



Inwood Academy

For Leadership Charter School

Integrity, Honesty, Responsibility, Caring, and Restraint

Inwood Academy for Leadership Charter School High School Family Handbook

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Mission

Inwood Academy for Leadership Charter School will empower students in Inwood and Washington Heights to become agents for change through **community focused leadership, character development** and **college preparedness**.

Core Values

Inwood Academy for Leadership Charter School is based on the three **Core Components** of College Preparedness, Community-Focused Leadership, and Character Development. These core values, joined with an integrated curriculum that combines skill building from a base of knowledge and a highly qualified teaching staff will ensure our school's growth and sustainability as a thriving educational environment.

I. SCHOOL AND HOME COMMUNICATIONS

Contacting Staff

The faculty and staff at IAL believe that clear communication among all community members is integral to a successful and supportive educational environment. Parents/guardians are encouraged to contact the school regarding matters that they feel might impact a student's education or well-being. The parent/guardian can call their child's teacher or advisor if they have questions or concerns, or need to share pertinent information.

Who to Contact

Below you will find the concerns or questions, alongside with the person(s) and their email address(es). If you do not have access to email, you can always reach them via our main school number.

If you...	Then Contact...
Want to know about your child's homework, or want to know more about your child's academic progress.	Your child's teacher by e-mail, (<i>first name. last name@ialcs.org</i>)
Want to discuss your child's absences or tardies.	College and Career Counselors Kenneth Tejada kenneth.tejada@ialcs.org

Are not hearing back from your child’s teacher or are not satisfied with the responses you are receiving from your child’s teacher.	High School Principal Mary Hackett mary.hackett@ialcs.org
Would like to know more information about the college application process, obtaining working papers or transcripts	College and Career Counselors Kenneth Tejada kenneth.tejada@ialcs.org
Would like to know more about the athletic program or schedule.	Athletics Director jason.marchena@ialcs.org
Have questions about transportation, nurse services, uniforms or food services.	Operations Department
Would like to become engaged with the IAL Community or need any services for your Family.	Director of Family and Community Engagement tatiana.mahoney@ialcs.org
Would like additional information about Board of Trustee meetings, or IAL’s charter, or have not received satisfactory responses after exhausting hierarchy.	IAL CEO christina.reyes@ialcs.org IAL COO/CFO jenny.pichardo@ialcs.org IAL Board Chairperson tomas.almonte@ialcs.org

Types of Parent Communication

IAL periodically mails home a school bulletin and other important information to keep parents informed and updated on any changes related to school policies, procedures and events. We also communicate important messages through mass phone blasts, text messages and email using an automated calling system. Please ensure that we have the most up to date contact information.

School Calendar

At the beginning of each school year IAL will issue its own calendar detailing key dates, events and information pertinent to the school. Reminders and/or changes to the schedule or calendar will be communicated through mass text, emails and phone blasts.

Classroom Visits

Inwood Academy for Leadership welcomes parents as visitors, however for the protection and security of all students, ALL visitors will be required to present identification if you will be outside of the main office waiting area like in the hallways or classrooms. A parent who wishes to visit the child's class while it is in session may do so by making an appointment with the classroom teacher or Principal at least 24 hours prior to your visit. The Principal will check to ensure that at that particular time the presence of another adult will not disrupt the educational activity in process and to avoid any scheduling conflicts.

While visiting in a classroom, a visitor must not interrupt the class nor disturb the children. If the visitor desires to ask questions or confer with the teacher, he/she must make arrangements for a conference with the teacher.

In order not to interfere with the education of the children or the school program, the principal shall have the right to restrict the number of visitors to a particular classroom as well as the right to determine a reasonable period of time for a visitor to remain in a classroom.

All visitors, including parents and guardians, are expected to abide by school rules including the rules for Public Conduct on School Property. Failure to comply with these rules or engage in other disruptive behavior may result in restricted access to IAL.

Parent and Guardian Volunteer Opportunities

As a parent or guardian of an IAL student, you have the opportunity to volunteer at the school. This may include helping to supervise a field trip, assisting your child's teacher, or assisting at breakfast or lunch duty. Parent and guardian volunteers working with students must have a staff member present. Volunteers must wear name tags while in the building. To volunteer in our school, please contact Jeannie Infante, Family and Community Engagement Associate Director.

Principal Conferences/Meetings

Please contact the IAL main office 212-304-0103 to schedule a meeting or conference with Mary Hackett, the principal.

II. Attendance and Tardiness

Attendance and Tardiness Policy

IAL will adhere to a strict attendance policy. Students who arrive to school after 10:00 am without an excused doctor's note, legal notice or with a parent/guardian present will not be admitted and marked absent. The school will contact the parent to advise that the student is being sent home.

The school will contact parents when students are marked absent. Missing class, being repeatedly late for classes, or leaving early can seriously impact a student’s performance at IAL. We understand that some circumstances may arise that require a student’s absence, tardiness, or early departure, and these will be considered on an individual basis. However, please be informed that attendance and tardiness will be a factor in the School’s determination as to whether the student is required to attend summer or Saturday school as well as in determinations about whether a student will repeat the same grade again. Such decisions are made at the discretion of the school administration.

Students who anticipate being absent should bring a note to the School principal or designee at least 24 hours prior to the absence. Extended absences that interfere with the normal school calendar (extended winter break, spring break, etc) should be discussed with administration well in advance.

