is the policy of IDEA Public Schools (IDEA) to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability;

4. Amendment February 6, 2002

set academic classes from 8:45 a.m. to 3:45 p.m. instead of from 8:45 a.m. to 3:30 p.m.; set the enrichment time from 3:45 p.m. to 5:00 p.m. instead of from 3:30 p.m. to 4:10

Amended revisions - March 2024

IDEA will structure a high quality school day meeting all requirements for charter schools regarding 75,600 instructional minutes and curricular access. IDEA may have differentiated schedules by region/campus to allow for customization that makes sense for the local context while still meeting requirements.

5. Original Charter January 21, 2000, Page 23

The targeted staff size for the first year of operation will be eight classroom teachers; two administrators/teachers; one financial director; one counselor; one physical education teacher; one fine arts teacher; and three support staff (Janitors, secretarial, etc.) for a total of 17. The teacher-to student ratio will be one teacher to sixteen students.

Amended February 15, 2002

revise teacher/student ratio to no larger than 1:24 for grades below fifth and no larger than 1:28 for Grades 5 and above.

Amended revisions - March 2024

IDEA will always strive to ensure all students have equitable access to high quality teachers and instructional materials and will ensure the average student-teacher ratio does not exceed 30:1, unless otherwise mandated for specific programs or populations.

6. Original Charter January 21, 2000, Page 23

All classroom teachers and staff will be required to hold a bachelor's degree, as well as at least one year teaching experience. All teachers will also be required to be certified or working towards certification in the state of Texas as well as towards the National Board of Certification.

Amended February 15, 2002

Revise teacher qualification requirements to state that teachers of academic subjects (exceptions are PE, Art, and Music) are required to hold a bachelor's degree and to be teacher certified or working toward certification in Texas.

Amended revisions - March 2024

Classroom teachers will meet all additional state qualifications for charter schools, including certification should be it a requirement for the area they are assigned.

7. Amendment July 1, 2017

4.2 Number. At all time, the majority of members must reside within the regions served by IDEA Public Schools. In no event, shall the number of Directors be less than five (5) or more than twenty-five (25).

Amended revisions - March 2024

Composition of IDEA's board will follow state requirements and be governed by IDEA's board bylaws.

8. Original Charter January 21, 2000, Page 18

School Management Board

1. Biographical Affidavits

The school management board will be comprised of those who comprise the sponsoring entity as listed in Section 1 above. See Attachments.

2. Describe the following:

a. Officer positions designated

President and IDEA Academy School Director

Vice President Treasurer

Secretary

Historian

b./c. Election and Removal of officers and of the governing body:

The officers shall be elected by the Board of Directors. Each officer shall hold office until the successor thereto is elected and qualified or unless sooner removed or disqualified under the following condition. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgement the best interest of the Corporation will be served thereby; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

d. Vacancies:

Any vacancy in any office because of death, resignation, removal, or by any other cause shall be filled by the Board of Directors. Vacancies may be filled by an affirmative vote of the majority of remaining directors.

e. Term for which members of the governing body serve:

The term of the governing body shall be for a period of three (3) years. Any vacancy occurring will be filled by an affirmative vote of the remaining directors. Thereafter, the directors shall serve such terms, not exceeding three (3) years, or as may be provided by resolution of such Board of Directors.

f. Whether terms are to be staggered:

Terms for the governing body will be staggered. One-third will initially serve a one year term, one-third will serve a two year term and the remaining third will serve the full three years; thereafter, every term will be three years for every member.

Amended revisions - March 2024

Composition of IDEA's school management team will follow state requirements and be governed by IDEA's board bylaws and organizational chart.

9. Original Charter January 21, 2000, Page 19

The adoption of textbooks will involve the input and approval of staff and school administration. In addition, parents will be invited to offer input as well. After evaluating textbooks from various companies (which are also on the Texas State adoption list) and ensuring they address the content covered in the TEKS, the IDEA Academy community will make a decision on textbook adoption.

Amended revisions - March 2024

IDEA will follow applicable state law and its Selection and Adoption of School Materials policy regarding textbook adoption.

10. Original Charter January 21, 2000, Page 20

A comprehensive benefits package will be provided including medical, dental and life insurance, and the Texas Teacher Retirement System.

Amended revisions - March 2024

IDEA Public Schools offers benefits package options to staff annually, included in the review of IDEA's budget adoption.

11. Original Charter January 21, 2000, Page 20

All staff and faculty will receive five (5) sick days per year, which can be rolled over if unused, as well as five (5) personal days per year.

Amended revisions - March 2024

Benefits will be specified in the employee handbook, and/or applicable benefits policies.

12. Original Charter January 21, 2000, Page 20

All hiring and dismissal decisions will be conducted through a joint effort between the School Director, a hiring committee (composed of current staff), and the Board of Directors.

Amended revisions - March 2024

The Board exercises employment authority over the CEO/Superintendent and manages personnel expectations through policy and delegation to the CEO/Superintendent and Chief Human Assets Officer.

13. Original Charter January 21, 2000 ,Page 31

3. Approving the hiring and termination of all school personnel, both professional and support staff

Amended revisions - March 2024

~~Remove: 3. Approving the hiring and termination of all school personnel, both professional and support staff~~

14. Original Charter January 21, 2000, Page 22

f) The salary range and benefits for administrative staff will follow the same schedule for that of teachers but will include compensation for days beyond the overall school calendar.

Amended revisions - March 2024

IDEA Public Schools board of directors manages compensation scales according to the IDEA Compensation Setting Policy and annual budget approvals.

15. Original Charter January 21, 2000, Page 22

e) Evaluation of administrative personnel will be conducted through the IDEA Academy Management Effectiveness Survey (see attachment). This survey, completed by all staff members, evaluates the administration's ability to:

- build a team of staff members who attain outcomes based on high expectations, exemplify the IDEA Academy's operating principles and ensure they are in positions that are well-suited to their skills;
- ensure staff members assume responsibility for meeting goals; ensure staff members have the information they need to be effective;
- fosters a culture where staff members desire, seek out, and give constructive feedback that will help them meet their goals;
- is an accessible resource who helps staff members attain results as efficiently as possible;
- ensures their staff operates at the highest possible level by helping them maximize their strengths and tackle their weaknesses;
- ensure staff members feel their contributions are valued; invests staff member in the school decision making process; and
- ensures staff members feel positively about working at the IDEA Academy.

Amended revisions - March 2024

IDEA will evaluate personnel pursuant to the performance appraisal expectations detailed in the Employee Handbook, policies or procedures.

16. Original Charter January 21, 2000, Page 23

In addition, the administration will conduct two classroom observations and post-conferences for every teacher as well.

Amended revisions - March 2024

~~**Remove:** In addition, the administration will conduct two classroom observations and post-conferences for every teacher as well.~~

17. Original Charter January 21, 2000, Page 23

parents and students will complete effectiveness surveys and every teacher will also be evaluated using the IDEA Academy Professional Development and Evaluation System

Amended revisions - March 2024

~~**Remove:** parents and students will complete effectiveness surveys and every teacher will also be evaluated using the IDEA Academy Professional Development and Evaluation System~~

18. Original Charter January 21, 2000, Pages 24-25

D. Code of Conduct

1. Describe in detail your school rules or guidelines governing student behavior.

The IDEA Academy's approach to student conduct has been and will continue to be very simple, straight-forward, and explicit. Every student at the IDEA Academy is held to the highest expectations in both academics as well as behavior. It is our policy that no time be taken away from learning due to student misconduct. Before entering the IDEA Academy, all students, parents and teachers sign the IDEA Academy Commitment to Excellence and Achievement, known simply as the "contract." This contract outlines the following requirements for student behavior (see Attachments). In addition, students are held to all local, state and federal criminal laws.

2. Describe your school's policies regarding student expulsion and suspension. Include a description of procedures that satisfy due process requirements:

Students may be suspended for any conduct or action deemed inappropriate by the school or violation of the IDEA contract. Because an integral part of the IDEA Academy's success is dependent upon parental involvement, we anticipate very few, if any, serious behavioral disruptions. However, we will have systems in place in the event that a student may need to be suspended or even expelled. Students may also be suspended for general misconduct violations as defined in the student code of conduct to be distributed the first day of school. Students may be suspended for as many as three school days per behavior violation. In order to ensure due process, a student who is suspended or facing expulsion will be given a conference by the school director, teacher (if applicable), parent and student in which the student will be advised of the conduct with which he or she is accused. The student will be given the opportunity to explain his or her viewpoint. The number of days of a student's suspension will be determined by the School Director or other appropriate administrator. In the event that a long-term suspension or expulsion is necessary, the student will be placed in an Alternative Education Program (AEP). The student's placement in an AEP will be determined by the School Director, teacher and parent. The IDEA Academy will decide on a case by case basis whether to place a student in an AEP.

