

All Things Inwood

Communication Matters

Elementary Student & Family Handbook 2026 - 27



Belong.



Grow.



Lead.

*A Brighter
Tomorrow
Begins Here.*

INWOOD ACADEMY
ELEMENTARY SCHOOL



71 Arden Street

KIND STUDENTS.
STRONG LEADERS.
BRIGHTER TOMORROWS.

Belong. Grow. Lead.



Table of Contents

Table of Contents	2
I. General Information	4
Mission	4
Core Values	4
Family Communication	5
School Calendar and Daily Schedule	6
School Closure	6
School Supplies, Change of Clothes & Personal Items	7
Transportation	7
Arrival and Dismissal	7
Early and Late Pick-Up	8
Breakfast, Lunch and Snacks	8
Recess	10
School Events	10
Field Trips	10
II. General Policies	11
Uniform Policy	11
Attendance and Tardy Policy	12
Birthday Policy	16
Electronic Policy	16
Device Responsibility Policy	17
Visitors Policy	17
FACE Office Open Door Policy	19
Complaint Policy	19
Public Conduct on School Property Policy	19
Search and Seizure Policy	20
Confidentiality Policy	21
Nondiscrimination and Anti-Harassment Statement	22
III. Academics	22
Curriculum	22
Homework	22
Standards and Assessments	22
Grading Policy	23
Retention Policy	24
IV. Student Safety and Health	25
Schoolwide Positive Behavior Management System	26
Restorative Practices	26

Behavior Intervention and Restorative Approach, Progressive Ladder of Support and Disciplinary Responses	27
Discipline Code	27
Anti-Bullying Policy	37
Student Illness and Injuries	41
Safety Drills and Protocols	42
V. Student Services	43
Multi-Tier Systems of Supports (MTSS)	43
Supports for Students with Disabilities	44
Supports for English Language Learners (ELLs)	45
VI. Annual Notice of Rights Under the Family Educational Rights and Privacy Act	46
VII. Dignity for All Students Act	47
Appendix 1 Prohibited Items	50
Appendix 2 Distraction - Free Device Policy	51
Appendix 3 Data Security	53

I. General Information

Mission

Inwood Academy for Leadership Charter School (IAL) will empower students to become agents of change through **community-focused leadership, character development** and **college preparedness**.

Inwood Academy for Leadership Charter School is based on the three **Core Components** of College Preparedness, Community-Focused Leadership, and Character Development. These core components, 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.

Core Values

IAL believes in developing and supporting the whole child. Through intentional character development, we instill our core character traits in our student body, ensuring that our students not only graduate from High School prepared for college and career, but that they graduate as leaders who exemplify integrity, honesty, restraint, care, and responsibility in all they do.

We hold our students, our staff, and ourselves to these values, and believe that in order to lead, we must act with character. We use these core values as the basis for our discussions around behavior, discipline, celebrations and success. As a partner in this work, we invite you and your family to speak about these values at home as well.

We believe honesty, integrity, responsibility, caring, and restraint are traits that contribute to well-rounded individuals who care, give back, and lead.



I am a **CARING** leader when I use kind words and actions to help myself and others.



I am a **RESPONSIBLE** leader when I make a plan, follow through and try my best.



I am an **HONEST** leader when I listen first, speak my truth and own my actions.



I am a leader with **RESTRAINT** when I stop and think before I make a good choice.



I am a leader with **INTEGRITY** when I do what's right and stand up for myself and others.

Family Communication

The faculty and staff at IAL believe that clear communication among all community members is integral to a successful and supportive educational environment. Thus, frequent and consistent communication between us (the school) and you (the family) is critical. We want to ensure that we communicate often about how to best support you and your child through their academic journey. Additionally, our Family and Community Engagement (FACE) Department works hard to ensure that lines of communication are always open, and that support for families is always provided.

Communication via Email

Below you will find the contact information of some of the staff at the Elementary School. If you do not have access to email, you can always reach them via our main school number: 347-674-2911.

