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INWOOD ACADEMY CODE OF CONDUCT/STUDENT DISCIPLINE CODE

Overview

At IAL, we want to ensure that our school environment is safe and supportive for all students. Because of this, we have an established and upheld **Code of Conduct** that ensures all students and families are aware of the rules and expectations of the school, as well as ensure we have support in place for students who struggle to meet the expectations of the school.

We believe that our students are assets to a community, and thus, need to care for their community intentionally. Our approach to discipline is restorative in nature, assuming that students who struggle in the learning environment are able to be successful if we support them with intentional behavior intervention and support. This approach is coupled with high expectations for students, with high levels of support to meet those expectations. We utilize our discipline code to be explicit with our students and families about what is expected of students, and what would violate our code of conduct, and thus our school wide norms and ways of operating. An incident that would indicate a need of drastic intervention beyond that of a classroom teacher's interactions would be categorized as a **"discipline offense"**.

Student disciplinary offenses are those actions or inactions that violate the School's Student Disciplinary Code (*"The 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:

- o The student's age and maturity level;
- o The nature and seriousness of the infraction and the circumstances which led to the infraction;
- o The student's previous disciplinary record;
- o The effectiveness of other forms of discipline;
- o The circumstances and context in which the conduct occurred, including but not limited to
 - if the student has been experiencing bullying behaviors
 - if the student was reacting or responding in self defense
 - whether there was effort in order to address the situation prior to the incident, using positive and preventative strategies
- o Frequency and duration of behavior
- o the number of persons involved in the behavior
- o Information from parents, teachers and/or others, as appropriate;
- o The student's IEP (Individualized Education Plan), BIP (Behavior Intervention Plan) and/or 504 Accommodation Plan, if applicable
- o The student's attitude; and other relevant factors.

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. Our Disciplinary Code is adopted from the *Department of Education's Citywide Behavioral Expectations to Support Student Learning, Grades 6-12*.

The code is broken into five distinct sections, or **levels**, based on the severity of each infraction.

Level 1: Uncooperative / Non Compliant Behavior

Level 2: Disorderly Behavior



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Level 3: Disruptive Behavior

Level 4: Aggressive or Injurious/Harmful Behavior

Level 5: Seriously Dangerous or Violent Behavior

Each level of infractions provides a set of possible supports and interventions as well as a range of possible disciplinary responses that may be used by the school staff, deans, Director of Student Intervention Supports and Middle School Director. Our Discipline Code is modeled after the Department of Education's City-Wide Behavioral Expectations for students.

The following infractions are not all-inclusive to all types of behavior that may occur. Students who engage in misconduct are subject to appropriate disciplinary response based on the School, as determined by the deans, School Site Director, Director of School Culture, and Chief Schools Officer. If misconduct occurs that is not explicitly mentioned in the Code, the school will determine the level of infraction and related codes in order to best determine next steps. The family and student will be communicated with if this is the case.

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.

Where and When the Discipline Code Applies

Inwood Academy for Leadership believes that all students who attend IAL are representatives of the Core Values, and our Code of Conduct. Our Discipline Code applies to behavior:

- in and during school hours;
- before and after school, while on school property
- while traveling on vehicles funded by the NYCDOE
- At all school-sponsored events; and
- on other-than-school property when such behavior can be demonstrated to negatively affect the education; process or to endanger the health, safety, morals, or welfare of the school community

This Discipline Code may refer to communication, gestures, expressive behavior, the infractions apply to communication that is oral, written, or electronic communication, including but not limited to texting, emailing, and social network usage and posting communication.

Level 1 Infractions - Uncooperative/Noncompliant Behavior	
A01 Unexcused absence from school A02 Failing to wear school required uniform A03 Cutting Class A04 Being late to school or class A05 Bringing items to or using items in school in violation of Department of Education's Policy, and IAL's Policies and Handbook 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 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission	
Supports and Interventions	Range of Possible Disciplinary Actions in Addition to School Interventions
• 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	A. Admonishment by pedagogical school staff B. Student/teacher conference C. Meeting with school staff (e.g. Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact. D. Parent conference E. In-school disciplinary action (e.g., formal

- 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)

restorative conference, after school detention, exclusion from extracurricular activities, or lunchtime detention)

