

IDEA PCS Policies

Disciplinary Policies and Procedures

Code of Conduct: Expectations for Student Behavior

Each student is an important and valued member of the IDEA Public Charter School community. In order to be a member in good standing, one must embody in word and action the following principles that guide who we are as a community:

- We are prepared to learn and do our best
- We respect ourselves, each other, and our community
- We take responsibility for our actions and learning
- We work together to resolve challenges in thoughtful and meaningful ways
- We celebrate our individual and collective successes

In order to live out these principles, IDEA students must consider that their actions affect not only their own and their family's reputation, but also the reputations of everyone associated with IDEA. For this reason we advocate good behavior within the school and in the larger community. Good behavior is defined as a fundamental understanding of right and wrong, respect for the rights and property of others, and the exercise of common sense. With that in mind, we have created these discipline policies to ensure that the school functions in a manner that supports a superior learning environment and student achievement. The IDEA Code of Conduct is provided so that students and families understand our expectations and the consequences for failing to meet these expectations.

Enrollment at IDEA means that students have accepted its disciplinary procedures and agree to conduct themselves appropriately. Their conduct must be consistent throughout the school day, during after school programs, at any school-sanctioned event on- or off-campus, and via cyberspace. Students should also be aware that all Code of Conduct rules apply when they are travelling to and from school, when they are leaving the building, while they are on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of Conduct on their way to school or on their way home from school may receive disciplinary consequences. Students and families are expected to sign and return IDEA's Letter of Understanding/Commitment to Excellence, within the first two weeks of school. If the Letter of Understanding/Commitment to Excellence is not signed and returned to the school, it will be automatically enacted with a copy of the contract will be mailed home with a request for a mandatory parent conference.

At IDEA all staff, students, and community members will work to create an atmosphere of decency, trust, and respect in our school community. We believe that this is best served by having explicit behavioral expectations that all members are expected to demonstrate on a daily basis. Behavior that prevents any member of our community from feeling unsafe or unwelcome will not be tolerated. IDEA is committed to our mission of equipping students to graduate from

the school as positive members of society. Therefore, it is the expectation at IDEA that students do not encourage unsafe behavior by observing, “standing by,” or “watching.” Students are expected to report incidences of conduct violations so as to engender an atmosphere where negative behavior is not tolerated at school or school-related activities.

These behavioral expectations stem from our five guiding principles and the following violation levels give examples but not a complete list, of some of the possible violations and disciplinary action to the school’s expectations.

LEVELS OF CODE OF CONDUCT VIOLATIONS

LEVEL 1

Level 1 behaviors are defined as those behaviors that distract or disrupt staff members from teaching, supervising, or otherwise adequately performing their job. Level 1 violations may also be behaviors that distract or disrupt other students from learning and performing to best of their abilities. Teachers are encouraged to implement a variety of teaching and classroom management strategies to address any behavior that does not facilitate a desirable learning environment. Many of the behaviors are often minor and are usually resolved quickly with an intervention administered by the classroom teacher or staff member who is supervising or witness to the student behavior at that time.

Level 1 violations include, but are not limited to:

- Failure to comply when being redirected the first time
- Refusing to make timely transitions during the ringing of the bell or traveling from point A to point B during any part of the day
- Possession of or consuming food items outside of the cafeteria unless prior permission has been granted
- Leaving the building or class to pay for food delivery or pick up fast food that has been delivered (UBER eats, Grubhub, Door dash , parent or guardian delivery)
- Uniform violations (may result in restitution paid by the destroyer)
- Intentional off-task, disruptive behavior or excessive noise in the classroom, hall or building that distracts from the learning environment
- Unauthorized use of electronic devices at any point during the school day or school sponsored event
- Use of profanity and failure to self correct or be redirected

If a student is found to have committed a Level 1 violation of IDEA’s Code of Conduct, the following disciplinary measures may be taken:

- Staff redirection
- Written or oral reflection in the moment
- Behavioral intervention strategies
- Conference (staff member and student)
- Before, during or after school detention
- Parent/legal guardian notification

- Loss of school privileges
- Confiscation of non-instructional item(s)
- Temporary removal from activity
- School/community work tasks

LEVEL 2

Level 2 behaviors are defined as those behaviors that create or contribute to a physically or emotionally unsafe learning environment for staff or students. These behaviors require staff to immediately intervene, and for student(s) to immediately stop and reflect on how their behaviors are impacting others. Many of these responses engage the student's support system and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while keeping the student in school. These responses are designed to teach appropriate behavior so that students are respectful and can learn and contribute to a safe environment. These responses should be used in a graduated fashion. A teacher referral for administrative support is required for any serious incident or other incident that may impact or implicate the health or well-being of students.