Title & Name	Email Address
CEO Christina Reyes	<i>christina.reyes@ialcs.org</i>
COO/CFO Jenny Pichardo	<i>jenny.pichardo@ialcs.org</i>
CSO Bianca Mercedes	<i>bianca.mercedes @ialcs.org</i>
Board Chair Maxwell Rosenthal	<i>maxwell.rosenthal@ialcs.org</i>
Elementary School Director Gaayathry Thiyagarajah	<i>gaayathry.thiyagarajah@ialcs.org</i>
Dean of Student Support Services Elizabeth Arraya	<i>elizabeth.arraya@ialcs.org</i>
Academic Deans Roberta Cruz, Grades K-2 Madeline Tineo, Grades 3-5	<i>roberta.cruz@ialcs.org</i> <i>madeline.tineo@ialcs.org</i>
Operations Associate Yamilka Holguin	<i>operations@ialcs.org</i>
Elementary School Behavior Interventionist Isis Badillo	<i>isis.badillo@ialcs.org</i>
Enrichment Coordinator Carise DeLaCruz	<i>carise.delacruz@ialcs.org</i>
Director of School Operations Kevin Garcia	<i>kevin.garcia@ialcs.org</i>

Director of Family & Community Engagement Tatiana Mahoney	<i>tatiana.mahoney@ialcs.org</i>
Teachers <i>All teacher/staff emails follow the following pattern</i>	<i>firstname.lastname@ialcs.org</i>

Communication via Daily Communication Folders

Every student will have a labeled daily communication folder. This folder will be used for school-home communication. In this folder, students will bring home any document-based communication, including letters, permission slips, student work and homework.

Students will take their folder out in class every morning to hand in any permission slips, homework or notes from parents/guardians. They will also pack their folder before dismissal with new communications.

It is the responsibility of the parents/guardians to check the daily communication folder **every day** after school and fill out any forms (and place back in the folder), remove any student work, complete any actions or put documents in the folder that you want the school to have. Parents/guardians must also ensure that the daily communication folder is in their child's backpack for the next morning.

Communication via ClassDojo

ClassDojo is an important tool for communication between IAL Elementary School and families. We use ClassDojo for schoolwide and classwide announcements, sharing student learning and celebrations, and direct messaging between teachers, school staff, and families.

All parents/guardians are required to create and maintain an active ClassDojo account connected to their child's class. Parents/guardians are expected to check ClassDojo regularly, and respond to messages when necessary.

Communication via PowerSchools Student Information System (SIS)

Powerschools (SIS) is a phone app and web-based app that IAL Elementary School uses to communicate with families' student grades on a weekly basis. Every parent must connect to their child's Powerschools (SIS) at the beginning of the school year.

Weekly Family Bulletins

Once a week, FACE department hosts a Family Bulletin via ZOOM. Families can join to hear calendar and school updates and pertinent information, opportunities to volunteer and tips to help your child succeed. The Family Bulletin is recorded and then uploaded onto Youtube for reference.

Family Council

The mission of Inwood Academy's Family Council is to develop parent leadership and build capacity for greater involvement. We provide opportunities and training for parents to participate in school governance and decision-making. The family council meets monthly to discuss ways they can provide support and resources to the school for the benefit and educational growth of the children. Please contact Tatiana Mahoney to participate in the family council.

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 phone blasts, email blast, Powerschools (SIS), mailing and/or daily communication folder.

School Closure

At times, school or school-related events may be closed or dismissed early due to inclement weather, environmental conditions and/or building issues. In the event of school closures due to inclement weather, IAL will follow the NYC Department of Education's decisions regarding school closure. Families will be informed of school closures or early dismissals by phone blast, email blasts, Powerschools (SIS), and our social media accounts.

School Supplies, Change of Clothes & Personal Items

School Supplies

At the end of the school year, IAL will release the Supply List for the following year for families.¹

Change of Clothes

All kindergarten and 1st grade students are required to provide IAL with a change of clothes in a gallon-size ziploc bag clearly labeled with the child's name. The bag should include an extra outfit, socks and underwear. Any items of clothing that are used during the day must be replaced the next day.