3. Describe your school's mandatory student attendance plan and its fit with the code of conduct and the mission of the school.

As outlined in the "contract" students promise to attend school every day. In the event they are unable to attend, they are required to call their teacher, explain the circumstances and do all of the missed work. We expect our students to be present every day-we consistently send the message that in order to achieve and succeed, learning time must be maximized. If, in the unlikely event, a student's absences become excessive, a meeting with the parents, students, teachers and administrators will be conducted to see what can be done to correct the situation. As stated above, the "contract" is the document which governs student, parent and teacher expectations for both academics and behavior. From the onset, we invest our students and their families in this so that we may achieve our mission of providing an excellent education and pushing our students to the highest of academic levels.

Amended revisions - March 2024

1. IDEA's Student Code of Conduct is reviewed and approved annually as part of the Student Handbook. The Student Handbook is board approved and disseminated to staff and families.
2. IDEA's Student Code of Conduct contains information regarding student expulsion, suspension, and due process. If a long-term suspension or expulsion is necessary, students may be placed in the local school district's Alternative Education Program (AEP), if the district is willing to accept placement or otherwise placed as determined by the Code of Conduct.
3. IDEA's expectations regarding attendance are delineated in the Student Handbook and applicable policies.

19. Original Charter January 21, 2000, Page 27

The IDEA Academy will provide transportation for all students who reside in the town of Donna, Texas.

Proposed revisions - March 2024

Replace with: IDEA may provide transportation based on local context and financial analysis of viability for impact. Special Education transportation is offered where required by students' IEPs.

20. Original Charter January 21, 2000, Page 44

We will provide transportation to students throughout Donna, with the possibility of expanding the service to other surrounding communities according to demand.

Amended revisions - March 2024

Remove: ~~We will provide transportation to students throughout Donna, with the possibility of expanding the service to other surrounding communities according to demand.~~

21. Original Charter January 21, 2000, Page 29

Cafeteria services will be contracted out.

Amended revisions - March 2024

IDEA Public Schools will provide meal and nutrition service to students in accordance with state and federal requirements.

22. Original Charter January 21, 2000, Page 31

2. All prospective board members will visit the IDEA Academy, meet with a representative group of parents, teachers, and students to gain a clear sense of what lies at the heart of the IDEA Academy's mission;

3. All board members will sign the Board Member Commitment to Excellence and Achievement, which is based upon the contract signed by all students, their parents/guardians, and teachers. This contract sets forth the requirements and responsibilities for IDEA Academy board members and proactively affirms their commitment to the founding mission and goals of the IDEA Academy;

4. An official board historian will document important IDEA Academy decisions, events, and trends, to create an institutional memory. This ever-changing historical document will illustrate ways in which the initial inspiration took shape, how it has evolved, and how it can continue to grow and exert influence in the context of day-to-day operations.

Amended revisions - March 2024

2. Values and responsibilities of IDEA board members are outlined in IDEA's board bylaws and the board procedures, which outline roles and responsibilities, philanthropic, and attendance requirements.

23. Original Charter January 21, 2000, Pages 32-33

C. Complaints

Thus far, the IDEA Academy has received very few complaints from parents and employees, a result of our proactive approach to solving small problems before they become serious.

Proactively Dealing with Complaints

We encourage staff to speak directly to the person(s) with whom they have an issue or complaint. While sometimes uncomfortable, this direct feedback approach is the best long term solution to solving problems and creating an environment of trust, openness, and

professionalism. Whether the conflict is between a custodian and a teacher, or between a teacher and administrator, the most effective way to resolve the problem is through direct, albeit polite, feedback. We spend a considerable amount of time in the beginning of the school year creating this dynamic of open feedback when we establish our norms for interaction.

Expediting complaints from parents often involves a nuanced, varied approach depending upon each circumstance. Skillful teachers and administrators often handle minor complaints over the course of a month and resolve the problems in subtle, informal, yet highly effective ways. They build trust by listening to parents, understanding their perspective, and creating solutions that are fair and just. Since our parental involvement (as outlined in VIII.EI fosters a true spirit of cooperation, parents understand that the teachers and staff are "on their side," which is invaluable when complaints do arise.

Formal Complaint Protocol

Despite our proactive approach, we realize that parents may have complaints requiring formal procedures to ensure fair, speedy action, and that employee complaints sometimes concern sensitive, uncomfortable, or even legal matters. In such cases we encourage staff members and/or parents to follow these procedures:

- a. File a formal complaint in writing with the school director, who will take appropriate action, which may include mediating the complaint between the two parties, investigating the complaint further, or directing the complaint to the Complaint Management Task Force. The school director will provide a written response outlining actions taken to the person lodging the complaint and any other affected parties:
- b. In the event that the person filing the grievance has a complaint with the school director, he or she should then either file the complaint with the Dean of Instruction or present a formal complaint directly to the Chairman of the Complaint Management Task Force. The Complaint Management Task force will investigate the matter, determine necessary steps to ensure an appropriate resolution to the complaint, and report all findings and recommendations in writing to the Board of Directors and any other affected parties. The Complaint Management Task force will empower the Task Force Chairman to pursue any other necessary actions to comply with legal and ethical requirements:
- c. Should the complaint involve members of the complaint management task force, the individual(s) against whom the complaint is filed will recuse him/herself from the task force as the investigation and findings continue;
- d. Any actions or recommendations for action by the Complaint Management Task Force will be reported to the Board of Directors in a closed session open only to those directly involved. All decisions of the complaint management task force can be appealed by any of the parties to the Board of Directors, which will then decide upon further action.

The goal of this process is to guarantee a fair and ethical system for responding to complaints. The key is that our process is formal enough to ensure fairness in addressing complaints and flexible enough to respond to special circumstances. Parents and employees will be provided a copy of this policy in writing at the beginning of the school year.

Amended revisions - March 2024

IDEA will follow policies and procedures for both student and staff based complaints and grievances in accordance with board policy, and as adopted in employee and student handbooks.

24. Original Charter January 21, 2000, Page 33

One unique feature of the IDEA Academy is that administrators are required to teach for at least a portion of each school day--the current director of the IDEA Academy teaches a full day of class every school day and future administrators will continue to spend at least a half-day teaching.

Amended revisions - March 2024

~~**Remove:** One unique feature of the IDEA Academy is that administrators are required to teach for at least a portion of each school day--the current director of the IDEA Academy teaches a full day of class every school day and future administrators will continue to spend at least a half-day teaching.~~

25. Original Charter January 21, 2000, Pages 33-34

1. Monthly one-on-one meetings between the school director and each teacher;
2. Quarterly Reflection meetings, in which teachers and staff reflect on the overall climate of the school and what can be done to maintain or improve it;
3. Weekly team meetings between teachers of the same grade level/department and the school director or dean of instruction;

Amended revisions - March 2024

IDEA strives for a culture of feedback and continuous improvement, thus engages in recurring operating mechanisms such as staff check ins and the staff development cycle in order to elicit and provide feedback.

26. Original Charter January 21, 2000, Page 34

Monthly Student Meetings: Student discussion meetings are currently held each month, providing students an opportunity to discuss issues relevant to their education. All students are empowered to place items on the agenda. These monthly meetings are an important channel of communication between the school staff and the student body. Quarterly Student Surveys: Two times each semester students provide the teaching staff direct feedback on the quality of instruction, the content of the curriculum, and the overall climate of the school. The anonymous surveys contain multiple choice questions as well as a space for students to make general suggestions and observations.

Amended revisions - March 2024

~~**Remove:** Monthly Student Meetings: Student discussion meetings are currently held each month, providing students an opportunity to discuss issues relevant to their education. All students are empowered to place items on the agenda. These monthly meetings are an important channel of communication between the school staff and the student body. Quarterly Student Surveys: Two times each semester students provide the teaching staff direct feedback on the quality of instruction, the content of the curriculum, and the overall climate of the school. The anonymous surveys contain multiple choice questions as well as a space for students to make general suggestions and observations.~~

27. Original Charter January 21, 2000, Pages 34-35

E. Parental and Student Involvement in Decision-Making

The involvement of students and parents is an important component of the IDEA Academy's decision-making process. Their influence is two-fold: they provide a direct voice as members of the shared decision making committee, and they provide ongoing feedback that indirectly influences the direction of the school.