Excused absences and tardies include, but are not limited to:	Unexcused absences and tardies include, but are not limited to:
<ul style="list-style-type: none"> - Illness of student - Court summons or legal matters - Death in the immediate family (parent, sibling, grandparent) - Observance of a religious holiday 	<ul style="list-style-type: none"> - Family vacations - Family emergencies - Recreational activities (sports or clubs) - Avoidable transportation problems (i.e. car trouble, missing the bus or traffic) - Calendar confusion

Student Arrival and Dismissal Times

Partial/Staggered Schedule

IAL will follow a partial/staggered start schedule which means that not all students will report for arrival or dismiss at the same time. Students and parents will receive their individual schedule listing the expected arrival and dismissal time during Back to School Orientation.

Students having partial schedules are to be on school grounds during their scheduled periods only and are to leave school grounds immediately following their last class. *Students whose schedules begin after the first block should plan to arrive at school no sooner than 10 minutes before their first assigned class.*

Once a month, staff will have a one day Professional Development- this will mean that students will not have an instructional day.

Students are considered tardy to class once the tardy bell for each period rings. Students will be expected to adhere to the schedule or there will be consequences for excessive tardies.

Hall Passes

All students must have a hall pass from a staff member when leaving a classroom.

Early Pick-Up

Students who leave prior to dismissal times will be excused for medical, legal reasons, or for family emergencies. Parents and guardians who need to pick their child up early from school must first report to the main office. All students must be signed out by a parent/ guardian in the Main Office before their child is released from school.

School Closings Policy

IAL follows New York City Department of Education Closings in the event of inclement weather or other emergencies. IAL will send a telephone, email and text blast informing families of any closings. Families can also check the following TV and radio morning news programs for information about school closings:

Radio: WINS 1010 AM, WABC 77 AM, WCBS 880 AM

Local TV: WCBS, WNBC, FOX, WABC (Channels 2, 4, 5 & 7)

III. ACADEMICS

Academic Integrity

Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts.

Inwood Academy for Leadership Charter School has high standards for academic achievement and student conduct that are clearly defined, measurable, and do not allow for excuses based on the background of students. Our students are responsible for their own behavior; however, as educators we want to make sure we adequately prepare our students to meet our high standards of conduct.

Which is why ALL students at IAL, will learn how to...

- Create and express your own ideas in course work;
- Acknowledge all sources of information;
- Complete assignments independently or acknowledge collaboration;
- Accurately report results when conducting their own research or with respect to labs;

All students are expected to submit original work and give credit to other peoples' ideas. We expect our students to complete their own work in order to learn from it and successfully prepare themselves

for college and beyond. Violations in this category threaten our ability to successfully fulfill our mission of college and career success.

Cheating refers to any act by a student to complete an assignment, quiz, or test by use of another person or persons' answers or work. We consider students who facilitate this act to be equally culpable.

Plagiarism refers to the use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Academic dishonesty not only cheats the student of valuable learning experiences, but can result in a failing grade on assignments, a failing grade in a course, or even expulsion from the university for the student.

Final consequences are at the discretion of the principal. The handbook will detail the student's right to present his or her own version of relevant events, right to due process, and any other right as set forth in Education Law.

Parent-Teacher Conferences

Parents and teachers have the opportunity to discuss each student's progress at the Parent-Teacher Conferences which will take place in October and March. However, if there is an immediate need the school will be more than willing to make accommodations and meet prior to these scheduled times. Please call the school main office to set up a meeting with a teacher or the principal.

Progress Reports & Report Cards

We aim to keep parents regularly informed of student academic progress. Progress Reports will be provided to parents every 6-8 weeks. Each progress report will contain both academic grades and character reports. The goal is to show parents the work habits of students as well as their academic progress. In addition to these progress reports, parents and students can access their grades at any time through ALMA, the school's online grading system. Final Report cards are distributed at the end of school year and are final. At the end of the year your child will receive credit for each passed course for the final transcript grade.

Grading Scale

IAL uses a standards-based grading approach, where students' grades are based purely on how they perform on assessments that are tied to New York State and Common Core standards, where applicable. This allows IAL to closely track student progress, ensuring that they are well-prepared for Regents exams and other major assessments.

Standards and Assessments

In each class, students will be earning grades for each individual student learning objective. These learning objectives are correlated to national Common Core State Standards as well as New York State Standards of these courses. These grades will NOT be on a traditional A-F or 0-100% scale, but rather scored by rubric ratings according to mastery level using a scale score of 1.0- 4.0.

A score of 2.0 is considered below standard proficiency, however can be compared to a percentage score of 65. This means it is a passing grade according to the College Board grading scale. Only scores of “Level 3” or higher mean that the student has reached a proficient level of mastery. This means that a student has multiple opportunities to reassess mastery of each standard, until reaching a Level 3 or 4, and the most recent score is always the score used for the report card. This allows students to constantly grow and show improvement as their mastery skills progresses, and also encourages them to remain current on past information.

Graduation Requirements

IAL Core Curriculum

- 4 years of math, english, science, history
- 2 years of foreign language

Regents Diploma – Basic Minimum (4+1 Regents)

Your child must achieve a score of 65 or higher on these five Regents exams:

- English Language Arts (ELA)
- Any mathematics exam (Algebra I, Geometry, or Algebra II/Trigonometry)
- Any social studies exam (Global History and Geography or U.S. History and Government)
- Any science exam (Living Environment, Chemistry, Earth Science, or Physics)
- Any additional math, science or social studies Regents exam

Source: <http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm>

Every students’ path toward Regents preparedness is individualized. In order to support your child’s progression toward a passing Regents score, **which is a graduation requirement**, the school will administer Mock Regents Exams prior to the actual Regents. Students who earn a score between 60-65 on the Mock Regents will test in June.