Level 2 violations include, but are not limited to:

- Destruction of school or personal property valued at more than \$50 but less than \$500
- Using profanity or offensive words or gestures towards others (non- sexual or threatening)
- Disrespectful words, actions, or gestures towards other students
- Taunting, mocking, "teasing," "just playing with," "joning," "dissing," or making fun of others
- Roughhousing or play fighting, slap boxing, sparring
- Horseplay or running in the classroom, hall, or building
- Truancy/skipping class, being out of area
- Forgery (including hall passes) or lying or giving misleading information to staff
- Insubordination, or repeated refusal to follow instructions given by staff or arguing with a staff member
- Cheating or copying another student's work on a major assignment
- Inappropriate use of instructional technology (laptops, digital cameras, etc.) including use without permission or accessing inappropriate content
- Refusal to surrender electronic device to staff
- Possession of drug paraphernalia

If a student is found to have committed a Level 2 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 1 disciplinary actions:

- Mediation
- Counseling/intervention
- Restorative Justice Circle

- Parent/guardian conference with staff or administrator
- Removal from extracurricular school activities (during and after school)
- Loss of privileges for an extended period of time or criteria period
- In-school suspension (from a class period to up to three days)
- Disciplinary probation
- Out-of-school suspension (1-10 days)

Level 3 Violations

Level 3 behaviors are defined as those behaviors that are dangerous, unsafe, and illegal in a school environment. These behaviors require staff to immediately intervene, student(s) to immediately stop the behaviors, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal, and to determine the appropriate disciplinary action.

Level 3 violations include, but are not limited to:

- Threatening words or offensive gestures (verbally, electronically, or written)
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, family responsibilities, matriculation, political affiliation, disability, income, or sexual orientation
- Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)
- Possessing or distributing material or literature that is disrespectful, demeaning, humiliating, obscene, or damaging to students or staff. This includes posting material on the Internet or sending material electronically
- Tampering with, pulling fire alarm, or using extinguishers in non-emergency situations
- Damaging or defacing school or private property valued at more than \$500
- Stealing or attempting to steal school or private property, or knowingly receiving stolen or private property
- Leaving the school premises or school-sanctioned activity without permission; trespassing on school grounds after-hours, or during a suspension
- Instigating or encouraging (verbally or nonverbally) the aggressive or threatening behavior or actions of others
- Refusing to properly follow the security protocols (wandering, bag checks, etc.)
- Criminal act or any behavior or other conduct not specifically enumerated in any other class that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others

If a student is found to have committed a Level 3 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 2 disciplinary actions:

- Removal from extracurricular activities for the remainder of the school year

- Restricted privileges for the remainder of the school year
- Out-of-school suspension (1-10 school days) and parent/legal guardian conference
- Disciplinary probation
- Recommendation for disciplinary review hearing

Level 4 Violations

Level 4 behaviors are defined as those behaviors that are dangerous and pose a serious threat to the safety of staff and students. These behaviors require staff to immediately intervene, the building administrator to conduct an investigation to determine whether student(s) acted in a way that was dangerous or illegal (which may include involving the police) and for a parent/legal guardian to immediately come to the school to meet with administration and pick up the child.

