


Inwood Academy



For Leadership Charter School

Integrity, Honesty, Responsibility, Caring, and Restraint

2018-2019
Inwood Academy for Leadership Charter School
Middle School Student and Family Handbook

Inwood Academy for Leadership Charter School
433 West 204th Street
New York, NY 10034
www.inwoodacademy.org

Family Handbook

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I. GENERAL INFORMATION

Mission

Inwood Academy for Leadership Charter School will empower students in Inwood and

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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.

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.

When To Contact IAL...

- If your child is going to be absent for an extended amount of time.
- If your child says the work is not challenging him/her.
- If your child exhibits poor work habits.
- If you have any questions/concerns about progress reports/report cards.
- If your child is confused about a long-term project.
- If you do not receive the 411 or other home/school communication.
- If you haven't talked to your child's teacher in a month.

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.	Middle School Deans

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	<i>vicky.hiraldo@ialcs.org</i> <i>justin.Hornedo@ialcs.org</i>
Are not hearing back from your child's teacher or are not satisfied with the responses you are receiving from your child's teacher.	Middle School Principal <i>valerie.hoekstra@ialcs.org</i>
Would like to know more about the After-School program.	After School Program Manager <i>denise.hykes@ialcs.org</i>
Have questions about transportations, nurse services, uniforms or food services.	Middle School Operations <i>raquel.nova@ialcs.org</i>
Want to learn about your child's behavioral progress or concerns.	IAL Middle School Dean <i>vicky.hiraldo@ialcs.org</i> <i>justin.hornedo@ialcs.org</i> IAL Middle School Director of School Culture <i>raiderys.martinez@ialcs.org</i>
Would like additional information about Board of Trustee meetings, or IAL's charter, or have not received satisfactory responses after exhausting hierarchy.	IAL CEO <i>christina.reyes@ialcs.org</i> IAL COO/CFO jenny.pichardo@ialcs.org IAL Board Chairperson <i>tomas.almonte@ialcs.org</i>
Would like to see if counseling services are possible for your child.	Middle School Social Worker giselle.tejada@ialcs.org Middle School 5th & 6th Grade Counselor <i>eliana.perez@ialcs.org</i>
Would like to become engaged with the IAL Community or need any services for your Family. Would like to access the parent portal to	Director of Family and Community Engagement <i>tatiana.mahoney@ialcs.org</i>

keep track of your child's learning.	
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IAL 411

IAL mails home the 411 monthly to update parents and families about important information and school events.

School Calendar and Daily Schedule

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, school bus procedures, drop off/pick up procedures, etc., will be communicated through the 411.

Transportation

School Bus

IAL utilizes the New York City Department of Education's Office of Pupil Transportation for school bus service for **eligible** 5th & 6th grade and special education students. It is imperative that students utilizing this service understand that the driver is the source of authority on every school bus and all students must follow his/her directions and instructions. All general school rules apply on the bus and students who commit violations to school rules while utilizing school bus services will be disciplined in accordance with our Code of Conduct. In addition, failure to behave in a respectful manner and abide by school rules may result in loss of bus transportation privileges.

We expect our students:

- To follow the directions of the driver.
- To board the bus quickly and remain in their seats patiently while waiting for others to board.
- To wear a seatbelt at all times.
- To stay in assigned seats facing the front of the bus at all times.
- To stay seated until the bus reaches a complete stop, at your stop.
- To keep all parts of your body in the bus and the aisle clear at all times.
- To refrain from throwing anything on the bus or out of the window.
- To know that riding a school bus is a privilege that may be lost for failure to obey the rules.
- To be ready when the bus arrives and there must be someone at home when the bus drops off.
- To follow all school rules and expectations for behavior.

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Bus Stop Change

Students cannot get off at a different stop unless this request is put in writing, phone calls are not acceptable. When requesting a bus change the note should include: the student's name, teacher, the reason for the different bus or bus stop, the date, and number that the parents can be reached at in case the request cannot be granted. This is for the safety of the students and the drivers.