Students who earn below a 60 will test at a date to be determined based on your child’s progression towards preparedness.

***Students must earn passing scores on the exams listed in order to receive a Regents or Advanced Regents diploma. Earning higher scores on these exams, taking additional exams**

and achieving diploma endorsements can support students in successfully transitioning to college or the workplace.

Community Service

	Minimum Requirements:	Leadership Requirements:
Grade 9 - Freshman	10	20
Grade 10 - Sophomore	20	40
Grade 11 - Junior	30	60
Grade 12 - Senior	40	80
Total	100	200

Research:

"College students who have completed one AP course have a 59 percent chance of completing a four-year degree, while students with two or more AP courses under their belt have a 76 percent chance of completing a bachelor's degree."

Source: Switzer, L. (2010, June 29). Statistics show AP Courses boost success. Retrieved from www.bgdailynews.com.

Regents Exams

New York State requires all students who entered high school after 2014 to pass five Regents exams. All student must pass one math, one science, one ELA, one social studies and one additional exam in math, science, or social studies.

Promotion

Promotion from one grade level to another is based on the accumulation of at least 8-11 credits by the end of the first year of high school, 20-22 credits by the second year of high school, 30-33 credits by the end of the third year of high school. By the end of the fourth year of high school, students must

earn 44 credits where these 44 credits are the same ones required by New York State Education Department to qualify for graduation.

Distinguished Graduate Requirement

To qualify as a IAL Distinguished Graduate, a student must meet all of the following criteria:

1. Completion of a Community Service Project approved by the principal and/or the College and Career Counselor.

- Students must complete 100 hours of community service.
- Students must submit a community service verification sheet signed by the supervisor of the community organization sponsoring the project.

2. Completion of the recommended IAL course load:

- 8 credits of Social Studies/History
- 8 credits of English
- 6 credits of Mathematics
- 6 credits of Science
- 6 credits of a foreign language
- 4 credits of physical education
- 3 credits of electives
- 2 credits of a fine, visual, or performing arts
- 1 credit of health education

3. Completes a character project in their senior year.

IV. School Uniform Policy

Dress Code

Educating IAL students is our primary concern. We want to make sure that students are able to focus on school and are not distracted by what they are wearing or by what their classmates

are wearing. Listed below is our uniform provider and policy.

IAL has a trusted and convenient uniform provider:

Land's End
www.landsend.com
Preferred School Number: 900153065

Shirts and Outerwear

- A student must wear an IAL uniform polo shirt each day.
- During winter months' students are allowed to wear the school varsity or cardigan sweater over their short or long sleeve school uniform shirt. Students are also allowed to wear their 3.0 or 4.0 sweatshirts or the school hoodie.
- Coats, or any other outerwear, are not permitted to be worn during school hours. They must be left in their book bag or locker all day.

Pants/Skirts

Student must wear:

- Students will be permitted to wear only tan/khaki/or navy blue pants and/or skirts are permitted. **Pants may not have any extra pockets and no cuffs. NO CARGO PANTS OR CARGO SHORTS. Tan/Khaki/navy blue shorts will be permitted during extreme hot weather conditions only.** Students and parents will be notified when this is admissible.
- Belts must be worn if there are belt loops on the student's pants.
- Pants must be worn at waist level. Sagging is not permitted at IAL. All pants/skirts must be an appropriate size and fit.

Students may NOT wear:

- Pants with tears or holes.
- Skirts that are more than two inches above the knees.
- Pants, skirts, or undershirts that have patterns, lace, polka dots, stripes, holes, or words.
- Pants that are made of spandex, Lycra, or any other stretch material.
- Sweatpants, wind pants, or cargo pants.
- Brightly colored tights, leg-warmers, knee-high socks or stockings (no fishnet stockings).
- Tight clothing or stretch pants (the student must be able to "pinch an inch" of loose fabric throughout the pants).
- Jeans/denim of any color.
- Rolled up, cut, torn, colored in, drawn on, or otherwise altered uniform pants/skirts.

Shoes

- Shoes must be tied at all times.

- Shoes must be laced up, with the tongue inside, and tied securely.
- High heels, knee high boots, and open toed shoes (sandals, flip flops, etc.) may not be worn at IAL.
- Boots that have excessive fur, laces, or other distracting items may not be worn at IAL.

PE Attire

- Students must wear IAL gym t-shirts and IAL sweatpants or IAL shorts for physical education classes.
- **No jeans, jean shorts, cut offs, lycra or spandex are allowed for PE.**
- Students must wear sneakers for PE.

Jewelry and Make Up

- Earrings may not be oversized or distracting to the eye.
- Sunglasses and non-prescription glasses may not be worn as an eye accessory.
- All necklaces must be tucked inside the shirt at all times throughout the day.

Students may **NOT** wear:

- Heavy or exaggerated makeup. Those wearing excessive makeup will be made to remove it. Makeup, perfume, lotion, or other cosmetics are not to be applied anywhere but in bathrooms.
- Unusual non-prescription color contact lenses or non-prescription glasses.
- Distracting or oversized bracelets and wrist wear.
- Any chains – wallet chains or chains worn as jewelry.
- Suspenders, either worn properly, down by ones side, or worn as a belt.
- More than one belt or a belt that does not fit in the belt loops.

Head Covering

- No hats or other head coverings are permitted, including scarves, headbands, and bandanas are permitted in the building. They must be removed before entering.
- Those who need religious exceptions should notify the school at the beginning of the year.

Distracting Clothing

Students may **NOT** wear the following...