Level 4 violations may include, but are not limited to the following behaviors:

- Repeated/multiple Level 3 behaviors
- Threatening actions or behavior (verbal and non-verbal), bullying or harassment of students or staff (physical, verbal, or electronically), hazing, extortion
- Fighting or showing physical aggression towards students or staff
- Assaulting, threatening, or attempting to cause physical harm to a staff member or school personnel, including making terrorist threats
- Possession, sale, distribution or use of drugs, alcohol, chemical or organic solvent used to induce euphoria or hallucinations, or other prohibited items, including over-the-counter or prescription medication
- Committing or attempting to commit sexual assault or battery
- Any behavior or other conduct not specifically enumerated in any other class that causes disruption to the academic environment, disruption to the school operation, destroys school property, or causes significant harm to self or others
- Possession or use of mace, pepper spray or any item that can be used as a concealed weapon
- Rioting, group disobedience or disturbance, fighting
- Planning a fight or assault (premeditated participation of self or others)

If a student is found to have committed a Level 4 violation of the IDEA's Code of Conduct, the following disciplinary actions may be taken, in addition to all Level 3 disciplinary actions:

- Parent notification
- Administrative investigation
- Pre-expulsion behavior contract with improvement plan
- Expulsion/recommendation for dismissal
- Police notification
- Out-of-school suspension (including long-term suspension 6-10 days)

- Loss of privileges/removal from extracurricular activities
- Restitution
- School-based or outside facilitated conflict resolution
- Recommend for further action
- Referral to alternative education
- Referral to student support team
- Referral to appropriate substance abuse counseling services
- Referral to health/mental health services
- Expulsion

See consequence grid on IDEA's website www.ideapcs.org

Manifestation Policy:

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A "change in placement" is a legal term that applies to the following situations:

- A suspension or expulsion for more than 10 consecutive school days. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 10 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is "substantially similar" to behavior for which the child has previously been suspended. Factors may include the same type of behavior, same victim, same class, same day of the week or the same time of day.
- If the offense is a change in placement, the school team (including the parent) must advise parents in writing, provide a copy of the IDEA procedural safeguards, and hold a Manifestation Determination meetings to determine two issues:
 - Was the student's misconduct caused by or directly and substantially related to the student's disability?
 - Was the student's misconduct was a direct result of the school's failure to follow the child's IEP?
 - If the team answers yes to either question, then the student's behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior that is a manifestation of a disability. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a

parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If IDEA PCS orders a disciplinary removal that meets the definition of a change in placement, it must continue to make FAPE available to the student. This means that even if the child is suspended or expelled from a school, the LEA must ensure that the student continues to receive educational services.

Attendance Policy:

Under District of Columbia law, attendance is mandatory.

Daily attendance is critical for student achievement. It is vital that students are present and on time daily. **An absence is defined as attending less than 80% of a school day.**

Student Responsibilities

- Arrive on time to school each day (fully seated and prepared at the bell)
- Attend all classes daily

Students who are absent (excused or unexcused) from school are not permitted to:

- Be on school property
- Participate in school activities
- Attend school activities or afterschool activities

Late Arrival Procedures

- Any student who is not **in the building** by 8:30am is considered tardy to school.
- Students arriving after 10:00 am must check in with the main office to obtain a tardy pass. A phone call will be made upon arrival to alert parents.

Students who are repeatedly tardy to school (more than 30 minutes) may be issued consequences, including afterschool reflection, Saturday detention, student/parent conference or attendance contract placement.

Tardy Policy

The following procedures apply if a student is tardy to any class:

- Students who are not seated by the start bell are considered tardy.
- If a student is late to class and does not have a pass, he or she may not be admitted into class. Students must report to a dean or administrator to obtain an unexcused tardy pass.
- Students who are repeatedly tardy to class may be issued consequences, including afterschool reflection, Saturday detention, student/parent conference or attendance contract placement.
- Please note that if a student is late to class 2 or more times he/she will serve reflection on that day. If a child fails to serve reflection he/she could be subject to further consequences.

Grievance Procedures:

Grievance Procedures for Allegations of Discrimination, Harassment, or Retaliation

IDEA Public Charter High School does not engage in or permit discrimination, harassment, or retaliation and believes in the basic tenets of equality and fairness. Any person who believes that IDEA Public Charter High School has engaged in discrimination, harassment and/or retaliation on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation may submit a complaint to the principal or to the head of school if the complaint involves the principal, at IDEA Public Charter School, 1027 45th Street, NE, Washington, DC 20019.

The grievance procedures outlined below establish how to file a complaint can and how they will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints and may be used by employees, cadets, parent or guardian or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

IDEA Public Charter School encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint, in order to facilitate prompt resolution. However, individuals are not required to do so before filing a formal complaint.