Student Involvement

Our commitment to instilling within students the values of a free, democratic society capable of self-determination is reflected in our students' interactive role in the decision-making process.

Monthly Student Meetings: Student discussion meetings are currently held each month, providing students an opportunity to discuss issues relevant to their education. All students are empowered to place items on the agenda. These monthly meetings are an important channel of communication between the school staff and the student body.

Quarterly Student Surveys: Two times each semester students provide the teaching staff direct feedback on the quality of instruction, the content of the curriculum, and the overall climate of the school. The anonymous surveys contain multiple choice questions as well as a space for students to make general suggestions and observations.

Student Representatives: Two student representatives, selected by their peers, will serve as representatives to the Shared Decision Making Committee.

Parental Involvement

Parental Action Committee: Just as the students have a forum to express their views on the IDEA Academy, the Parental Action Committee (PAC) provides such a vehicle for parents. The PAC meets on a monthly basis. Its agenda is set by the PAC Steering Committee, a five member panel elected by the PAC itself. The PACSC facilitates discussions on educational topics, among them: student dress code, curriculum, homework policy, fundraising efforts, discipline, and overall familial involvement.

Quarterly Parental Surveys: Two times each semester, parents provide the teaching staff and administration direct feedback on the quality of instruction, the content of the curriculum, and their overall satisfaction with the school. The anonymous surveys contain multiple choice questions as well as a space for parents to make general suggestions and observations.

Shared Decision Making Committee: Consistent with the vision and mission of the IDEA Academy is our collaborative approach to decision-making. Families, students, teachers, and community members come together to ensure that all policies and decisions support the school's overarching mission. The IDEA Academy SDMC is charged with making decisions in regards to student achievement, curriculum, extracurricular activities, field lessons, staff development, student discipline policies, and overall educational plan. The eleven-member committee is elected by secret ballot and serves for two years, although the initial committee member terms will be staggered. In the event of a vacancy, the school director will appoint a replacement subject to the approval by the SDMC.

The members of the SDMC will reflect the community we serve, and will be composed of:

- Three IDEA Academy teachers;
- One non-instructional staff member;
- One member of the community;
- Two family members or guardians of IDEA Academy students;

- Two students;
- The school director; and
- One member of the Board of Directors.

Meetings will be held the first Tuesday of each month, and emergency meetings will take place on an as-needed basis. The meetings are open to all, and are led by the school director. The committee secretary will keep the minutes of all meetings. The agenda for the meetings will be set the Friday prior to each meeting. Any member of the community can request that an item be placed on the agenda. Request forms will be available at the main office.

An important function of the SDMC is to appoint task forces to closely examine and report on issues requiring more in-depth consideration. Task force chairs report their findings and/or make recommendations to the SDMC at regularly scheduled meetings.

Amended revisions - March 2024

Remove:

~~E. Parental and Student Involvement in Decision Making~~

~~The involvement of students and parents is an important component of the IDEA Academy's decision-making process. Their influence is two-fold: they provide a direct voice as members of the shared decision-making committee, and they provide ongoing feedback that indirectly influences the direction of the school.~~

~~Student Involvement~~

~~Our commitment to instilling within students the values of a free, democratic society capable of self-determination is reflected in our students' interactive role in the decision-making process.~~

~~Monthly Student Meetings: Student discussion meetings are currently held each month, providing students an opportunity to discuss issues relevant to their education. All students are empowered to place items on the agenda. These monthly meetings are an important channel of communication between the school staff and the student body.~~

~~Quarterly Student Surveys: Two times each semester students provide the teaching staff direct feedback on the quality of instruction, the content of the curriculum, and the overall climate of the school. The anonymous surveys contain multiple choice questions as well as a space for students to make general suggestions and observations.~~

~~Student Representatives: Two student representatives, selected by their peers, will serve as representatives to the Shared Decision Making Committee.~~

~~Parental Involvement~~

~~Parental Action Committee: Just as the students have a forum to express their views on the IDEA Academy, the Parental Action Committee (PAC) provides such a vehicle for parents. The PAC meets on a monthly basis. Its agenda is set by the PAC Steering Committee, a five member panel elected by the PAC itself. The PACSC facilitates discussions on educational topics, among them: student dress code, curriculum, homework policy, fundraising efforts, discipline, and overall familial involvement.~~

~~Quarterly Parental Surveys: Two times each semester, parents provide the teaching staff and administration direct feedback on the quality of instruction, the content of the curriculum, and their overall satisfaction with the school. The anonymous surveys contain multiple choice questions as well as a space for parents to make general suggestions and observations.~~

~~Shared Decision Making Committee:~~ Consistent with the vision and mission of the IDEA Academy is our collaborative approach to decision making. Families, students, teachers, and community members come together to ensure that all policies and decisions support the school's overarching mission. The IDEA Academy SDMC is charged with making decisions in regards to student achievement, curriculum, extracurricular activities, field lessons, staff development, student discipline policies, and overall educational plan. The eleven member committee is elected by secret ballot and serves for two years, although the initial committee member terms will be staggered. In the event of a vacancy, the school director will appoint a replacement subject to the approval by the SDMC.

~~The members of the SDMC will reflect the community we serve, and will be composed of:~~

- ~~• Three IDEA Academy teachers;~~
- ~~• One non-instructional staff member;~~
- ~~• One member of the community;~~
- ~~• Two family members or guardians of IDEA Academy students;~~
- ~~• Two students;~~
- ~~• The school director; and~~
- ~~• One member of the Board of Directors.~~

~~Meetings will be held the first Tuesday of each month, and emergency meetings will take place on an as-needed basis. The meetings are open to all, and are led by the school director. The committee secretary will keep the minutes of all meetings. The agenda for the meetings will be set the Friday prior to each meeting. Any member of the community can request that an item be placed on the agenda. Request forms will be available at the main office.~~

~~An important function of the SDMC is to appoint task forces to closely examine and report on issues requiring more in-depth consideration. Task force chairs report their findings and/or make recommendations to the SDMC at regularly scheduled meetings.~~

28. Original Charter January 21, 2000, Page 35

Mission Statement

The IDEA Academy is dedicated to creating students who possess the necessary academic, intellectual, and character traits to succeed in college and the increasingly competitive world that follows.

Vision Statement

The basic components of the IDEA Academy have been in place since the 1998-99 school year, when Donna /SD approved the program as a "school within a school. Therefore, our overarching vision is to transform a highly effective program into an even more effective charter school.

Amended revisions - March 2024

Mission

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

Vision

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

29. Original Charter January 21, 2000, Page 41

4. Teacher Goal: Teachers will ensure that students receive an excellent, high quality education based on high expectations for student success.

Performance Objective	Measurement Tool
1. Every teacher will continue to maintain a 95% attendance rate, including Saturday classes	Payroll records
Timeline for reporting progress: June	
2. Every teacher will submit detailed lesson plans/course syllabi and a completed draft for the midterm and semester exam one week prior to the beginning of classes during the first semester and prior to winter break for the second semester	All lesson plans, syllabi and final exams will be kept on file; there will be a log detailing the receipt of these items
Timeline for reporting progress: January and June	
3. Every teacher will continue to receive a satisfactory or better on student and parent evaluations	Student and parent evaluations
Timeline for reporting progress: June	
4. Every teacher will complete thirty hours or more of professional development over the course of the year	Professional sign-in logs Proof of conferences or classes attended Teacher Self-Report of professional development activities
Timeline for reporting progress: June	
5. Every teacher will conduct thirty hours of classroom observations either at the IDEA Academy or in the classrooms of other master teachers	Classroom Observation Logs
Timeline for reporting progress: June	
6. Every teacher will be observed by a peer at least once each month. Peer observations will be followed by a reflection/debriefing.	Classroom observation logs and copy of reflection template

Amended revisions - March 2024

Remove:

~~4. Teacher Goal: Teachers will ensure that students receive an excellent, high quality education based on high expectations for student success.~~

Performance Objective	Measurement Tool
1. Every teacher will continue to maintain a 95% attendance rate, including Saturday classes	Payroll records
Timeline for reporting progress: June	
2. Every teacher will submit detailed lesson plans/course syllabi and a completed draft for the midterm and semester exam one week prior to the beginning of classes during the first	All lesson plans, syllabi and final exams will be kept on file; there will be a log detailing the receipt of these items

semester and prior to winter break for the second semester	
Timeline for reporting progress: January and June	
3. Every teacher will continue to receive a satisfactory or better on student and parent evaluations	Student and parent evaluations
Timeline for reporting progress: June	
4. Every teacher will complete thirty hours or more of professional development over the course of the year	Professional sign-in logs Proof of conferences or classes attended Teacher Self-Report of professional development activities
Timeline for reporting progress: June	
5. Every teacher will conduct thirty hours of classroom observations either at the IDEA Academy or in the classrooms of other master teachers	Classroom Observation Logs
Timeline for reporting progress: June	
6. Every teacher will be observed by a peer at least once each month. Peer observations will be followed by a reflection/debriefing.	Classroom observation logs and copy of reflection template

30. Original Charter January 21, 2000, Page 44

We also issue quarterly newsletters to students' families, community leaders, funders, and local businesses.