- Any articles of clothing or accessories that have skulls, Playboy Bunnies, or that refer to drugs, sex, racist sentiment or death.
- Any article of clothing, accessories, or markings on clothes or skin that could be perceived as gang or crew related.
- Students may not have any tattoos exposed while at school or any IAL function. If they have a tattoo exposed that has a racist, sexist, or bigoted meaning or alludes to drugs, sex, or violence, they will be suspended and will need to cover the tattoo before

returning to school.

- Any clothing or jewelry that is determined by any teacher or staff member to distract from the learning process will not be permitted.
- Any additional items that the school feels may be distracting to students.

IAL reserves the right to modify the dress code at any time.

Personal Items and Lost and Found

If any personal items have been lost, please be sure to visit our Office Manager who can assist you.

V. Search and Seizure Policy

A student and/or the student's belongings may be searched by an IAL staff member if the staff member has a reasonable suspicion that a search of that student and/or the student's belongings will result in evidence that the student violated the law or a school rule. The school reserves the right to remove items revealed in a search which are prohibited on school property or those which may be used to disrupt or interfere with the educational process. Legal items removed will be returned to parents who come to the school and request them, but will not be retained beyond the end of the school year. Illegal items will not be returned and may be turned over to law enforcement.

All school-related property always remains under the control of the School and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place nor keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or contribute to the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- a) School authorities will make an individual search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- b) Searches shall be conducted under the authorization of the Principal or his/her designee.
- c) Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed by school authorities.
- d) Searches of an individual will be made upon reasonable suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by

- a school official of the same sex and with another witness present.
- e) Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not.

Cell Phones and Other Electronic Devices

Student cell phones and other electronic communication devices can be disruptive in school. The school must ensure that they are not used inappropriately. Therefore, any student bringing a cell phone or other electronic device into the school does so without the expectation of privacy regarding the phone or device.

Students who bring a cell phone or other electronic device into the School are required to surrender the device to School officials for the entire school day. The phones will be collected and stored with the Assistant Deans. Cell phones turned in or confiscated during the school day will be returned to a parent directly, if the teacher, Dean or other school official determines that such temporary confiscation is appropriate.

SERVICES FOR STUDENTS

Counseling Services and Guidance

Students for whom their IEP includes counseling will receive this service through the CSE of their district of residence. The Director of Academic Intervention and/or Special Education Coordinator will ensure that counseling services fully meet the IEP goals, and he/she will also help to ensure a high standard of service.

Intervention and Support for Students

- **Behavior.** Students for whom their IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE.
- **Reading.** Reading programs, such as Achieve 3000 Intervention Program, have shown that teacher-directed instruction has a significant impact on improving reading comprehension as well as writing proficiency.

Individual Educational Plans (IEPs) and English Language Learners (ELLs)

IALCS works to serve all students, but we must receive paperwork in order to serve your child in the best possible way. All parental requests for evaluations must be made in writing. If a teacher or parent believes a student should be evaluated for special education services, written parental permission must be obtained before a formal evaluation is undertaken. Such evaluations will begin with an in-school committee consisting of the Principal, Director of Academic Intervention, Special Education

Coordinator, the classroom teacher, and the parent. If warranted, the evaluation will continue with a specialized external team provided by the NYC DOE Committee for Special Education. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment.

Support for Special Needs Students

All students with special needs will be taught in the least restrictive academic environment possible, and with age-appropriate peers to the extent appropriate and allowed by each student's IEP. IAL will also work closely with the Department of Education to make sure that services required by each student's IEP are provided.

Behavior Intervention Specialist

For a variety of reasons, some students struggle behaviorally within the classroom environment. This then creates an academic challenge which may be difficult to overcome. For this reason, we have a Behavior Intervention Specialist who works directly with teachers, students, their families, and the community in order to use all aspects of the student's life to better assist in the building of strong character and academic success.

VI. Transportation

MetroCard's

MetroCard's will be handed out in September for the fall semester and in February for the spring semester.

IAL complies with the policies set by the New York Department of Education Office of Pupil Transportation (OPT). Students may be eligible for full- or half-fare metrocards based on the distance they live from the school. Students who live less than $\frac{1}{2}$ mile from the school will not receive a MetroCard. Students that live between $\frac{1}{2}$ and $1\frac{1}{2}$ miles from the school will receive a half-fare card. Students who live more than $1\frac{1}{2}$ miles from the school will receive a full-fare MetroCard.

Loss of MetroCard's: If your child happens to lose or misplace their MetroCard, you must request the replacement in writing and provide the letter to the Operations Associate. OPT cannot guarantee that the request will be granted.

VII. Food Services

Breakfast and Lunch Programs

Breakfast and Lunch Programs

IAL will provide students with breakfast, lunch, and a snack. During school hours, IAL reserves the right to determine which meals and/or snacks to serve. Food menus are prepared to provide healthy, nutritious and tasty meals. Soft drinks and sugary snacks are not provided.

Children may bring lunch from home; however, they cannot bring unhealthy drinks (e.g. sodas or juices heavy in sugar) or unhealthy snacks (snacks high in fat, calories, or sugar) to school.

School microwaves and refrigerators will not be accessible.

Doors open at 7am and breakfast is served at 7:15am. Breakfast continues until 7:35 a.m. Lunch times differ from class-to-class. However, everyone will receive a lunch/recess break.

Free and Reduced Lunch

IAL is currently enrolled in the Community Eligibility Provision (CEP) program. All students enrolled at IAL are eligible to receive a healthy breakfast and lunch at school at **no charge** to your household each day of the 2016-17 school year.