Level 2 Infractions: Disorderly Behavior

- B01** Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices
B02 Gambling
B03 Using profane, obscene, vulgar, or lewd language, gestures, or behavior
B04 Lying to, giving false information to, and/or misleading school personnel
B05 Misusing property belonging to others
B06 Engaging in or causing disruptive behavior on the school bus/ school sponsored transportation
B07 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
B08 Leaving class or school premises without permission of supervising school personnel

Supports and Interventions

- Parent outreach
- Intervention by counseling staff, be it a 1:1 conversation, in addition to a caseload with targeted goals for improved behavior
- Guidance conference(s) by counselor, dean, social worker, or school staff
- Restorative Approaches
- Check In, Check Out
- Individual/group counseling
- Peer mediation
- Behavior Contract
- Social Skills and SEL Counseling (Individual or Group)
- Mentoring program
- Conflict resolution

Range of Possible Disciplinary Actions in Addition to School Interventions

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Meeting with school staff (e.g. Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact.
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)

- Development of individual behavior contract
- Referral to Student Support Team
- Collaborative Problem Solving
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)

F. Temporary removal from the classroom, will result in student reflecting, mediating, and re-entering classroom space. (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 staff member.)

Level 3 Infractions: Disruptive Behavior

C01 Defying or disobeying 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)

C02 Bringing prohibited items to school as outlined in the school handbook

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

C04 Entering or attempting to enter a school building without authorization or through an unauthorized entrance (A–G)

C05 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior toward students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk), or spitting at another person

C06 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school.

C07 Engaging in gang-related behavior (e.g. wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or gang signs)

C08 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

C09 Engaging in vandalism, graffiti, or other intentional damage to school property or property belonging to staff, students or others.

C10 Knowingly possessing property belonging to another without authorization

C11 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 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 another 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)

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)

c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

d. Using AI to generate and submit a formal assignment.

C12 Posting or distributing libelous material or literature, including posting such material on the internet

Smoking and /or use of electronic cigarettes and/or possession of matches or lighters

Supports and Interventions

- Parent Outreach
- Intervention by counseling staff, be it a 1:1 conversation, in addition to a caseload with targeted goals for improved behavior
- Check In
- Check In, Check Out
- Peer mediation
- Restorative Assignment
- Social Skill and SEL Counseling (Individual or Group)
- Conflict resolution
- Development of individual behavior contract, if/then chart, or social story
- Referral to Student Support Team
- Collaborative Problem Solving
- Community service (with parental consent)
- Referral to a Community-Based Organization (CBO)
- Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to counseling services for bias-based bullying, intimidation, or harassment

Range of Possible Disciplinary Actions in Addition to School Interventions

- A. Admonishment by pedagogical school staff
- B. Student/teacher conference
- C. Formal meeting with school staff (e.g. Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact.
- D. Parent conference
- E. In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime)
- G. Temporary removal from the classroom, will result in student reflecting, mediating, and re-entering classroom space. (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 staff member.)

H. Suspension for 1-5 days

Level 4 Infractions: Aggressive or Injurious/Harmful Behavior

D01 Engaging in sexual conduct on school premises or at school-related functions

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)

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

D04 Engaging in physically aggressive behavior other than minor altercation which create a substantial risk of or results in minor injury

D05 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others

D06 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury

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 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 (*Bullying is more explicitly explain in IAL's Bullying policy, which is a part of this handbook*)

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.

D09 Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol

D10 Falsely activating a fire alarm or other disaster alarm

D11 Making a bomb threat

D12 Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior.

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)

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)

D15 Inciting/causing a riot

D16 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol.

D17 Possessing, displaying, or selling any weapon as defined in Category II.

Supports and Interventions	Range of Possible Disciplinary Actions in Addition to School Interventions
● Parent outreach ● Intervention by counseling staff ● Guidance conference(s) ● Restorative Approaches ● Positive Behavioral Interventions and Supports (PBIS) ● Individual/group counseling ● Check In ● Check In, Check Out ● 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	A. Parent conference B. In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime) C. Temporary removal from the classroom, will result in student reflecting, mediating, and re-entering classroom space. (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 staff member.) D. Suspension for 1-5 days E. Suspension for 6- 10 days 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 F. Suspension that results in a one year suspension and assignment to an alternative

program with an automatic review for reinstatement after 6 months

G. Suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement

H. Expulsion

Level 5 Infractions: Seriously Dangerous or Violent Behavior

E01 Starting a fire

E02 Using force, or threatening to use 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 as defined in Category I other than a firearm, bomb, or other explosive