Personal Items and Lost and Found

If any personal items have been lost, please notify our office staff and they will find someone who can assist you. All items unclaimed within a two week period will be discarded. Any lost or damaged items are not the school's responsibility to replace. We will communicate with families if we are made aware of damaged items.

Items Prohibited on School Property

In order to maintain an environment that prioritizes safety, belonging and learning, the following items are prohibited for students to bring on school property:

- Personal toys or tradeable items (e.g. action figures, stuffed toys, hotwheels cars, pokemon cards, etc) unless otherwise specified by a teacher
- Category 1 and 2 Weapons, as outlined in Appendix 1

We recommend families check their child's backpack daily in order to ensure that students are not bringing prohibited items to school.

¹ In the case of financial hardship, assistance is available. Parents or guardians must reach out to FACE to determine eligibility.

Arrival and Dismissal

Arrival

- School officially starts at 7:50 am Monday - Friday.
- The doors of the school will open for students at 7:30 am.

The student must be accompanied by an adult when arriving at the school and released to the IAL staff at the arrival location. Students cannot wait outside the doors without an adult.

Dismissal

- On Monday, Tuesday, Thursday and Friday, school dismissal is from 3:20 - 3:30 pm.
- On Wednesday, school dismissal is from 2:15 - 2:25 pm.
- Our afterschool program has dismissal at 5:30 pm on Monday-Friday.

If parents or guardians of students who normally attend after school need to pick up a student at normal school dismissal, they must inform the main office of this change in the morning or complete the [student early dismissal form](#). While we understand that things come up, this should not be a repeated occurrence as this hinders our school's ability to ensure safe dismissal and have accurate lists of students using bus services or attending after school.

All adults or older siblings picking up students must be on the approved pick-up list for the student. If someone who isn't on the list will be picking up the student, the parent or guardian must inform the school at the beginning of the day of the change to the approved pick-up list. Adults or older siblings picking up students will line up in front of the area designated outside the building. Students will not be released to the adult/older sibling until acknowledged by the staff member (e.g. staff member calls student name to go to adult). If the staff doing dismissal does not know the person or the person is new to the pick-up list, identity must be verified before releasing the student via photo identification or phone confirmation from parent or guardian.

Early and Late Pick-Up

Early Pick-Up

Students who leave before the end of the regular school day will be excused only for medical or legal appointments or family emergencies.

Families or guardians must complete the [Student Early Dismissal Form](#) on the morning of the requested dismissal, unless an emergency prevents advance notice. The form is also available at www.inwoodacademy.org under **Families → Forms**. The family member or guardian must complete the verification process after submitting the form.

At dismissal, the authorized family member or guardian must report to the Main Office and sign the student out before the student can be released. Students approved for early dismissal are not permitted to leave school alone.

Late Pick-Up

It is important for families to pick up students within the dismissal window. If there is a pattern of late pick ups, we will schedule a meeting with the family to determine what changes can happen to ensure that the student is picked up on time.

Breakfast, Lunch and Snacks

IAL will provide students with breakfast and lunch, and a snack everyday. 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. Please note that everyone will receive a lunch and 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 school year. Every family is required to fill out the lunch form completely and send the form back to school with your child.

Dietary Restrictions: Please write a letter to the school if your child has health or religious restrictions in food consumption. Any food allergies will be honored upon documentation from your family doctor. Students may also bring their own food for breakfast or lunch. 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.

Breakfast: Students are encouraged to eat breakfast everyday. Breakfast will be provided by the school and students will be given time to eat breakfast within the 7:30-7:50 window. If a student needs more time, time will be provided. Please note that we aim to avoid disruption to their school day.

Lunch: Lunch is served daily during the designated student lunch time. While lunch is provided by the school, children are welcome to bring lunch from home. Lunch and/or snacks from home should be brought in lunch bags. They will be placed in a designated area in the classroom during the start of the day. No glass bottles or containers are permitted in the school building. Please note that school microwaves and refrigerators will not be accessible.