Every parent is required to fill out the lunch form completely and send the form back to school with your child. If you need to ask any questions regarding the form, please call the school if your child is eligible for free or reduced price lunch, a letter will be sent home with your child to inform you as to your eligibility.

Dietary Restrictions

Please write a letter to the school if your child has health or religious restrictions in food consumption. Any food allergies will be honored upon documentation from your family doctor. Students may also bring their own food for breakfast, lunch, or snack. While we will have a milk chest and food warmer for school meals; we will not have a microwave or refrigerator available for student use. Students should not bring meals that need to be heated or refrigerated.

NO GLASS CONTAINERS ARE PERMITTED IN THE SCHOOL!

VIII. STUDENT SAFETY & HEALTH

Confidentiality Policy

Personal information about individual students is considered confidential. We store this information in student files that are located in a locked file cabinet. These records are only available to those staff members who work with the students. Files may not be removed from the building except when they are officially requested from another school.

A student's parent or guardian has the legal right to inspect and review their child's file upon written request to the Director of Operations. Parents also have the right to representation during any review of their child's record. Conversations between teachers, administration, and parents/guardians about students, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the student. If an individual believes that this confidentiality has been violated, the individual should bring their concerns to the attention of the Principal. The Principal will review the situation and determine if the policy has been violated. If the Principal determines that an individual has violated the confidentiality policy, he or she will be subject to disciplinary action.

Mandated Reporting

Members of the IAL staff are known as "Mandated Reporters", in compliance with state law. If a member of the staff suspects that a child is being abused or neglected, they are obligated to report their suspicion to the Administration for Children's Services (ACS). Signs of abuse or neglect may include but are not limited to; patterns of lateness to school and absence from school, late pick-up from school or the school bus; consistently unkempt or dirty; signs of physical abuse.

Incident Reports

Any accident involving a student will be documented. The Office Manager or Principal will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the Dean of Students, Social Worker or Principal designee will send a report home with the student.

Illness, Accidents and Emergencies

At the time you registered your child you provided us with information regarding your child's physician, and you also gave us the names of emergency contacts. In the event of illness which is not an emergency, we will attempt to contact you or one of the other people you have specified as emergency contacts. In the event of an emergency, we will apply our best judgment to protect and help your child.

Suicidal or Homicidal Threat

If a student threatens their own life or the life of someone else, this will be brought immediately to the attention of the Principal or his/her designee. If the Principal or his/her designee feels that the child is in imminent danger, the parent will be contacted and a

psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Principal must report this information immediately to the Administration for Children's Services.

Medical and Immunization Information

All students must be immunized, in compliance with New York State law. Students who do not have the proper immunizations will be denied access to IAL until the immunizations are administered.

Parents and guardians are asked to alert their child's teacher with information about any allergies from which their children suffer. Parents and guardians are also asked to advise school administration if they grant permission to take their child to a hospital in the event of an emergency during school hours. Members of IAL's administration are authorized to dispense prescribed medication only if the parent or guardian submits signed documentation from the doctor. Over-the counter medication may be administered if accompanied by written parental consent.

IX. CODE OF CONDUCT/STUDENT DISCIPLINE CODE

Code of Conduct

All interactions in our school are built on a foundation of respect. Through our strengths, experiences, and individual leadership qualities we make our community better. Since each student is an asset to the community, students own the right to have their voices heard, and demonstrate leadership through self-advocacy in appropriate settings. Students are expected to act as assets to the community by demonstrating care for themselves, to other students, to staff, and to their environment. The action(s) of one student has an impact on the entire community, therefore students must exercise restraint by occasionally putting the benefit of the community above their own wants and/or needs. All individual and group behaviors should be considered in terms of their impact on individuals and the community as a whole, regardless of intent. When issues arise, the expectation is that all community members seek to understand as well as to be understood, then take responsibility and restore the community to its organic state.

Overview

Student disciplinary offenses are those actions or inactions that violate the School's Student Disciplinary Code ("Code") or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

***Notes:**

- Every rule and policy cannot be stated. Exceptions will be handled at the discretion of the Dean of Students, School Principal or designee and School Administration. A

disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

- School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school or learning environment. School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:
 - The student's age and maturity level;
 - The nature and severity of the infraction and the circumstances which led to the infraction;
 - The student's previous disciplinary record and/or frequency of non-compliance;
 - The effectiveness of other forms of discipline;
 - Information from parents, teachers and/or others, as appropriate;
 - The student's attitude; and other relevant factors.

Inwood Academy for Leadership Charter School is not responsible for omissions in the Code. The School reserves the right to amend the contents and reissue this Code. Final authority on all matters rests with the administration and Board when applicable. It is the responsibility of the student, parents/guardian, and staff to review this Code periodically. Should you have any questions regarding the Code, it is your responsibility to bring this to the attention of the school administration.

Rationale

The School is committed to incorporating respect, integrity and honesty into the educational environment in order to prepare students to be ethical members of their communities. Self-respect, respect for others, integrity and kindness in all endeavors will be required of educators and students alike.

At IAL, practicing honesty, integrity and respect as part of educational efforts and social interaction will be considered elements of success as much as the more measurable hallmarks of other types of success, such as grades, awards, salaries, promotions and other tangible things.

All adult members of the School community will be expected to model qualities of honesty, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities as well. Older members of the student body will model the same qualities to encourage younger students to incorporate them into their living and learning.