E11 Using any weapon as defined in Category II to threaten or to attempt to inflict injury upon school personnel, students, or others

E12 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

E13 Using any weapon, other than a firearm, as defined in Category I or II, to inflict injury upon school personnel, students, or others

E14 Possessing or using a firearm, bomb, or other explosive as defined in Category I

Supports and Interventions

- Guidance Interventions
- Parent outreach

Range of Possible Disciplinary Actions in Addition to School Interventions

A. Parent Conference

- 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

- B. In-school disciplinary response
- C. removal from classroom by staff person
- D. Suspension for 1-5 Days, results in a welcome back plan and meeting with families.
- E. Suspension that results in continued suspension for a fixed period of 6-10 school days, results in a welcome back plan and meeting with families.
- F. Suspension that results in continued suspension for 11-15 days, results in a welcome back plan and meeting with families.
- G. Suspension that results in 16-20 School Days
Suspension for more than 20 days, results in a welcome back plan and meeting with families.
Expulsion

Prohibited Items: Weapons

Category I

- Firearms, including pistols, starter guns, handguns, silencers, electronic darts, shotguns, rifles, machine guns, or any weapon which will or is designed to or may readily be converted to expel a projectile action of an explosive
- Stun guns/weapons
- Air guns, spring guns, or other instruments or weapons in which the propelling force is a spring or air, any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- switchblade knife, gravity knife, pilum ballistic knife, and cane sword (a cane that conceals a knife or sword)

- daggers, stilettos, dirks, razorblades, box cutters, case cutters, utility knife, and all other knives
- billy clubs, blackjack, bludgeon, chukka stick, and metal knuckles
- slingshot (small, heavy weights attached to or propelled by a thong) and slungshot
- martial arts objects including kung fu starts, nunchucks, and shurikens
- explosives, including bombs, firecrackers, and bombshells

Category II

Note: Before requesting a suspension or possession of articles listed in Category II, for which a purpose other than infliction of physical harm exists e.g. a nail file, the School Director, in tandem with the discipline team, must consider whether there are mitigating factors present. In addition, the Site Director must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance, and weight.

- Acid or dangerous chemicals (such as pepper spray, mace)
- imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- any deadly, dangerous, or sharp pointed instruments which can be used or is intended for use as a weapon (such as scissors, nail file that is four inches or longer and made of metal, broken glass, chains, wire)

Note: Any prohibited material will be confiscated by IALCS, in partnership with NYPD, when appropriate or needed. These confiscated materials **will not** be returned to students. ***Any and all*** prohibited materials **will not** be returned to students, or student families, at any point in time.

Determining Disciplinary Response

As stated, our philosophy and approach to behavior is a restorative one, coupling high expectations for students, with high levels of accountability and support. We know that behavior is something students can learn and reflect from, while also ensuring our school is a safe location for all students.

We view behavior as a skill we can develop, but also note that our interventions and

behavioral response is developed in order to prevent a recurrence of negative behavior. Due to this, when responding to behavior, all reasonable efforts must be made by the school and school personnel in order to support students, however consistent and repeated violations of the Discipline Code may result in more serious consequences given the context and interventions tried.

Our discipline team will review the Code of Conduct when making determinations regarding disciplinary action, while simultaneously taking into account previous interventions, context, support given, and support needed.

We consider the following when making disciplinary determinations:

- a student's age and maturity level
- previous disciplinary record
- the context and circumstance for which the behavior occurred
- the frequency of the behavior, as well as the duration
- the number of person(s) involved
- any social emotional needs that may impact behavior (ie: substance use or addition, family or community situation)
- the student's Individualized Education Plan (IEP), Behavior Intervention Plan (BIP), as well as a student's 504 Accommodation Plan

The code allows for gradual accountability measures given the code violation and disciplinary response awarded. However, higher levels of accountability and disciplinary action may be taken for students who display a pattern of consistent and persistent behavior that violates the code of conduct.