Healthy Choices: Our school promotes healthy snacks and beverages to foster a healthy and beneficial learning environment. Our goal is to help students develop healthy eating habits by lowering fats, sugar and sodium content in snacks. It is important to avoid bringing unhealthy drinks (e.g. sodas or juices heavy in sugar) or unhealthy snacks (snacks high in fat, calories, or sugar) to school as much as possible. Please refer to the below table for *examples* of snacks and beverages to bring to or avoid at school.

MORE OFTEN	SOMETIMES	LESS OFTEN
Snacks - Fresh fruit - Fresh vegetables - Dried fruit - Granola bars or granola - Trail mix (nut-free) - Pretzels - Baked potato chips - Plain graham crackers - Whole wheat crackers - Applesauce - Cheese - Yogurt Beverages - Low-fat or skim (fat-free) milk - Water or seltzer water 100% fruit juice	Snacks - Chips - Added-Sugar Fruit snacks - Small cookies - Small muffins - Crackers Beverages - Chocolate milk	Items high in sugar or fats Snacks - Fried fast food - Candy Beverages - Sweet teas (e.g. Arizona) - Sports drinks (e.g. Gatorade)
	SPECIAL OCCASION Birthdays, Celebrations, etc. Snacks - Cupcakes and pastries - Chocolate - Popsicles or ice pops Beverages - Hot chocolate	NOT ALLOWED AT SCHOOL Not permitted for students Snacks - Anything with nuts - Chewing gum Beverages - Sodas - Caffeinated drinks

Recess

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

School Events

Throughout the year, the Elementary School will host multiple school events during school hours and after school to celebrate student learning, special occasions, cultural diversity and the community. These events include quarterly Showcases where students will have the opportunity to share the knowledge they have built throughout the quarter. The events that families are invited to attend are indicated on our monthly ES calendars.

Field Trips

IAL Elementary School aims to provide authentic experiences outside of the school building that allows students to explore and engage with the world around them. Our field trips provide students with real-world connections to what they are learning in the classroom and opportunities to experience culture, the arts, history, science, nature and more. Permission slips will be sent home for each trip. If the school's leadership determines that a student needs individual supervision to ensure their safety on a field trip, we may require a parent/guardian or other volunteer chaperone chosen by the parent to accompany the student. If this is the case, we will communicate and create a plan in partnership with families to ensure that all students can attend

field trips.

II. General Policies

Student ID Policy

Students must wear their school-issued ID on the designated, color-coded lanyard every school day. Students are required to scan their ID upon arrival so their attendance can be recorded accurately.

Lost or damaged IDs must be replaced for a \$5 fee. Families may pay the fee in full or send \$1 per day until the \$5 replacement fee is paid.

Lanyard colors are assigned by grade for identification and security:

- Kindergarten and Grade 5: Hunter Green
- Grades 1 and 9: Royal Blue
- Grades 2, 6, and 10: Purple
- Grades 3, 7, and 11: Green
- Grades 4, 8, and 12: Navy Blue

Uniform Policy

IAL has a dress code to establish an appearance that is consistent as a member of our community. The uniform also establishes a sense of team spirit. The goal of our uniform policy is to create consistency, community and safety. Each day the students are expected to dress according to the following standards:

Tops	● An IAL branded green long or short sleeve polo shirt from Lands End
Bottoms	● Khaki or navy blue pants, skirt or jumper dress OR ● IAL branded sweatpants from Lands End ● Khaki or navy blue shorts may be worn only in the warmer months at the discretion of the Elementary School Director. ● Not Permitted: Cargos, leggings and jeans
Outerwear	● IAL branded button or zip-front cardigans from Lands End OR ● IAL branded crew neck sweater from Lands End
Footwear	● Enclosed, sports-ready shoes of any color (e.g. sneakers) ○ Shoes must be appropriate for school and physical activities ○ Not Permitted: Open-toed shoes/slides, crocs and shows with wheels or lights ○ Strongly Recommended: Shoes without shoelaces (all-velcro closures) for kindergarten and first grade. Shoes without shoelaces are recommended for students who can not yet independently tie their shoes on their own.
Accessories	● No hats or other head coverings are permitted except for religious or medical purposes. Families who require exemption should reach out to the school.