All members of the IAL community shall be required to adhere to the following principles:

- Honesty will be required of all members of the School community.
- Respect for ourselves and for the members and resources of our School community will be reflected in the actions of leadership, staff and students.
- Integrity will be at the foundation of all decision making processes.

IAL acknowledges that there may be times that these values are not reflected in the behavior of members of its student body. It is for those circumstances that IAL has adopted its Student Disciplinary Code.

STUDENT DISCIPLINARY CODE

Overview

Student disciplinary offenses are those actions or inactions that violate the School’s Code. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school and/or the school environment.

The following list of actionable offenses is not exhaustive but provides examples of violations of the Code. The list may be modified from time to time and/or supplemented by teachers on IAL’s rules for classes and other school events.

School staff will be educated about, and trained to implement, the Code.

List of Certain Actionable Offenses:

Grade 9-12 Level 1 Infraction

Infractions- Uncooperative/Noncompliant Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
A01 Unexcused absence from school A02 Failing to wear school required uniform m A03 Cutting Class A04 Being late to school or class A05 Bringing items to or using items in school in violation of	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff, be it a 1:1 conversation, addition to a caseload with targeted goals for improved behavior • Guidance conference(s) 	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)

<p>Department of Education or school policy A06 Failing to be in one's assigned place on school premises A07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) A08 Engaging in verbally rude or disrespectful behavior A09 Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules A10 Failing to provide school officials with required identification A11 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission</p>	<ul style="list-style-type: none"> • Restorative Approaches • Positive Behavioral Interventions and Supports (Kickboard) • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Collaborative problem solving • Development of individual behavior contract • Short-term behavioral progress reports • Referral to Student Support Team • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) 	<p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, after school restoration, exclusion from extracurricular activities, or communal lunchtime)</p> <p>F. Removal from classroom by teacher</p>
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Grade 9-12 Level 2 Infraction

<p>Infractions- Disorderly Behavior</p>	<p>School Interventions</p>	<p>Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions</p>
<p>B1 Smoking and /or use of electronic cigarettes and/or possession of matches or lighters B2 Gambling B3 Using profane, obscene, vulgar, or lewd language, gestures, or behavior B4 Lying to, giving false information to, and/or misleading school personee B5 Misusing property belonging to others B6 Engaging in or causing disruptive behavior on the school</p>	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Collaborative problem 	<p>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion)</p>

<p>bus/ school sponsored transportation B7 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) B8 Leaving class or school premises without permission of supervising school personnel</p>	<p>solving</p> <ul style="list-style-type: none"> • Development of individual behavior contract • Short-term behavioral progress reports • Referral to PPT (Pupil Personnel Team) • Community service (with parental consent) <ul style="list-style-type: none"> • Referral to a Community-Based Organization (CBO) • Referral to appropriate substance abuse counseling services <ul style="list-style-type: none"> • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) 	<p>from extracurricular activities or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p>
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Grade 9-12 Level 3 Infraction

<p>Infractions-Disruptive Behavior</p>	<p>School Interventions</p>	<p>Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions</p>
<p>C01 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language, B15; or wearing prohibited clothing, B09; or bringing prohibited items to school, B05) (A-F, G with authorization) C02 Entering or attempting to enter a school building without</p>	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Peer mediation program • Mentoring • Conflict 	<p>A. Admonishment by pedagogical school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., assistant principal, principal) D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a</p>

<p>authorization or through an unauthorized entrance (A-G only) C03 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability C03 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see C04 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules **Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti***, making gestures or signs) C05 Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means C06 Knowingly possessing property belonging to another without authorization Violating the Department's Internet Use Policy (e.g., use of the Department's system for non-educational purposes, security/privacy violations) C07 Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with</p>	<p>resolution</p> <ul style="list-style-type: none"> • Collaborative problem solving • Development of individual behavior contract • Short-term behavioral progress reports • Referral to PPT (Pupil Personnel Team) • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) Supports for Students Transitioning from Suspension Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the 	<p>principal's suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.) G. Principal's suspension for 1-5 days H. Superintendent's suspension that results in immediate reinstatement I. **Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days</p>
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<p>another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>B. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)</p> <p>c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>C08 Posting or distributing libelous material or literature (including posting such material on the Internet)</p>	<p>individual student</p>	
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Grade 9-12 Level 4 Infraction

<p>Infractions- Aggressive or Injurious/Harmful Behavior</p>	<p>School Interventions</p>	<p>Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions</p>
<p>D01 Engaging in sexual conduct on school premises or at school-related functions (D-I only)</p> <p>D02 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)</p>	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling 	<p>D. Parent conference</p> <p>E. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a principal's suspension must be sought if the student engages in</p>

<p>D03 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including posting such material on the Internet</p> <p>D04 Engaging in physically aggressive behavior other than minor altercations as described under</p> <p>D05 which creates a substantial risk of or results in minor injury</p> <p>D06 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others</p> <p>D07 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury</p> <p>D08 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.</p> <p>D10 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, weight, religion, religious practices, gender, gender identity, gender</p>	<ul style="list-style-type: none"> • Peer mediation • Mentoring program • Conflict resolution • Collaborative problem solving • Development of individual behavior contract • Short-term behavioral progress reports • Referral to PPT (Pupil Personnel Team) • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) Supports for Students Transitioning from Suspension Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range 	<p>subsequent behavior that would otherwise result in a removal by a teacher.)</p> <p>G. Principal's suspension for 1-5 days</p> <p>H. Superintendent's suspension that results in immediate reinstatement</p> <p>I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>J. Superintendent's suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days</p> <p>K. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months</p> <p>L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement</p> <p>M. Expulsion (only for general education students who turned 17 prior to the beginning of the school year, which is July 1).</p>
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<p>expression, sexual orientation, or disability; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.</p> <p>D11 Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol</p> <p>D12 Falsely activating a fire alarm or other disaster alarm</p> <p>D13 Making a bomb threat</p> <p>D14 Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior.</p> <p>D15 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)</p> <p>D16 Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)</p> <p>D17 Inciting/causing a riot</p> <p>D18 Possessing or selling any weapon as defined in Category II</p> <p>D19 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.</p>	<p>of guidance interventions or a combination of services as best meets the needs of the individual student.</p> <p>Supports for Students Transitioning from Suspension Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.</p>	
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Grade 9-12 Level 5 Infraction