Amended revisions - March 2024

Remove: ~~We also issue quarterly newsletters to students' families, community leaders, funders, and local businesses.~~

31. Original Charter January 21, 2000, Page 44

We will continue providing Spanish and English versions of all printed material.

Amended revisions - March 2024

We will continue providing Spanish and English versions of all printed material, as appropriate.

32. Original Charter January 21, 2000, Page 50

Implementing Readers/Writers Workshops;

Amended revisions - March 2024

Remove: ~~Implementing Readers/Writers Workshops;~~

33. Original Charter January 21, 2000, Page 50

Columbia University's Teachers College Writing Project, an intensive course to teach educators how to implement a writer's workshop;

Amended revisions - March 2024

~~Remove: Columbia University's Teachers College Writing Project, an intensive course to teach educators how to implement a writer's workshop;~~

34. Original Charter January 21, 2000, Page 48-50

XII. Educational Plan

The Core Knowledge Approach

The error ... is the assumption that it is the diversity in children's social and cultural backgrounds that poses the greatest problem for teaching. In fact, a far greater problem is variability in children's educational background, and their levels of preparation for teaming an academic curriculum.

-Harold Stevenson and James Stigler

The Learning Gap

It is sometimes stated that it matters not what students learn, but rather that they learn how to learn. The latter approach is characterized by proclamations that students need only a vague set of skills to succeed. The vagueness of this approach is no virtue as it places unreasonable demands on teachers and contributes to a curriculum full of gaps and repetitions with little cohesion and continuity. E. D. Hirsch's Core Knowledge Series provides students a base of classical knowledge that is often referenced in American discourse and is commonly known by educated Americans. Combined with the TEKS, the Core Knowledge Series curriculum will ensure students will graduate from the IDEA Academy with no gaps in their knowledge. Because specific authors, books, and content are clearly identified for each grade level, there will be no time wasted repeating the curriculum, and there will be maximum time building upon and reinforcing shared learning experiences. Instruction is strengthened because each teacher is aware of what each child was taught in previous grade levels and will be taught in future grades. The scope and sequence of the Core Knowledge Series provides an intrinsic vertical teaming model:

"The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge, that children should learn in American schools. It should be emphasized that the... Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next (Core Knowledge Sequence)."

The educational program implemented at the IDEA Academy prevents a sporadic learning experience containing gaps and repetitions. Rather, our use of the Core Knowledge Sequence guarantees the Texas Essential Knowledge and Skills (TEKS) are taught and provides a coherent and clear sequence of learning and instruction. The IDEA Academy curriculum contains a scope and sequence for each grade level using both the Core Knowledge Sequence and the TEKS. The IDEA Academy curriculum emphasizes both content and skill in each of the core subjects. In order for students to extract the most amount of learning for school, skills and content are linked in a meaningful way that builds on students' shared core knowledge.

To this end, the IDEA Academy will stress vertical (among different grade levels) and horizontal (between classrooms at each grade level) continuity so that student knowledge will grow consistently and progressively from grade to grade. As Hirsch writes:

"Core Knowledge schools are dedicated to teaching solid academic content and skills to all children. To implement Core Knowledge, many people involved with the school's operations, including both staff and parents, need to engage in a great deal of thoughtful discussion and cooperative planning. Teachers make a commitment to teach all the topics in the Core Knowledge Sequence at the assigned grade levels. This commitment ensures consistency, and it helps avoid serious gaps in knowledge, as well as needless repetitions in instruction, as students progress through the grades (Core Knowledge Sequence)."

In order that the teachers teach the children, and not just the subject matter, our pedagogical approach is deliberate, proven, and varied. Because of our lengthened school day we are able to fully immerse our students in exciting, invigorating project-based learning while effectively incorporating more traditional instructional methods.

Our teachers do what good teachers across the world and through the ages have always done: They present lessons incorporating a variety of teaching styles and learning modalities, and balance teacher-directed and learner-centered instruction to reap the considerable benefits that each offer.

Specifically, the pedagogy will incorporate:

- Whole-class instruction;
- Indirect Whole-Class instruction;
- Reader's/Writer's Workshop: These workshops incorporate short mini-lessons, usually through teacher modeling, which are immediately followed with an opportunity for students to practice that skill. As students practice, teachers confer with individual students or small groups of students to reinforce and re-teach key concepts. Teachers carefully observe student proficiencies and weaknesses, and create future lessons accordingly. Students are empowered to choose what they read or write during the workshop;
- One-on-one teacher instruction;
- Cooperative learning;
- Project-based learning;
- Service learning in conjunction with Do Something, the national community service foundation;
- Instruction incorporating the various learning modalities;
- Peer tutoring;
- Discovery learning;
- Phonetic-based reading instruction;
- Whole-language based instruction;
- Multi-sensory instruction that includes as raps and chants; and
- educational field lessons.

In addition to the academic curricula, the IDEA Academy also places great emphasis on enrichment activities provided to all students from 3:00 p.m. to 5:00 p.m. Monday through Friday. During the Saturday School program students attend classes from 9:00 a.m. to 12:00 p.m. Students participate in a variety of activities such as karate, poetry, soccer, guitar, taekwondo, dance, art, and others. At the IDEA Academy, we believe in the importance of a well rounded student.

"The arts are not a peripheral pan of the curriculum, but an essential pan of the knowledge children should team in the early grades ... Instruction in the art should be non-competitive, and provide many opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint and make objects. Equally important, when children are young and receptive, they should be exposed to fine paintings, great music and other inspiring examples of an. As children progress in their knowledge and competencies, the can begin to team more about the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and acknowledged masterworks (Core Knowledge Sequence.)"

Amended July 1, 2018

Adding:

Better IDEA

Better IDEA is made up of two components: the new core curriculum and the hybrid-learning component that provides individualized learning for all students.

New Core Curriculum

Direct Instruction (DI) powers IDEA's new core curriculum. DI is a model that emphasizes carefully-planned lessons focused on learning in small increments. It also focuses instruction around clearly defined teaching tasks. DI is based on the theory that by using clear instruction and teaching to mastery, teachers can accelerate learning for all students - high performers as well students with learning disabilities.

Using the DI approach, students are placed in flexible, homogeneous groups for reading, language, and math. Students are expected to score 90% or higher on daily and weekly assessments. Skills are taught in a way that builds upon previous learning: 85% of each lesson reviews previously taught skills and 15% of instruction is introducing new skills. Students advance through the program only after they have demonstrated mastery of the concepts. Students who show exceptional progress can fast-cycle through lessons if they show continued mastery of concepts. Students are individually assessed every five to 10 lessons, and their progress is meticulously tracked by the teacher.

Hybrid-Learning Component

The hybrid-learning component of our Better IDEA program consists of two elements focused on delivering a rigorous individualized learning experience for each student:

- Our iLearning Hotspots on each campus allow students to work with adaptive math software that uses algorithms to develop a unique learning path and pace tailored to each student.
- Our Accelerated Reader (AR) Zones are spaces on each campus that promote a culture of reading to help our students unlock the world of opportunity and equip themselves for a lifetime of learning and enjoyment. Using the AR computer program teachers manage and monitor children's independent reading practice. The software allows children to choose books at their reading level and then pace themselves in pursuit of their reading goals.

English/Language Arts

IDEAs English/Language Arts curriculum is project-based. Each day's lesson teaches a new skill needed to be successful on one of the two quarterly projects. The IDEA English

classroom is one where students want to participate because each lesson and project are highly engaging and rigorous. Students in grades 6 through 12 learn strategies and techniques that prepare them to succeed on both state and national exams as well as meet the increasing expectations from middle school to high school to college.