Metrocards

Metrocards will be provided in September for fall semester and February for spring semester. If your child happens to lose or misplace their Metrocard, you must request the replacement in writing and provide it to the Main Office.

Food Services

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. Lunches will be placed in a designated area during the start of the day. Food is not allowed to be taken to the classrooms.

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 2018-19 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

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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!

Attendance and Tardiness Policy

Student Arrival

IAL students are expected to arrive by 7:55 a.m. Any time after 8:00 a.m. will be considered tardy. Students who are tardy will automatically serve a 30-minute after school detention.

Students who want school breakfast, or want to eat the breakfast they brought, will need to arrive before 7:35. The family of students who are continually absent or late will need to meet with school administration and may be reported to the New York City Administration for Children's Services (ACS) when appropriate.

IAL adheres to a strict attendance policy. 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 school as well as in determinations about whether a student is asked to repeat the same grade again. Such decisions are made at the discretion of the school administration.

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- Legal matters- Family emergencies- Observance of a religious holiday	<ul style="list-style-type: none">- Family vacations- Recreational activities (sports or clubs)- Avoidable transportation problems (i.e. missing the bus or traffic)- Calendar confusion

Student Dismissal

Pickup by Parent/ Guardian

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IAL students are dismissed from school at 3:30 p.m. on Monday, Tuesday, Thursday and Friday. On Wednesdays students are dismissed at 1:00 p.m. Our afterschool program has dismissal at 6:00 p.m. on Monday, Tuesday, Thursday and Friday. On Wednesdays the afterschool program will have a 4:00 p.m. dismissal. Parents and guardians who wish to pick up their child will wait outside of the building at the front entrance until the regular dismissal time for the regular school day or after school program as applicable.

Students in Grades 5-8 will be permitted to leave on their own with prior written notice.

Students will be released only to those adults who are listed with the school as having permission to leave with a particular student. If parents or guardians wish to have another adult pick up their child, the School must be provided with a written note giving permission to this individual on the same day of the pick-up.

All students must be signed out by an adult in the Main Office before they are dismissed early.

Chronic failure to abide by this may result in IAL asking the family to come to the School for a family planning meeting with the Middle School Principal and the Social Worker.

Early Pick-Up

Students who leave prior to 3:30 p.m. will be excused for medical or 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. We do request that all appointments are scheduled on Wednesdays during the early dismissal.

School Uniform Policy

Dress Code

All students at IAL will wear uniforms. School uniforms must be purchased from:

Land's End

www.landsend.com

Preferred School Number: 900153065

IAL has a dress code to establish a neat appearance and avoid disruptions in the school environment. The uniform also establishes a sense of community, professionalism, and team spirit.

Each day the students are expected to dress according to the following standards:

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Uniform Polo: Short or long sleeve polo shirt with the school logo.

Uniform Sweatshirt: Only IAL crewneck sweaters allowed. No hoodies in school.

Uniform T-Shirt: Short sleeve T-shirt with IAL logo.

Sweatpants: Navy blue sweatpants with IAL logo.

Gym Shorts : Navy blue gym shorts with IAL logo are allowed during PE or until October 1st.

Uniform Bottoms: Khaki or Navy blue colored pants, shorts, or skirts.

(Bottoms do not have to be purchased through the uniform company. Shorts and skirts must be no more than 2 inches above the knee)

Pants for both male and female students must be secure around the waist. **NO SAGGING! Students who are out of uniform will be required to serve an automatic 30 minute detention after school if their uniform is NOT corrected by the end of homeroom. Parents can bring their child the appropriate clothing by 8:10 AM or the student can rent the clothing from their respective dean.**

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.
- Leggings
- Sweatpants, windbreaker 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

- Students are allowed to wear sneakers , especially during PE classes.
- 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

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- Students must wear IAL gym t-shirts and sweatpants for physical education classes.
- No jeans, jean shorts, cut offs, lycra or spandex are allowed for PE.
- Students must wear sneakers for PE.
- Shorts can be worn if students change clothing.

Jewelry and Makeup

- 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 one 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.

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- Any additional items that the school feels may be distracting to students.