Infractions- Seriously Dangerous or Violent Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
<p>E01 Starting a fire E02 Threatening to use or using force to take or attempt to take property belonging to another E03 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents E05 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others E06 Planning, instigating, or participating with another or others, in an incident of group violence E07 Engaging in threatening, dangerous or violent behavior that is gang-related E08 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity E09 Selling or distributing illegal drugs or controlled substances and/or alcohol E10 Possessing or selling any weapon, other than a firearm, as defined in Category I E10 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others E10 Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others E11 Using any weapon, other than a firearm, as defined in</p>	<p>Guidance Interventions</p> <ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • <p>Guidance conference(s)</p> <ul style="list-style-type: none"> • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Collaborative problem solving • <p>Development of individual behavior contract</p> <ul style="list-style-type: none"> • Short-term behavioral progress reports • Referral to PPT (Pupil Personnel Team) • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • <p>Referral to appropriate substance abuse counseling services</p> <ul style="list-style-type: none"> • Referral to counseling services for youth relationship abuse or sexual violence • Referral to 	<p>I. Superintendent’s suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>J. Superintendent’s suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days</p> <p>K. Superintendent’s suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months</p> <p>L. Superintendent’s suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement</p> <p>M. Expulsion (only for general education students who turned 17 prior to the beginning of the school year, which is July 1)</p>

<p>Category I or II, to inflict injury upon school personnel, students, or others E12 Possessing or using a firearm</p>	<p>counseling services for bias-based bullying, intimidation, or harassment</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) Supports for Students Transitioning from Suspension Schools must provide appropriate support services to students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student. 	
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F01 FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES: Students must comply with school imposed consequences. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

F02 REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Student Disciplinary Actions

DEFINITIONS

For purposes of this Code:

- **"Short-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- **"Long-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- **"Expulsion"** shall refer to the permanent removal of a student from School for disciplinary reasons.

- **"School property"** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within and around the School; or within a school bus or other school transportation

IN-SCHOOL DISCIPLINARY MEASURES

In-school disciplinary actions may be imposed by the Dean of Students or Principal. In the event of the imposition of in-school disciplinary action, the following shall apply:

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate in-school disciplinary consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention of in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following:
 - Detention
 - Loss of School Privileges

SUSPENSIONS

The School is committed to its students and believes that student success is directly correlated to instructional time. For this reason, Inwood Academy has many interventions in place prior to a short-term suspension. These interventions can be found throughout this handbook.

There are some circumstances however, that may require a suspension. Such circumstances include but are not limited to: The student's actions have negatively altered or threatened the schools learning environment; It is determined that the student would benefit from time away for the school building; It is determined that the student poses a threat to their own safety or that of others. For these reasons we have two forms of suspension in place and are outlined below.

SHORT-TERM SUSPENSIONS

Short-term suspensions may be imposed by the Dean of Students, the School Administration or designee or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.

- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by IAL in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by IAL to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975) relating to short term suspensions.

All students will receive 2 hours of in-school tutoring during their suspension.

LONG-TERM SUSPENSION AND EXPLUSION

The Principal, School Administration or the Board may impose a long-term suspension.

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by IAL. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:

- o charges and a description of the circumstances that gave rise to the hearing
- o date, time and place of a hearing
- o notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
- The Principal, or the designee of the Principal, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board. The decision of the Hearing Officer may be appealed to the School's Board or a committee of the Board. That determination shall be final.

GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

“Weapon,” as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from

which a destructive device may be readily assembled.

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended or expelled to the extent required by law.

IAL will provide alternative instruction to students who are suspended. The School will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, IAL does not have to, but may, provide alternative instruction for expelled students.

X. STUDENTS WITH DISABILITIES

General

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year

for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR

§300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Compliance with the Child Find Requirements of IDEA

Inwood Academy for Leadership Charter School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.645, the School will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, the School will make any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education ; (3) PD-6: Feb. 1 - Special

Education Personnel; (4) PD-8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA sub allocation.

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required.

XI. ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights & Privacy Act of 1974 and implementing regulations (“FERPA”) is a Federal law designed to protect the privacy of a student’s education records.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act (“IDEA”) in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means IAL. For all students, the educational agency maintains education records that include but are not limited to:

- a) Personally identifiable information (“PII”) is confidential information that includes, but is not limited to, the students’ name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.
- b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. “Parent(s)” for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child’s education record. IAL will comply with a request to inspect and review education records without unnecessary delay and before any meeting

regarding an Individualized Education Plan “IEP” or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Principal. Parents have the right to a response from IAL to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While IAL cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. IAL must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the COO or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. IAL will decide whether to amend the record and will notify the parents in writing of its decision.

If IAL refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student’s education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

“Consent” means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor,

instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the COO or designee, by September 30th, or within two weeks after enrolling at IAL if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by IAL to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the COO or designee or Principal to discuss any concerns regarding FERPA.