Humanities

IDEA's Humanities curriculum is designed to teach students a variety of reading, writing, and critical thinking skills they will use throughout high school, college, and beyond, including graduate school and their professional careers. Students master state standards in a variety of social science disciplines, such as world cultures, geography, history (Texas, United States, and World), government, and economics. While mastering these standards, students read primary documents, conduct research, and write analytical and research essays. Upon graduation, students not only have a strong grasp of various social studies themes and concepts, but also a core set of skills they can apply in college and beyond.

Math

IDEA's Math curriculum is designed to create students ready for college-level math courses without the need for any remediation classes. Students master state mathematics standards in pre-algebra through pre-calculus and study college-level math courses through the Advanced Placement (AP) or International Baccalaureate program. While mastering these standards, students develop various math proficiencies: understanding, computing, applying, reasoning, and engaging. Focusing on these math proficiencies prepares students for rigorous math instruction in college and beyond.

Science

IDEA's Science curriculum is designed to teach students a variety of critical thinking skills they will use throughout their secondary and post-secondary careers. Students will master state standards in a variety of science disciplines, including life science, earth science, biology, chemistry, and physics. While mastering these standards, students perform laboratory experiments, read, write, and solve problems. Upon graduation, students not only have a strong grasp of basic science knowledge, but also a core set of skills they can apply in college and beyond.

Spanish

IDEA's Spanish curriculum is designed to teach students a variety of Spanish skills they will use throughout their secondary and post-secondary careers. Students master state and national standards focusing on the four major skills: reading, speaking, listening, and writing. While mastering these standards, students learn to answer document-based questions that integrate the four basic skills* write analytical essays, and initiate and maintain conversations. By the time they graduate from IDEA, students have taken and passed at least one of the AP Spanish exams, enabling them to earn college credit and acquire concepts and skills they can apply in college and beyond.

Advanced Placement for All

The cornerstone of IDEA's high school program is an ambitious AP for All strategy aimed at ensuring that students are prepared to go to and through college. Advanced Placement courses not only provide opportunities for our students to earn valuable college credit, but they provide the best approximation of college level rigor in a curriculum that is both extremely challenging and accessible to our students. Students who take these courses are more prepared for the demands of college, are more attractive applicants to Tier I and II institutions

and are more likely to earn their degree. This is especially true for low-income students, who are significantly more likely to graduate from college than students who never take an AP course.

Our strategy seeks to capitalize on the opportunity AP classes present for all of our students. Our core high school curriculum consists of 100% AP courses where they appropriate for our students (see the table on the back of this page). This rigorous AP pathway begins for all students in the 9th grade with AP Human Geography.

Imagine how prepared IDEA students will be for college after four years of AP for All coursework. By graduation, IDEA students will take eleven AP courses depending on their elective choices and the offerings on their campus. For our students exploring elective courses like AP Physics or AP Computer Science, that number could be even higher. We believe this rigorous, AP for All approach across content areas gives all students the opportunity to reach these ambitious goals.

Science, Technology, Engineering and Mathematics

In addition to the Core Knowledge Series curriculum, IDEA will implement a Science, Technology, Engineering and Mathematics (STEM) program. Particularly, IDEA will provide students a STEM-focused program along with its rigorous core knowledge curricula grades Pre-K through 5 and its rigorous Advanced Placement and International Baccalaureate for All academic programs in grades 6 through 12. IDEA will partner with Project Lead the Way and will align its STEM program to the Texas STEM Academies Design Blueprint.

Specialty Courses

IDEA will provide select campuses with specialty course offerings that prepare students for particular career fields. Pre-K through 5 will both supplement the Better IDEA and use electives to kids to these specific careers. 6-12 will provide a mandatory elective sequence where they take specialty courses preparing them to enter career fields such as Health Professions. At the Health Professions campus, the k-5 model has two additional rotations through science labs and a Project Lead the Way robotics garage that focus on skills and exposure to health careers. In 6-12 our students will have a mandatory health elective that prepares them to enter the health field. These electives lead to upper level high school elective courses where they spend the majority of their time learning in the field, alongside professionals like doctors and veterinarians.

Amended revisions - March 2024

XII. Educational Plan

IDEA believes in building a rigorous academic program for students throughout the instructional day. Moreover, IDEA believes in providing a safe learning environment where students' needs are met such that students may become confident, capable, life-long learners who use their skills and knowledge to engage in citizenship and leadership. IDEA may prepare students to be:

- Empowered adults who engage positively in the world around them.
- Inquirers who are willing to take risks in their pursuit of being life-long learners.
- Learners who are confident in their academic skills and knowledge that will allow them to be successful in their academic pursuits.

Academy

The vision for literacy at IDEA is to provide students with a foundation that prepares them to be literate thinkers in school, college, and beyond, able to engage with texts independently and respond to texts through written and oral communication.

K-2 students may participate in a Direct Instruction program, which meets students where they are performing academically and works to quickly close their individual gaps while teaching to mastery. In Grades 3-5 grades, teachers may place more responsibility on students as they work to demonstrate mastery and excellence. This type of student-centered classroom can build leaders who take initiative for themselves, with students actively participating in a lesson while the teacher facilitates and pushes each student's thinking. Students can learn best when they learn by doing and can leverage opportunities to practice and repeat specific skills.

At IDEA, excellent math instruction means teaching with a balanced approach to rigor. Teachers may utilize open-ended assessment items to build AP-level skills and see students' problem-solving. IDEA also may utilize online learning tools for students to practice math skills in an individualized, self-paced manner. This allows students to work with adaptive math software that uses algorithms to develop a unique learning path and pace tailored to each student in addition to building literacy in technology.

IDEA's Humanities curriculum is designed to teach students a variety of reading, writing, and critical thinking skills they can use throughout their time at IDEA, college, and beyond. In the science curriculum, students may participate in hands-on investigations and literacy-rich activities that empower them to think, read, write, and analyze like professional scientists and engineers.

Additionally, students may participate in elective coursework and/or intervention classes during the school day. Furthermore, students may participate in individualized reading programs in which children choose books at their reading level and then pace themselves in pursuit of their reading goals.

College Prep

IDEA Public Schools Middle School curriculum may focus on a rigorous model that continues the vision of building students' skills and knowledge to engage in citizenship and leadership.

Throughout a student's day, a strong emphasis may be placed on critical thinking, reading, and writing skills to ensure mastery on standardized test and to prepare for the rigors of high school and college curriculum. Students may read and respond to primary and secondary text in multiple subject matters, engage with technology, and communicate orally and through writing. While IDEA's course offerings may be limited, IDEA school models will meet state requirements for charter schools for course offerings.

In IDEA's English curriculum, students may become successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers. Students in middle school may also participate in individualized reading programs in which children

choose books at their reading level and then pace themselves in pursuit of their reading goals. In mathematics, students may develop various math proficiencies: understanding, computing, applying, reasoning, and engaging. Students may master state standards in a variety of social science disciplines, such as world cultures, geography, history (Texas, United States, and World), government, and economics. In science, students may master state standards in a variety of science disciplines including life science, earth science biology, chemistry, and physics by performing laboratory experiments and solving problems. Spanish curriculum may focus on state and national standards, where students may learn reading, speaking, listening, and writing skills. Additionally, students may participate in elective coursework and/or intervention classes during the school day.

In high school, IDEA may offer Advanced Placement and/or International Baccalaureate options. Some campuses may also partner with local universities on dual enrollment based on the availability and quality of offerings. Career Technology Education courses may also be offered. Campuses, with support of regional leadership, may engage in specializing in STEM, arts, athletics, health professions, or other areas to be responsive to needs in their communities. Learning opportunities outside the classroom may include field trips, family and parent events, community relationships, and after-school programs. Additionally, IDEA may offer time during the school day for high school students to interact directly with college counseling staff to engage in building a college-going identity, pursuing the college application process, financial aid applications or other aspects related to college.

Proposed revisions – July 2026

Replace with:

IDEA implements a rigorous educational program designed to support student achievement across the instructional day and to promote the development of knowledgeable, skilled, and engaged learners. Instructional programming is aligned to the Texas Essential Knowledge and Skills (TEKS) and is designed to support literacy, critical thinking, and problem-solving across content areas. IDEA provides developmentally appropriate instruction in core academic subjects, along with opportunities for intervention, enrichment, and elective coursework. Instructional approaches may include a range of research-based strategies and tools to meet diverse student needs and support access for all learners. Secondary programming includes coursework that prepares students for success in high school, college, and career pathways and may include advanced academics, career and technical education, and other opportunities aligned to student goals. All programming is implemented in accordance with applicable state and federal requirements.