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

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, buses and other vehicles 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.

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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 Homeroom teachers. Cell phones 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.

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, the Director of School Culture and/or the Director of Family and Community Engagement 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 Director of School Culture in writing. The Director of School Culture will promptly address it.
- If the complaint is not resolved to the satisfaction of the complaining party by the Director of School Culture, the complaining party should ask in writing that the Director of School Culture pass along the formal complaint to the Principal.

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- The Director of School Culture 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 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 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

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- 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 COO/CFO, 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 or school rules. In addition, visitor conduct may be reported to law enforcement at the discretion of school administration.

Recess Procedure

Every day, IAL students have recess. There will be indoor recess/free time on days when there is inclement weather, such as rain or snow, or temperatures below 32 degrees Fahrenheit. Students may stay inside during recess only if IAL's administration is provided with a Doctor's note stating that they may not go outside.

Personal Items and Lost and Found

If any personal items have been lost, please be sure to visit our Parent Coordinator who can assist you. All items unclaimed within a two week period will be discarded.

II. ACADEMICS

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.

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IAL believes it is important to devote time to the development of key character traits that are indicative of the type of individuals we want our students to become. We will dedicate time to morning meetings and reinforcing our school ideals throughout the school day to help students realize that good behavior enables success in life. The internal character assets that IAL holds as individual ideals are:

- **Integrity.** Students will be taught the meaning of the word integrity through teacher and staff modeling. Students will be given real world examples (both positive and negative) in their problem-solving class.
- **Honesty.** Honesty is the best policy. Students will be encouraged to be honest, regardless of the consequences.
- **Responsibility.** As future leaders we must be responsible for our actions. IAL students will learn that every choice brings with it responsibility. Being responsible means others can count on you to come through for them.
- **Caring.** Students will learn that an important aspect of life is looking out for others. Students will show care and will seek to encourage fellow students regardless of individual differences.
- **Restraint.** Students will learn that every choice is important and showing restraint in particular areas will reap positive rewards. When engaging in risky behaviors, students create unnecessary roadblocks on their path to success.

These character traits form the basis of the Student Contract, a written statement of intent regarding their behavior that students are encouraged (but not required) to sign at the beginning of the school year. 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 end of the 1st & 2nd Trimester in formal Parent Teacher Conferences. However, if there is an immediate need the school will be more than willing to meet earlier or in between designated Parent Teacher Conferences.

Report Cards & Progress Reports

IAL will send home progress reports on a monthly basis. Official report cards will be issued at the ends of 1st, 2nd & 3rd Trimesters. Parents can view student progress on the parent portal of our Student Information System. To access the portal, parents should provide a valid email address to the main office.

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Homework

IAL does not believe that a large amount of homework is a key to student growth. For this reason, IAL teachers follow certain guidelines for assigning homework.

Homework at Inwood Academy usually falls into one of the following categories:

1. Pre-learning – Students study FACTS and CONCEPTS to prepare for a task in the classroom.
2. Checking for understanding – Students demonstrate competency in content, skills, or concepts covered during class time.
3. Practice – Students reinforce their understanding of skills, content, or concepts through practice.
4. Reflection – Students take time to connect with subject matter through analysis and reflection.
5. Study – Students solidify their understanding and retention in preparation for an assessment.

To ensure high homework completion:

1. Teachers will make phone calls home to ensure that parents are informed that the student did not complete the homework.
2. Chronic lack of homework completion could result in a parent meeting, and/or changes to the child's after school, lunch or recess schedule.

Grading Policies/Promotion

Families will receive grade reports through our student information system. These reports are printed three times a year. Students who fail English Language Arts or Mathematics for the year (final average) may be asked to repeat the year, or fail any two of the core subjects (ELA, Social Studies, Science, and Mathematics). Students receiving a 1 or 2 on the NYS Math or ELA exam will be determined by the school administration on a case by case basis to decide if promotion can occur.

We notify parents of possible retention using a variety of methods, which include but are not limited to the following:

- Progress in doubt letters in November, Promotion in doubt letters in March.
- Parent Teacher Conferences
- Parent conferences scheduled at the discretion of parent, a teacher, or the Principal

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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.