Fridays	- On Fridays, students may wear any IAL top that has the IAL logo on it that they received from FACE or school events - There are no other changes to the dress code for Friday
Dress Down Days	Any dress down days will be communicated in advance along with information around the expectations on the dress down day.
<i>Students and families can contact the school with any questions or concerns about specific clothing or accessories at any time.</i>	

How to purchase uniform items:

- Go to: landsend.com
- Select **School** (under search bar)
- Select **Shop by School**
- Search for **Inwood Academy for Leadership** or **School Number: 900153065**

Attendance Policy

Our Commitment! Every student should be in school, on time, and ready to learn each day. When attendance or punctuality becomes a concern, Inwood Academy for Leadership (IAL) will partner with students and families to understand barriers, provide support, and create a plan for improvement.

1. Daily Attendance Expectations

Students are expected to attend school every day that school is in session, arrive by their site's official start time, remain through dismissal, and attend all scheduled classes and required activities.

- Families should notify the school as soon as possible when a student will be absent or late and provide the reason.
- Students who arrive late must follow the site check-in process and report promptly to class. Every late student will be welcomed and admitted to school.
- Students may leave early only with proper authorization and according to the school's release procedures.
- At the Middle and High Schools, attendance is recorded by class period in addition to daily attendance.

2. How Attendance Is Recorded

IAL records whether a student is present, absent, late, or leaves early. When applicable, the record also identifies whether the event is excused or unexcused and includes the actual arrival or departure time.

Important! An excused absence is still a day of instruction missed and counts toward the student's attendance rate and chronic absenteeism status. A tardy or early departure does get counted and instructional time lost.

3. Excused and Unexcused Absences or Tardies

Reasons are reviewed and coded according to school procedures and applicable law. Families may be asked to provide documentation.

May be excused with appropriate documentation	Unexcused
Illness or medical care	Family vacations or recreational activities
Legal matters or court appearances	Avoidable transportation problems
Family emergency	Calendar confusion or oversleeping
Religious observance	Other reasons not approved under school procedures
Other protected or school-approved circumstances	

Families should submit requested documentation promptly through the [Excused Absence Form](#) found on our website www.inwoodacademy.org under Families and Forms. Documentation may explain and appropriately code an absence, but it does not erase instructional time missed.

4. How IAL Responds When Attendance Becomes a Concern

IAL reviews both the percentage of enrolled school days missed and attendance patterns. Support may begin sooner when there are consecutive absences, frequent lateness or early departures, missed classes, an urgent safety concern, or an emerging pattern. The absence ranges below are full-year equivalents. During the year, percentages are calculated using the number of days the student has been enrolled to date.

Attendance level	When it applies	What families can expect
Early concern	3% to less than 5% missed, about 6–8 days in a 180-day year	Personal outreach, record review, barrier discussion, named adult check-in, and follow-up.
At risk	5% to less than 8% missed, about 9–14 days	Family conference, barrier assessment, Attendance Success Plan, supports, and weekly monitoring.
Immediate risk	8% to less than 10% missed, about 15–17 days	Multidisciplinary review, intensified plan, more frequent check-ins, and targeted supports.
Chronically absent	10% to less than 20% missed, about 18–35 days	Updated plan, formal notice, weekly review, and coordinated school or community supports.
Severely chronically absent	20% or more missed, 36 or more days	Urgent case review, reengagement plan, frequent contact, and intensified supports.

Attendance Success Plans

When a formal plan is needed, the school will work with the student and family to identify barriers, set a measurable short-term goal, select a small number of high-impact actions, identify school supports, and set check-in and review dates. A family signature will be requested, but support may begin even if a signature is not yet available.

First Six Weeks of School

Because early patterns matter, IAL responds more quickly during the first six weeks:

- Two absences or two tardies prompt personal outreach.
- Four absences or four tardies prompt a barrier review and documented goal.
- Students with a prior pattern of chronic absenteeism may begin the year with a preventive plan and a named adult connection.