IDEA Public Charter School will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures. IDEA Public Charter School will also not tolerate retaliation against such persons by others, and will take appropriate disciplinary steps against any IDEA Public Charter School employee found to have engaged in retaliation.

A formal complaint may be filed by following the steps outlined below:

Step 1

Within 90 calendar days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Grievants may use the complaint form attached to the grievance procedure, or submit the complaint in other written form as long as all of the identified information is provided. Grievants are encouraged to include all information and supporting documentation they believe is relevant to the complaint, including identification of any known witnesses, at the time the complaint form is submitted. The complaint form is also available on the IDEA Public Charter School website www.ideapcs.org and in the main office. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint. Incomplete complaint forms will be returned to the grievant, with a directive for completion within five business days.

Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable, and impartial investigation of the complaint. This may include specific requests for additional information from the grievant or other individuals. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation is considered confidential, and should be maintained as such by the investigator to the extent not inconsistent with state or federal laws or the requirements for a thorough investigation.

Within 15 school days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the grievant. A copy of the complaint and the response shall be forwarded to the board of trustees at this time as well. If the investigator determines that additional time is needed for the investigation, the individual shall notify the grievant of such information in writing within 15 school days of receiving the written notice of complaint and include the reason for the additional time and the expected date of response. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment has occurred, appropriate corrective and remedial action will be taken.

Step 2

If the grievant wishes to appeal the decision from Step 1, he or she may submit a signed statement of appeal to the executive director within 10 calendar days after receipt of the response. If the Step 1 decision was issued by the executive director (or if the complaint involves the executive director), the appeal may be submitted directly to: Board of Trustees at IDEA Public Charter School, 1027 45th Street, NE, Washington, DC 20019. The written appeal must include all documentation from the initial grievance and the reasons why the grievant does not agree with the decision. The executive director or board will review the submitted information. The executive director or board may, at his or its discretion, request a meeting with the grievant or other involved parties. If the grievant presents to the board, such presentation may be made in

public or closed session, as appropriate. Within 15 school days of receiving the statement of appeal, the director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken. If the appeal is submitted to the board, the board will consider the information at its next regularly scheduled meeting, and will provide a written decision to the grievant within 21 calendar days of the meeting where the appeal is considered by the board.

A grievant may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20202 and can be reached at (202) 453-6020 (ph), (202) 453-6021 (fax)

Non-Discrimination Policy:

Non-Discrimination Policy

IDEA PCS does not discriminate on the basis of race, color, religion, national origin, sex, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Justin Rydstrom, Executive Director
IDEA Public Charter School
1027 45th Street, NE
Washington, DC 20019
Phone: 202-399-4750
jrydstrom@ideapcs.org

Open Policy:

IDEA PCS holds board meetings every third Thursday of the month. All meetings are open to the public and notes are shared publicly. You may find IDEA Board contact and Board meeting dates on IDEA's website.

FERPA Policy:

Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that IDEA PCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, IDEA may disclose appropriately designated "directory information" without written consent, unless you have advised the IDEA board to the contrary in accordance with IDEA procedures. The primary

purpose of directory information is to allow IDEA PCS to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parent or guardian the right to access to their children's education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parent or guardian to the student. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the IDEA receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask IDEA to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

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

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

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

If you do not want IDEA PCS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the IDEA board in writing. IDEA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph

- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized

representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or to enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Complaint Policy

IDEA places a high value on the input of parents and legal guardians, and encourages any parent or guardian to offer feedback on any aspect of the school program. If you are a parent or guardian who has a grievance, you are encouraged to contact the appropriate school staff member to discuss the area of concern. If your concerns are not addressed, please feel free to contact the following school leaders at IDEA.

Head of School/ Executive Director, Justin Rydstrom rydstrom@ideapcs.org

Principal, Nicole McCrae nmccrae@ideapcs.org

Vice Principal, Shomari Jennings sjennings@ideapcs.org

Dean of Culture, Lori Briscoe lbriscoe@ideapcs.org

Director of Student Support Services, Melody Washington mwashington@ideapcs.org

If the leaders within the school are unresponsive, parent or guardian should address their concerns with the school's Board of Trustees. The Board of Trustees will try its best to work out all grievances with the family/student. The contact person is below:

Chair, Board of Trustees - Calvin Snowden - calvinsnowden@comcast.net