SERVICES FOR STUDENTS

Enrichment Program

The afterschool component is an optional program available to all students who wish to participate. All those interested must understand that transportation is not provided and that participation is a privilege. Participation may be restricted or denied when students do not cooperate with the staff and/or have inconsistent attendance in the program. Schedules of enrichment activities will be given to students and mailed to parents to ensure that there is clear and open communication.

If any questions arise regarding the Enrichment Program, please feel free to contact Denise Hykes, Afterschool Program Director.

Counseling Services and Guidance

Students for whom their IEP includes counseling will receive this service through the CSE of their district of residence. The AP Academic Intervention Services 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 MySci Learn, have shown that teacher-directed

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instruction has a significant impact on improving an ELL's reading comprehension as well as writing proficiency.

- **Math.** During Math Intervention classes, programs such as TenMarks & IXL are used by teachers to differentiate learning so students at every level can reach content mastery.

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

Parents of new students should advise the school if their child is an ELL or has an IEP. IAL 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 AIS Team, 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.

III. 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

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confidentiality has been violated, the individual should bring their concerns to the attention of the COO/CFO, Principal and or designee. the COO/CFO, Principal and or designee will review the situation and determine if the policy has been violated. If the COO/CFO, Principal and or designee 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 Parent Coordinator, Dean or the Office Manager will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the Parent Coordinator, Dean or the 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 Deans or School Social Worker/Counselor. If the Deans or School Social Worker/Counselor 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 Deans or School Social Worker/Counselor 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

Family Handbook

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.

IV. CODE OF CONDUCT/STUDENT DISCIPLINE CODE

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.

- 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 seriousness of the infraction and the circumstances which led to the infraction;
 - The student's previous disciplinary record;
 - 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.

Family Handbook

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.

Grade 5-8 Level 1 Infraction

Infractions- Uncooperative/Noncompliant Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
<p>A01 Unexcused absence from school</p> <p>A02 Failing to wear school required uniform</p> <p>A03 Cutting Class</p> <p>A04 Being late to school or class</p> <p>A05 Bringing items to or using items in school in violation of Department of Education or school policy</p> <p>A06 Failing to be in one's assigned place on school premises</p> <p>A07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)</p> <p>A08 Engaging in verbally rude or disrespectful behavior</p> <p>A09 Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules</p> <p>A10 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission</p>	<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) • Restorative Approaches • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • 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>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., director of school culture, assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (e.g., formal restorative conference, after school detention, exclusion from extracurricular activities, or lunchtime detention)</p> <p>F. Removal from classroom by teacher</p>

Grade 5-8 Level 2 Infraction

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Infractions- Disorderly Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
<p>B1 Gambling B2 Using profane, obscene, vulgar, or lewd language, gestures, or behavior B3 Lying to, giving false information to, and/or misleading school personnel B4 Misusing property belonging to others B5 Engaging in or causing disruptive behavior on the school bus/ school sponsored transportation B6 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording) B7 Leaving class or school premises without permission of supervising school personnel</p>	<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) • Restorative Approaches • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • 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>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., director of school culture, assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (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 trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p>

Grade 5-8 Level 3 Infraction

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Infractions-Disruptive Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
<p>C01 Defying or disobeying directive of school personnel 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)</p> <p>C02 Entering or attempting to enter a school building without authorization or through an unauthorized entrance</p> <p>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</p> <p>C04 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 spitting at another person</p> <p>C05 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules</p> <p>C06 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</p> <p>C07 Knowingly possessing</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 solving • Development of individual behavior contract • Short-term behavioral progress reports • Referral to SST (Student Support 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 	<p>A. Admonishment by pedagogical school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., director of school culture, assistant principal, principal)</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action (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 trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p> <p>G. Suspension for 1-5 days</p>