XII. DIGNITY FOR ALL STUDENTS ACT

Inwood Academy for Leadership Charter School (“IAL”) and the Board of Trustees (“Board”) is committed to providing a safe and productive learning environment within the charter school. In accordance with New York State’s “Dignity for All Students Act” (“DASA”) the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students’ ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

Students’ Right

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the Charter School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of Charter School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of Charter School students within the educational system. This includes written and/or verbal harassment which

materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

The Executive Director or designee designates a staff member each school year the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the school administration. A staff member who witnesses harassment or who receives a report of harassment shall inform the school administration. The school administration or designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the IAL to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The Board and IAL prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and Charter School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

XIII. General Information

What is a Charter School?

Charter schools are FREE public schools founded by individuals, companies, parents, teachers, or other interested adults. Tuition is not required and students are selected by lottery. Charter schools have a performance contract with the state. In exchange for an increased level of

independence, charter schools are held to high levels of accountability. Charter schools have more flexibility in the areas of curriculum, school schedule, and the hiring of staff than regular public schools. However, charter schools are faced with the challenges of receiving less money than regular public schools and the challenge of finding private space, if not allowed into a Department of Education building.

Charters are granted for a period of five years; when the five years are up, a review process is conducted to determine if the charter school lived up to the goals it outlined in its original application. Inwood Academy for Leadership Charter School (IAL or the School) was granted in December 2009.

For the creation of our new 5th grade class each year, if there are more spaces than applicants by the application deadline, every applicant is accepted. If there are more applicants than spaces, then a lottery is held. Students are accepted in the order in which their names are pulled from the lottery. Once all spaces are filled, the remaining students are placed on a waiting list in the order in which they were pulled from the lottery. As student spaces appear, students on the waiting list are given a 24-hour notice to either accept or decline the position. If the parent doesn't respond to the offer of the position within 24 hours, then the next person on the waiting list is told of the vacancy.

School Calendar

At the beginning of each school year IAL will issue its own calendar detailing key dates, events and information pertinent to the school. Other information regarding school operation including the daily student arrival/dismissal time, drop off/pickup procedures, etc., will be communicated through Back to School Orientation.

Handbook Dissemination

IAL may disseminate and publicize this Handbook by:

- Providing Handbook to all students in the beginning of the school year and making the Handbook available at other times in the Main Office upon request and on our website www.inwoodacademy.org
- Providing during Back to School Orientation week.
- Providing all current teachers and other staff members with a copy of the Handbook and a copy of any amendments to the Handbook as soon as practicable after adoption.
- Providing all new employees with a copy of the current Handbook when they are first hired.
- Making copies of the Handbook available in the School for review by student, parents and other community members. Individuals who wish to be provided with

a copy of the Handbook can locate it on our website www.inwoodacademy.org

Nondiscrimination and Anti-Harassment Statement

IAL is committed to providing an environment free from unlawful discrimination and harassment. No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, age, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

Open Door Policy

The School maintains an open door policy and encourages parents to utilize it and strive to resolve problems. Whenever a parent or guardian has a problem or complaint, they are expected to communicate directly with their student's teacher and/or the Family and Community Engagement Associate Director to resolve problems early and informally wherever possible. The Principal will also be available to resolve any problems as needed. While it is our hope that you will be able to use the open door policy to resolve problems, parents can also utilize the Formal Complaint Policy as described below.

Formal Complaint Policy

All formal complaints from staff, parents and other sources, should be handled in the following way. The general process for individuals to bring a concern to the Board of Trustees is as follows:

- All formal complaints should be directed to the Family and Community Engagement Associate Director in writing. The Family and Community Engagement Associate Director will promptly address it.
- If the complaint is not resolved to the satisfaction of the complaining party by the Family and Community Engagement Associate Director, the complaining party should ask in writing that the Family and Community Engagement Associate Director pass along the formal complaint to the Principal.
- The Family and Community Engagement Associate Director will promptly provide the formal complaint to the Principal.
- If the complaint is not resolved to the satisfaction of the complaining party by the Principal, the complaining party should ask in writing that the Principal pass along the formal complaint to the Executive Director and/or COO/CFO.
- If the complaint is not resolved to the satisfaction of the complaining party by the Executive Director and/or COO/CFO, the complaining party should ask in writing that the Executive Director and/or COO/CFO pass along the formal complaint to the Board of Trustees.
- A representative of the Board of Trustees will send a written acknowledgement of

receipt of complaint to the complaining party within 5 business days of receiving such complaint.

- The Board of Trustees will investigate the concern and respond to the complaining party in writing with their findings and decision within 30 business days from receipt of the formal complaint.

For matters relating to alleged violations of law or of the School's charter agreement, appeals of decisions made by the Board of Trustees may be made first to the New York City Department of Education and then to the Board of Regents through the New York State Education Department.

Public Conduct on School Property

IAL is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this policy, "public" shall mean all persons when on school property or attending a school function including students, staff, parents and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- Disrupt classes, school programs or other school activities.
- Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct free movement of any person in any place to which the Code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Violate the prohibition on alcohol, drugs, and other illegal substances.
- Violate the prohibition on tobacco and smoking.
- Violate the prohibition on weapons, firearms and dangerous objects.
- Loiter on school property
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by the Code.
- Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

Students who violate this policy shall be subject to penalties contained in the Code of Conduct. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The School Principal or his/her designee is responsible for enforcing the conduct required by this section of the Code. The School reserves the right to restrict visitor access to the School building for failure to comply with this Policy.