35. Original Charter January 21, 2000, Pages 51-52

Child Find: The IDEA Academy staff will work with community based child find organizations and the regional service center to ensure that we fulfill our legal and ethical imperative to identify young children with disabilities and put them in touch with the medical/educational programs they need. Because of our unprecedented familiarity and contact with the neighborhoods in which our students live (as outlined in our community outreach plan, we canvass neighborhoods during recruitment and visit homes when children are deciding whether or not to matriculate), we are in a unique position to identify children in need. When we visit homes and canvass neighborhoods we will distribute information on children's health services and talk with children and parents to further identify children in need.

Amended revisions - March 2024

Child Find: IDEA will follow federal and state requirements for charter schools for identifying and recruiting prospective students.

36. Original Charter January 21, 2000, Page 52

Procedural Safeguards: It is of vital importance that parents of special education students understand their rights (i.e. right to five-day notice of ARD meetings, right to participate in all elements of IEP development, right to due process, etc.) Therefore, all safeguards will be outlined in a readable, "user-friendly" pamphlet as free of educational jargon as possible. The pamphlet will be available in the parents' dominant language and will be distributed at every review or annual ARD meeting. As an added procedural safeguard, there will be two regularly scheduled special education forums each semester. At the first meeting a speaker will discuss procedural safeguards and answer parent questions. Meetings will be responsive to the cultural and linguistic needs of parents, therefore, an interpreter will be present. Updates to procedural safeguards will be explained during subsequent meetings. These meetings will occur in conjunction with MHMRC, TRC, and other local community-based organizations. A video explaining procedural safeguards (in English, Spanish, closed caption and American Sign Language) will be available either for parents to check out to review at their leisure or to view on the school premises.

Amended revisions - March 2024

Procedural Safeguards: IDEA will follow federal and state charter requirements for Special Education and strive to provide excellent parent experience, customized to familial needs. Refer to IDEA's Special Education policy framework.

37. Original Charter January 21, 2000, Page 52

Notice of ARD committee meetings: Parents of students with disabilities will be given a five working day notice of ARD meetings. Notices will be given in the parent's dominant mode of communication, unless a request is made for forms to be provided in another language. Notices will be provided in writing and in person or over the phone. If parents do not attend the first scheduled meeting, a second five working day notice will be provided. In addition, a school liaison will visit the child's home to determine what the school must do to ensure the parent attends the ARD. Some practices will include:

- Providing transportation for parents;
- Scheduling meetings after working hours;
- Conducting ARD meetings at the child's home, so that young children need not be left without supervision.

Amended revisions - March 2024

Notice of ARD committee meetings: IDEA will follow its applicable policies and federal and state requirements for charter schools regarding notice and conduct of ARD committee meetings.

38. Original Charter January 21, 2000, Pages 52-53

Assessment of Children to determine eligibility: Because many students referred to special education are dominant in a language other than English, too often students are inappropriately placed in special education when the true cause of their academic challenges rests with their lack of English proficiency. Conversely, students are often improperly denied special education service because the difficulties, it is assumed, result from a child's lack of English proficiency. To properly assess student's special education eligibility, Shernaz Garcia and Alba Ortiz's pre-referral approach will be followed using Teacher Assistance Teams (TAT). This approach attempts to first assist students before referring them to special education.

A TAT is comprised of regular education classroom teachers who identify the challenges the student is facing and create an action plan to solve these problems. The team conducts follow-up meetings to evaluate the effectiveness of the action plan, and, if necessary, to develop additional instructional recommendations. Garcia and Ortiz, highly respected professors at University of Texas at Austin, summarize the benefits of this prereferral model:

Teachers are provided a day-to-day peer problem-solving unit within their school building and thus do not have to experience long delays until external support can be provided. Moreover, a collaborative learning community is established since the team process actually provides continuous staff development focused on management of instruction and students for all persons involved. Finally, the use of TAT serves to reduce the number of inappropriate referrals to special education because most problems can be taken care of by regular education personnel.

This approach empowers regular education teachers to develop and implement a strategic plan to help a child in a cooperative effort. However, if the pre-referral work is completed, and all attempts to help the child have proven unsuccessful, the TAT brings its detailed observations and documented strategies to a certified bilingual diagnostician trained in assessing the difference between students who are acquiring English as a second language and those who have learning disabilities. In accordance with due process (parents will be notified prior to testing, for example), the diagnostician, with the aid of parents and teachers will discern whether or not a child qualifies for special education services.

A compelling advantage of the IDEA Academy's approach is that a collaborative group of teachers tries everything to help a child to succeed in the mainstream environment. The focus is not on labeling, but on helping. If a child is ultimately referred to special education, the TATs come armed with an arsenal of strategies and approaches they implemented in an effort to teach him or her, and the outcomes of these efforts.

Amended revisions - March 2024

Assessment of Children to determine eligibility: IDEA will follow federal and state requirements for charter schools for assessing children to determine eligibility for any specific programs, services, or supports.

39. Original Charter January 21, 2000, Page 54

Qualifications of Special Education Personnel: All personnel responsible for ensuring that special needs students receive necessary services will be certified special education professionals.

Amended revisions - March 2024

All Special Education and related program staff will meet state and federal requirements for certification or licensure.

40. Original Charter January 21, 2000, Page 54

- Reader's Workshop (within the mainstream special education environment)

Amended revisions - March 2024

Remove: ~~• Reader's Workshop (within the mainstream special education environment)~~

41. Original Charter January 21, 2000, Page 55

The Department of Education lists other components such as thematic instruction, implementing a challenging curriculum, and individual and small group instruction. Again, we utilize each of these strategies to reach all IDEA Academy students.

Amended revisions - March 2024

Remove: ~~The Department of Education lists other components such as thematic instruction, implementing a challenging curriculum, and individual and small group instruction. Again, we utilize each of these strategies to reach all IDEA Academy students.~~

42. Original Charter January 21, 2000, Page 55

Services to Expelled Students.: While we believe that a virtue of the IDEA Academy is that our students are so invested in their education that they are much less likely to act in a manner that would cause their expulsion, it is also clear that students sometimes make unfortunate choices. In the event that a student is expelled from the IDEA Academy, he or she will receive services through the local alternative education center. When special education students are placed in alternative education centers, the IDEA Academy Director of Special Education will ensure that Individual Educational Plans are followed. Furthermore, manifestation determination will also be considered; i.e. if a student's actions were a result of his or her disability, then expulsion may be inappropriate.

Amended revisions - March 2024

IDEA firmly believes that *once an IDEA student, always an IDEA student* and takes the decision to expel a student seriously. Should a student be expelled from IDEA, they may be invited back after a period of time in accordance with the Student Code of Conduct and decision of the hearing officer. Student records will be promptly transferred to the student's district of residence to ensure continuity of educational program, as applicable.

Proposed revisions - July 2026

Replace with: IDEA firmly believes that once an IDEA student, always an IDEA student and takes the decision to expel a student seriously. Should a student be expelled from IDEA, they may re-apply and have enrollment considered to return to our district after a period of time in accordance with the Student Code of Conduct and decision of the hearing officer. Student records will be promptly transferred to the student's district of residence to ensure continuity of educational program, as applicable.

43. Original Charter January 21, 2000, Page 56

Teaching staff will receive ongoing staff development to continuously refine and improve their approach to migrant education.

Amended revisions - March 2024

IDEA will work with regional service centers with respect to migrant education and outreach.

44. Original Charter January 21, 2000, Page 56

The IDEA Academy staff has been and will continue to be composed of certified bilingual staff who understand the complexities, challenges, and most importantly the opportunities associated with educating migrant students;

Amended revisions - March 2024

IDEA will strive to recruit, hire, and retain staff who are highly qualified for the positions they fill, in addition to understanding the cultural context of the communities we serve.

45. Original Charter January 21, 2000, Page 56

IDEA Academy staff maintains and transfers each student's education and health records and establishes contact with the child's new school so that our tracking counselor can keep in regular contact with that child's teachers;

Amended revisions - March 2024

IDEA staff maintains and transfers each student's education records as required by law.

46. Original Charter January 21, 2000, Pages 56-58

Meeting the needs of students who qualify for other state programs.

As we researched different programs and models to augment the IDEA Academy's educational offering for the 2000-01 school year, we discovered time and time again that the basic premise behind the IDEA Academy, a model that has been in effect for nearly two years, is a model that many schools are adopting to work with migrant, special education, bilingual, Title I, State Compensatory, and gifted and talented students here in Texas and around the country. Our school district so believed in our program's ability to reach these students that part of our funding came from State Compensatory, Title I, bilingual, and gifted and talented funds, a curious mix that cuts across the spectrum of educational programs. The staff of the IDEA Academy, therefore, will ensure that all students in such programs are identified, and that their academic progress and achievement levels are closely tracked using the evaluation tools outlined in section "J" of this application. In this way, we will be able to demonstrate that the basic philosophy behind the IDEA Academy is a benefit to all students.