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 five 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 five days (6 and up); 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 administrative or culture 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:
 - Restoration
 - Mandatory Reflection
 - Restorative Consequence or Project
 - Loss of School Privileges

RESTORATION

Restoration is one of Inwood Academy For Leadership's methods for behavior intervention and support. Restoration is used for targeted individual or group intervention. Some of the reasons that students will be provided this form of intervention if they are struggling or having difficulty with the following:



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- 1) Arriving to class on time
- 2) Wearing the school uniform

Or other infractions for which restoration might serve as a useful form of intervention

Restoration is different from what some may know traditionally as “detention.” During restoration, students work with school deans to reflect on their actions and behaviors, the causes of said behaviors and the impact that they are having on the school community. The students continue to work with the dean until they are able to restore the community and/or come to an understanding of how to prevent harm in the future.

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 (5 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 communicated to families via email with a formal suspension letter attached. 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. Parents are required to then submit proof of receipt via form sent to families accompanying the suspension letter.
- 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, timing of this tutoring is dependent on school and family need, but all students will receive 2 hours of daily in-school tutoring throughout the length of 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 5 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 communicated to families via email with a formal suspension letter attached. 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:
 - 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 twenty-four hours 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.
- Families may waive the right to a hearing given the context and information provided by the team. When a family wants to waive a hearing, this must be communicated to the school in written form stating that they do not want to hold a disciplinary hearing, and waive the right to it.

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 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

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



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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.

ANTI BULLYING POLICY

Bullying will not be tolerated in our community. When any student is bullied, it jeopardizes their ability to learn. Bullying is contrary to Inwood Academy for Leadership's mission and values and to New York State law and in accordance with the Dignity for All Students Act (DASA). Inwood Academy is committed to equal opportunity for all students. The purpose of this policy is to outline the stance that Inwood Academy for Leadership takes when it comes to bullying in all its forms.

Regarding hate speech, IAL denounces the use of words, gestures, or images to harass individuals or groups based on gender, gender expression, race, religion, sexual orientation, or any other aspect of identity. "Hate speech" is contrary to the character traits of the school. Individuals determined to have participated in such harassment, as outlined in the Anti-Bullying Policy, may be subject to consequences including suspension and expulsion.

All forms, types, and levels of bullying are unacceptable. Our character traits outline our obligations as a community:

Responsibility: All members of the IAL community including staff, students and families have the responsibility to report every incident of bullying as outlined in this policy to Point Persons as described below. Also, we must take responsibility for our actions when we use our words or actions to bully others. Owning our mistakes, apologizing, and making amends help us to become better people.

Caring: All members of the IAL community must care for all members of the community. No one should be singled out and bullied for any reason.

Restraint: All members of the IAL community must practice restraint and ensure that choices related to words, imagery, or gestures do not include derogatory references that are considered



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offensive or defined as hate speech. In addition to avoiding derogatory language, students must not engage in any violent or bullying actions.

Honesty: All members of the IAL community must be honest in reporting all bullying behavior. Honesty means that we will not make false accusations or use the word bullying in a thoughtless way. We will also not protect bullying and allow bullies to get away with their behavior by not being honest about things we have seen or heard. Bullying can continue unchecked when people are silent or passive in the face of it.

Integrity: Demonstrating integrity means not living two different lives - being honest with who you are and what you stand for. As people with integrity, we must demonstrate a commitment to stand up against bullying in all its forms and to not be a silent bystander while bullying is taking place. We aim to prevent bullying as well as to intervene when it happens. Bullying is often an escalation of dynamics that have gone unchecked. We have a responsibility to work to de-escalate situations that could involve or lead into bullying, conflict, and harm.

Bullying is prohibited:

1. During any school-sponsored or school-sanctioned program or activity;
2. In school, on school property, on school buses, Inwood Academy-provided transportation, and at designated locations for students to wait for buses;
3. Through the transmission of information via electronic communication from a Inwood Academy computer or computer network, or other electronic school equipment;
4. When the behavior or communication occurs off campus or through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by the school if the bullying causes a substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require Inwood Academy to staff or monitor any non-school-related activity, function, or program.

Definitions:

“Bullying,” including “cyberbullying,” means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically (i.e., cyberbullying), directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

1. placing the student in reasonable fear of harm to the student’s person or property;
2. causing a substantially detrimental effect on the student’s physical or mental health;
3. substantially interfering with the student’s academic performance; or
4. substantially interfering with the student’s ability to participate in or benefit from the services activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: cyberbullying, harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, ostracism, destruction of property, or retaliation for asserting, opposing or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying is NOT CONFLICT

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “They were butting heads”; “They were going back and forth at each other”; “It was ‘he said/she said/they said.’” In these cases, both people are equally “telling their side of the story.” In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret.