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<p>property belonging to another without authorization</p> <p>C08 Engaging in scholastic dishonesty which includes but is not limited to:</p> <p>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 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>C09 Smoking and /or use of electronic cigarettes and/or possession of matches or lighters</p>	<p>Students</p>	
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Grade 5-8 Level 4 Infraction

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Infractions- Aggressive or Injurious/Harmful Behavior	School Interventions	Range of Possible Disciplinary Responses to Be Used in Addition to School Interventions
<p>D01 Engaging in sexual conduct on school premises or at school-related functions</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> <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 altercation which create a substantial risk of or results in minor injury</p> <p>D05 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others</p> <p>D06 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury</p> <p>D07 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</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 • Development of individual behavior contract • Short-term behavioral progress reports • 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 	<p>A. Parent conference</p> <p>B. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)</p> <p>C. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.)</p> <p>D. Suspension for 1-5 days</p> <p>E.. 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>F. 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>G. Suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement</p> <p>H. Expulsion</p>

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<p>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>D08 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 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>D09 Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol</p> <p>D10 Falsely activating a fire alarm or other disaster alarm</p> <p>D11 Making a bomb threat</p> <p>D12 Taking or attempting to take property belonging to another or belonging to the school without</p>		
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<p>authorization, without using force or intimidating behavior.</p> <p>D13 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>D14 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>D15 Inciting/causing a riot</p> <p>D16 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.</p>		
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Grade 5-8 Level 5 Infraction

Family Handbook

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</p> <p>E02 Threatening to use or using force to take or attempt to take property belonging to another</p> <p>E03 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents</p> <p>E05 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p>E06 Planning, instigating, or participating with another or others, in an incident of group violence</p> <p>E07 Engaging in threatening, dangerous or violent behavior that is gang-related</p> <p>E08 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity</p> <p>E09 Selling or distributing illegal drugs or controlled substances and/or alcohol</p> <p>E10 Possessing or selling any weapon, other than a firearm, as defined in Category I</p> <p>E10 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others</p> <p>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</p> <p>E11 Using any weapon, other than a firearm, as defined in</p>	<ul style="list-style-type: none"> • Guidance Interventions • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative Approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress reports • 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 	<p>A. Suspension that results in continued suspension for a fixed period of 6-10 school days</p> <p>B.. 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>C. 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>D. Suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement</p> <p>E. Expulsion</p>

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Category I or II, to inflict injury upon school personnel, students, or others E12 Possessing or selling any weapon as defined in Category II E13 Possessing or using a firearm		
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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 Deans of Students, or any staff member; provided in-school suspension and suspension of transportation may only be imposed by the Dean of Students, the School Administration or the Board. 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

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- Loss of School Privileges

SHORT-TERM SUSPENSIONS

Short-term suspensions may be imposed by the Dean of Students, School Administration 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 Dean of Students. 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 EXPULSION

The Dean of Students, 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 Dean of Students 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

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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:
 - charges and a description of the circumstances that gave rise to the hearing
 - date, time and place of a hearing
 - 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 Dean of Students, or the designee of the School Administration, 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.

Behavior Intervention

In an effort to help students that are struggling behaviorally, IAL may provide some of the behavior interventions listed below. In the event that students are not meeting the behavioral expectations, parents and guardians will be notified during each step of the behavior intervention process.

- i. **Behavior Contract:** IAL will create a behavior contract explaining what is expected from the student, consequences if a student is not abiding by the expectations set forth for them and rewards for when expectations are being met. Students, parents, and administration will sign the behavior contract so that everyone is working together to hold the student accountable to meeting the expectations set.

GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from School for a period of not less than one year

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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 Dean of Students, School Administration or the designee 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 Dean of Students or designee of School Administration 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 Dean of Students or designee of School Administration 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

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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 after public school, IAL does not have to, but may, provide alternative instruction for expelled students.

STUDENT 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

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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

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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

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Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA suballocation.

The special education staff in conjunction with the Assistant Principal of Academic Interventions 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.

VI. 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

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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 COO/CFO. 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/CFO 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

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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/CFO 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 Middle School Principal to discuss any concerns regarding FERPA.

VII. 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.

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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.