Bilingual/ESL education: Located on the Texas-Mexico border, there are few places in America with more bilingual students than the Rio Grande Valley. Sixty percent of IDEA Academy students are or were labeled bilingual or ESULEP. Our strategy at the IDEA Academy is simple: we provide all students with one period of Spanish language arts (this is modified according state and federal laws) each day because we believe that given the demographic trends of Texas and the United States, all students are better off being fluent in Spanish and English. At the same time, though, we must help students arriving at the IDEA

Academy (as students in or above grade four) attain English fluency as quickly as possible to prepare them for high school and college. After one year in the IDEA Academy, students take the TAAS test in English, pass the test, and are exited from the bilingual/ESL program. All bilingual/ESL students receive language arts instruction from certified bilingual/ESL teachers, and these same teachers aid the regular education teachers in refining their pedagogy to meet the unique needs of language-minority students. Finally, as we have stated earlier in this application, many bilingual/ESL students also receive Title I and IV, special education, and migrant education services. Therefore, we will ensure that all these services are integrated and coordinated under the supervision of the LPAC committee.

Gifted and Talented: The IDEA Academy school director is a certified Gifted and Talented teacher and designed the GT model that the IDEA Academy has used since its inception in 1998. All GT students are served in a heterogeneous environment, where the classroom teacher provides extension and supplemental activities, with the aid and advice of a trained GT teacher. The most direct way in which we meet the needs of GT students is by implementing an accelerated curriculum that, among other things, prepares students for high school algebra in eighth grade and provides many enrichment opportunities during the school day. These enrichment activities, which are explained more fully in section I of this application, include art, drama, school newspaper, service learning, and web-page designing. In addition, we provide GT students the opportunity to manage the IDEA Academy peer tutoring program. We have searched for a GT curriculum that matches the intensive education program that we provide and remain convinced that we currently offer the most enriching, demanding, rigorous one available in the Rio Grande Valley.

Note: We have included State Compensatory and "At Risk" together because TEA writes: "State compensatory education as defined in section 42. 152 (c) is a program designed to improve and enhance the regular education program for students in at-risk situations."

State Compensatory/Students in At-Risk Situations: The overall structure of the IDEA Academy is intended to prepare students at risk of dropping out of school for success in high school and, ultimately, in college.' Currently, 70% of our students are in at-risk situations. To prevent at risk students from dropping out, we 1) inspire students with the realization that their key to success in the future is hard work and good grades, 2) get students on grade level through an educational plan that challenges rather than remediates, and 3) access necessary outside resources.

Since we will serve students in grades 4-8, some of the work in identifying students who meet state criteria for being at-risk is already completed. Therefore, in addition to examining existing student records, the Student Assistance Committee will conduct ongoing analysis of incoming data to determine if students meet any of the following criteria:

For Fourth, Fifth and Sixth Grade the SAC will identify students who:

1. Did not perform satisfactorily on IRIs, Stanford 9, or OISAT tests administered at the beginning of the school year;
2. Did not perform satisfactorily on an assessment instrument administered under subchapter 8, Chapter 39;
3. Are students of Limited English Proficiency, as determined by LAS testing;
4. Are sexually, physically, or psychologically abused;

5. Engage in conduct described by section 51.03 (a), Family Code; and
6. Are not disabled and who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

For Seventh and Eighth Grade the SAC will identify students who:

7. Were not advanced from one grade level to the next for two or more school years;
8. Have math or reading skills that are two or more years below grade level as determined by Stanford 9, or OLSAT
9. Did not perform satisfactorily on an assessment instrument administered under Subchapter B., Chapter 39;
10. Did not maintain or are not maintaining an average of 70 percent on two or more courses during a semester;
11. Are pregnant or a parent; or
12. Are not disabled and who reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

If students meet these criteria, their names will be placed in a database, where their progress can be tracked. Our most direct support to students in at risk situations is providing them high quality and diverse after-school and weekend programs outlined in section I.

Dyslexia: (A full explanation of our pre-referral and referral process is located in Appendix A. All referral processes will follow state and federal due process guidelines). The causes of dyslexia are as complex and varied as the strategies to help remedy this reading difficulty. Regardless of the causes, one thing remains certain in the IDEA Academy: all students with dyslexia will learn to read. Because of our extended day, extended week format, students with dyslexia will receive reading instruction during 3:00 p.m. to 5:00 p.m., which ensures that they miss no core academic classes while they participate in a structured reading curriculum designed to meet their specific reading challenges. Among the specific services we will provide for dyslexic students are:

- Individual tutoring;
- Intensive Phonetic instruction which emphasizes that words that carry meaning are made of sounds, and those sounds are represented by letters;
- Synthetic Phonics: sounds are blended into words for reading and broken apart into syllables for spelling;
- Comprehension study: instruction is geared toward increasing comprehension.

Amended revisions - March 2024

Replace with: Meeting the needs of students who qualify for other state programs.

IDEA believes in the differentiation and acceleration of all learners and has a clear commitment to closing the gaps of students who are performing below grade level. IDEA uses state funding and specialized funding, as required, to implement and evaluate programs. IDEA will follow its policies and state and federal law with respect to students in special

populations including but not limited to Emergent Bilingual, Special Education, Dyslexia, Section 504 and others.

Proposed revisions - July 2026

Replace with: Meeting the Needs of Students Participating in State and Federal Programs: IDEA Public Schools is committed to providing differentiated instruction and appropriate support to ensure all students have equitable access to rigorous academic opportunities. IDEA will utilize state, federal, and other specialized funding, as applicable, to implement, support, and evaluate programs and services for students requiring additional support. IDEA will comply with all applicable federal and state laws, regulations, and board policies related to students participating in special programs, including but not limited to Emergent Bilingual, Special Education, Dyslexia, Section 504, and other protected populations.

47. Original Charter January 21, 2000, Pages 59-60

Other student Activities

The current academic success of our students is a result of our high quality, compulsory school programs. While most schools offer these as an extracurricular option, all of our students participate in one or more of the following programs. What we offer students on a daily basis beginning in the fourth grade is normally reserved for students in middle and high school.

Do Something League: At the IDEA Academy, our students are given enormous independence and incredible support to create service projects that improve the community. This is consistent with our mission of creating civic-minded individuals empowered to transform their community. Using a service learning and character education program provided in partnership with Do Something, all IDEA Academy students identify community needs and assets, develop programs to meet these needs, design a method to measure the impact of the programs, and reflect upon ways to improve and build sustainability.

Journalism/Publishing: Students in all grades participate in a student-run, edited, and published newspaper. Students perform all duties from photographing to laying out the paper each week.

Drama: Students in all grade levels have an opportunity to participate in continuous, ongoing dramatic performances. Their participation encompasses all aspects of the creative efforts from writing plays and creating sets to marketing, acting, and assistant-directing. Students are currently producing A Children's Story.

Computer Club: Students in all grade levels work collaboratively to design web pages. The web pages currently under construction include the IDEA Academy home page and a community service page.

Karate: Under the direction of the IDEA Academy sensei, students learn the art of karate.

Odyssey of the Mind: Students work together with a limited supply of resources to create inventions or products that solve problems or demonstrate innovation.

Chess Club: Students not only enjoy the game but learn strategic planning and reasoning skills.

Other activities planned include poetry club, ballet folklórico, science club, environmental club, band, and choir.

Athletics: Seventh and Eighth grade students will have the option to participate in the following athletic teams next year: basketball, volleyball (girls only), baseball/softball, and football. In our second year we hope to offer track; however, given our projected enrollment for the 2000-

01 school year, we will limit the options to one sport per season at present.

In addition to our association with Do Something, we plan to partner with the Donna Cultural Arts Center and the HEROES Academy, a U.S. Department of Education funded Community Learning Center very similar to the IDEA Academy. The HEROES Academy is in a neighboring community and serves the colonia of Las Milpas.

Amended revisions - March 2024

Other student Activities: IDEA may offer a variety of additional student activities, differentiated by region/campus to allow for customization that makes sense for the local context. A few potential examples of such student activities include athletics, chess club, journalism, math club, and student government.