People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what they want. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or social media account in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section.

Reporting:

If a student believes they or a peer has been the victim of bullying, they should report the situation to an advisor, teacher, or school administrator. Parents should report the situation directly to the Middle School Director, the COO/CFO or CSO. Anonymous reports are also accepted. A QR Code in a central area of the school (Main Office) is provided for all anonymous reporting and is easily identifiable. Anonymous reports are also accepted. All school staff are required to make a report within two business days of receiving the information.

No disciplinary action will be taken solely on the basis of an anonymous report that has not been substantiated in the course of an investigation. Students and parents/guardians should also report violations of the bullying policy to school personnel.

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Investigation:

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as is possible to ensure the safety of students, gather information, and clarify facts. School personnel will make all reasonable efforts to complete the investigation within 10 school days after the date of the report and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with Inwood Academy's policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with either the MS or the HS or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

Interventions may be provided, as needed, to the parties involved in the bullying, including but not limited to school Social Worker services, restorative measures, counseling, and others.

No Retaliation:

Reprisal or retaliation against any person who reports an act of bullying is a violation of Inwood Academy's policy and will be treated as bullying for purposes of determining interventions and consequences according to this Policy. A student will not be punished for reporting bullying or supplying information, even if Inwood Academy's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining and consequences or other appropriate remedial actions.

Consequences:

If a student is determined to have engaged in bullying behavior, they will be subject to disciplinary actions appropriate to the offense, the student's age and past behavior, and the circumstances surrounding the events. Disciplinary actions may include a series of graduated consequences and, in severe cases, suspension or expulsion. Disciplinary actions will be thoughtfully taken in an attempt to promote student safety and well-being, change and improve behavior, and uphold the school's Mission, Philosophy, and Core Values.



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Consequences are necessary as a part of the process of holding students accountable for their actions, but must come in tandem with support through our Collaborative Problem Solving model. Through CPS students are supported to develop the lagging skills they may have that contributed to the act of bullying.

Regarding rude, mean, or bullying behaviors exhibited outside of school and among Inwood Academy students, teachers and administrators may get involved if students' actions impact the school experience, be it academic or social, for individuals or the community. In such instances, school personnel will work thoughtfully with students and parents to determine the best course of action.

Policy Evaluation:

The Executive Leadership Team will work in partnership with the Board of Trustees to evaluate and assess the policy's outcomes and effectiveness. This process shall include, but is not limited to, factors such as:

1. The frequency of victimization.
2. Student, staff, and family surveys of safety at a school.
3. Identification of areas of a school where bullying occurs.
4. The types of bullying being utilized.
5. Bystander intervention or participation.

The evaluation process may use relevant data and information that Inwood Academy already collects for other purposes. The information developed as part of the evaluation process will be posted on Inwood Academy's website.

This policy is consistent with Inwood Academy's other policies, and can be found on the school's website, student handbook, and faculty/staff handbook.

Roles and Responsibilities of Staff Members:

The Executive Leadership Team and the Leadership Team - all members of administration will have access to the tracking system for all reported incidents of hate speech and bullying. Various members of administration will be involved in the investigation of specific incidents



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depending on the grade level of the students involved. Administration is responsible for tracking data and for assessing practices within the school to reduce the incidents of bullying and hate speech.

DoC - the Dean of Culture is responsible for monitoring the tracking systems and providing weekly and monthly reports to the ELT and the Board. Collaborate with the ELT to create four lessons that will be used yearly in advisories to ensure all students understand the policy and have access to important information about their role during an act of bullying or hate speech. Each year, the DoC will revise and update the lesson plans as needed.

Deans - the deans are responsible to address issues as they occur within the school and to report all incidents through the tracking systems listed above.

Advisors - teach four lessons in advisory about bullying and hate speech.

All Staff - all staff regardless of position must report all incidents of bullying through the tracking system as noted in the policy. All staff are responsible to take immediate action to report and take action whenever bullying occurs to stop the action.

All Members of the IAL Community - staff, students, and family members must report any bullying that occurs within the school community.

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 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



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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



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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 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.



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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 the 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



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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 suballocation.

The special education staff in conjunction with the Director 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 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



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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 an 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 the 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



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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 parental 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 Site Director to discuss any concerns regarding FERPA.