48. Original Charter January 21, 2000, Page 60-63

Individual Reading Inventories: IRIs will be used to determine student success in meeting the reading improvement goals for fluency and comprehension scored in terms of grade level. Our goals are for students behind grade-level to improve 1.75 years for each year they are in the IDEA Academy, and for students on grade-level to improve 1.5 years for each year in the IDEA Academy. To determine a baseline for student achievement levels, a pretest will be administered in August, and will evaluate student performance in:

1. Word Identification
2. Reading Comprehension
3. Passage Reading Fluency

The IRI will be administered again in May, and from a comparison between the two tests, net improvement will be measured.

Since we use these tests to place students in the appropriate reading class (as we have written previously, this is the only time during the day that students are homogeneously grouped) we will also administer a mid-year test between Thanksgiving and winter break.

From these testing results, we will reexamine the groups into which students were placed and make necessary changes. Thus, we will avoid the primary drawback of tracking: when students are determined to be under-performing they continue to wear that label, which limits rather than improves their academic performance.

TAAS: As is the case throughout the state, TAAS will serve as perhaps the most important measure of student achievement. Our goals for TAAS passing rates and TLI gains are set forth earlier in this charter. The previous year's TAAS test will serve as our baseline measurement. (If students did not previously test, a TAAS release test will be administered and scored in the beginning of the school year.) In conjunction with other assessment tools, TAAS will provide an objective-specific portrait of students' initial strengths and weaknesses. At the end of the first, second, and third quarters, a TAAS release test will be administered to chart progress relative to both the baseline results and goals for ultimate passing rates. In this sense, the release tests will be a tool for ongoing evaluation of student progress.

Otis Lemon School Ability Test: In October of each year, the Otis Lemon School Ability Test will be administered to assess student performance in reading, writing, and math. Specifically the test evaluates:

- Letter-Word Identification
- Passage Comprehension
- Calculation (mathematical computation)
- Applied Problems (mathematical problem-solving)
- Dictation
- Writing Samples

The test will be administered again in October of the following year and will measure growth from one year to the next. Even though progress will not be measured within the same school year, the results will provide teachers a portrait of initial student needs and strengths and will rank students on a national percentile score (in terms of average national grade levels), which will ensure that students' achievement levels are benchmarked against national standards. Furthermore, the year-to-year comparison will aid in evaluating the effectiveness of the educational design.

Unit Tests and end-of-semester exams: Because of the content-intensive nature of mathematics, social studies, and science, improvement on baseline testing results over the course of the year can be a hollow victory, since students lack a knowledge of that to which they have not been exposed. This improvement often leads teachers to conclude that enormous student gains are a sign that students are progressing sufficiently. Although teacher generated pre-tests will be given, it is less important where they begin than where they finish.

In math, science and social studies, each nine week grading period and each semester will end with a test that measures student internalization of the objectives outlined in course syllabi up to that point. End of course exams, developed by teachers at the beginning of each semester and approved by the school director and dean of instruction, hold teachers and students accountable for internalizing the TEKS as well as the content outlined in E.D. Hirsch's Core Knowledge Sequence.

It is rare that students in the upper elementary and middle school years take final exams for social studies and science content, but doing so ensures that objectives are internalized. This objective driven approach is doubly important because the design of the science and social studies curriculum is project- and experiment-based, which can sometimes lead to an emphasis on doing the activities at the expense of understanding the purpose and objectives behind the activities.

Projects/Authentic Assessment: As already alluded to, engaging projects and science experiments formulate a significant portion of our pedagogical approach, as they link learning with a genuine, tangible product. Since the products demonstrate the culmination of student's

application and synthesis of knowledge and understanding, they are ideal assessment tools. These authentic assessment products, scored on an objective rubric, will provide another measurement of student knowledge that will complement the end-of-term exams.

Reading/Writing Workshop Conferences:

If we adults listen and watch closely, our children will invite us to share their worlds and their ways of living in the world. And then, when children become our teachers, showing us what they see and delight in and wonder about and reach toward, then, and only then, will we be able to extend what they know and enrich their ways of knowing.

--Lucy McCormick Calkins, *The Art of Teaching Writing*

When thinking about our students, we need to ask whether they are aware enough of their thinking during reading to solve problems they may encounter and enhance their comprehension as they read.

--Ellen Keene and Susan Zimmerman, *Mosaic of Thought*

Attention needs to be paid to the daily products and processes of student thought so that lessons can be refined to meet the different nuances and strengths in reading comprehension and writing. While difficult to formally quantify on a norm referenced scale, the insights gained from conferring are at the essence of what effective teachers do: teach, assess what the students understand, and try different approaches to reach those students who failed to master the lesson on the first try. Conferring enables teachers to individually assess what skills a student has learned and actively applies as (s)he reads and writes. Determining baseline, ongoing, and summative student understanding requires teacher documentation of conferences as well as an understanding of the elements of effective conferring.

To lend a more structured approach to assessment within reading workshop conferences, the IDEA Academy has developed a Major Point Interview for Readers based upon the model provided in *Mosaic of Thought*. Used during individual conferences with students, this rubric enables teachers to quantify student progress in implementing reading comprehension skills. Student Journals/Writing Portfolios: Writing portfolios, when they are a collection of various genres and an exhibition of student work at all phases of the writing process, will serve as an effective tool to chart student growth and identify areas of writing weakness. By definition, portfolios provide baseline, formative, and summative tools of student evaluation. Portfolio Assessment is also effective because it requires students to set their own goals for performance, evaluate progress towards those goals, evaluate overall strengths in their writing, and determine what can be done to improve their writing.

Weekly Progress Reports: The IDEA Academy will continue to provide students with weekly progress reports. These reports document all academic grades, class participation, student behavior, and overall student effort. While this level of assessment may seem like an unrealistic amount of work for teachers, we have established an efficient, effective system that students, teachers, and parents find most useful. Each Monday the reports are sent home, and each Tuesday morning they return signed by a parent/guardian.

Nine Week Grade Reports: Official school grade reports will be generated four times per year at nine week intervals. Obviously, report cards provide parents, students, and teachers with a clear portrait of student progress. They also help ensure that no students "fall through the cracks," and that all students are receiving appropriate extra help. Grade reports are one of the tools we use to assess how effective our teaching strategies are at getting students to master objectives and reach academic goals.

It is often stated that American Students are over-tested. The problem, however is not that students are tested too often, but that too little is done with those results. The test results will provide empirical evidence about what works and what does not work.

After the IDEA Academy's first year we were pleased, if not thrilled by our academic results. Over 93% of all students in both fourth and fifth grade passed TAAS Math, and 95% of 4th grade students passed TAAS reading; these scores represented both solid passing rates and enormous gains over previous years' TAAS scores. Troubling, though, was our comparatively low 78% passing rate on 5th Grade Reading TAAS. While still an impressive gain, this statistic, along with data from IRIs, helped us identify why we weren't reaching our fifth-grade students and, at the beginning of this, our second year, we were able to re-tool part of our reading curriculum to meet our deficiency.

From this we learned two things: 1) Assessing students ensures that the instructional program supports student achievement; and 2) we should have more closely analyzed the results of our ongoing testing early in the year to identify where our instructional approach was falling short and fix the problem.

One of the driving principles in the IDEA Academy is that students have the potential and ability to meet our rigorous academic goals. Our belief in this simple, yet important premise means that if students fall short of goals, the fault lies in a deficiency of our educational program, and not in an inherent shortcoming of our students.

At the end of each nine week grading period, the school director, dean of instruction, and teachers will meet to analyze and reflect upon progress towards our measures of success, i.e., goals and objectives. The basic template for these meetings, which will occur by grade-level, by subject, and as a collective school staff is outlined in this template: [GRAPHIC - PAGE 64]

Amended revisions - March 2024

IDEA's State Assessments policy includes information regarding assessments that IDEA students take. The TEA has established guidance on proficiency levels to help guide teaching staff on identifying students' strengths and needs on state assessments. In addition to state assessments listed in the policy, IDEA students may take other assessments, such as DIBELS, Renaissance STAR, TSIA, ACT, Advanced Placement, and/or International Baccalaureate. Unit exams, mock exams, and semester exams are administered and campus staff analyze assessment data to identify areas for improvement.

Proposed revisions - July 2026

Replace with: IDEA's State Assessments policy includes information regarding assessments that IDEA students take. The TEA has established guidance on proficiency levels to help guide teaching staff on identifying students' strengths and needs on state assessments. In addition to state assessments listed in the policy, IDEA students may take universal screeners. Mock exams, benchmark exams, and semester exams are administered and campus staff analyze assessment data to identify areas for improvement.