5. Consecutive Absences and No Contact

The school will take additional steps when a student is absent on consecutive school days, especially if the school cannot reach the family:

- **After two consecutive days absent**, the school will personally contact the family to confirm the student's safety, location, reason for absence, expected return date, and any immediate barrier.
- **After three consecutive days absent with no contact**, the school will make multiple reasonable attempts using approved contacts and methods, involve a student-support leader, and notify the Site Director if contact is not established.
- **After five consecutive days absent with no contact**, the school will conduct an urgent case review and develop a reengagement and return-to-school plan. A home visit may be considered under approved safety procedures.

6. Punctuality and Early Departures

IAL considers both how often a student is late or leaves early and the total instructional time missed. Support is age-appropriate and designed to solve barriers, not exclude students from learning.

Level	Trigger	School response
Pattern emerging	3 tardies or early departures within 20 school days, or 60 minutes missed	Family contact, review of reasons, expectation reminder, and a practical next step.
Repeated concern	6 within 30 school days, 120 minutes missed, or no improvement	Student and family conference, barrier review, Punctuality Success Plan, and two-week goal.
Intensive concern	10 within 45 school days, 240 minutes missed, repeated first-period loss, or no improvement	Academic-impact review, written plan, one case owner, and weekly monitoring.

7. Student and Family Responsibilities

- Make daily attendance and on-time arrival a priority.
- Keep phone numbers, email addresses, emergency contacts, and home addresses current with the school.
- Respond to school outreach and share barriers that may be affecting attendance.
- Provide requested documentation through the school's designated process.
- Participate in conferences and Attendance or Punctuality Success Plans when requested.
- Ask for help early with transportation, health, mental health, housing, caregiving, safety, school avoidance, or academic concerns.

8. School Support and Student Rights

IAL may connect students and families with school-based or community resources, including transportation problem-solving, health or mental-health support, housing resources, family routine planning, trusted-adult check-ins, safety review, counseling, tutoring, disability-related supports, and high school graduation-planning support.

- Attendance interventions are intended to restore access to learning and address barriers.
- Students will not be excluded from school because they arrive late.
- Attendance alone does not automatically result in an ACS report, denial of course credit, or denial of Regents examination eligibility.
- When a high school student has been absent for an extended period, the school will make multiple attempts to contact the student and family, understand the circumstances, offer support, and help the student return to school.
 - If the student cannot be located or is legally eligible to withdraw, IAL may begin a formal withdrawal or discharge review. The school will follow all required outreach, documentation, notification, and approval procedures before changing the student's enrollment status. Families will receive any required notices and information about their rights.
- Mandated reporters will follow the law when there is reasonable cause to suspect abuse or maltreatment or when an urgent safety concern requires action.
- For high school students, course attendance may be reviewed together with instructional time missed, completed work, evidence of mastery, protected circumstances, notices, and opportunities to recover learning.

9. Returning to Learning

After an absence, students should return as soon as they are able and speak with their teachers about missed instruction and work. The school will provide reasonable opportunities for students to access missed learning consistent with course and school expectations.

10. Questions or Support

Families should contact the school's Main Office, Family and Community Engagement team, or a school designee with questions or to request support. Interpretation or translated communication will be provided when needed.

Please remember to communicate early. The sooner the school understands what is getting in the way, the sooner we can partner on a solution.

Birthday Policy

A student's birthday can be a very special day, at home and at school. On the day of a student's birthday, their birthday will be recognized in the class. Birthdays will also be recognized during School Assemblies within their birthday month.

If families want to celebrate their child's birthday by bringing treats for the class, the following guidelines must be followed:

1. In order to maximize instructional time, any additional birthday celebration will be held for no more than 15 minutes and at the time assigned by the school.
2. Parents/guardians must coordinate with their child's classroom teacher in advance of the celebration.
3. Only nut-free cupcakes or other individual treats (e.g. cookies) are allowed. In order to ensure timely distribution of treats, cakes are not permitted.
4. There must be enough treats for every student and must account for all allergies and food restrictions in the classroom. You can reach out to your child's classroom teachers for food restrictions. This ensures all students are included in the celebration.
5. No balloons and other decorations are allowed. This ensures quick transitions and accounts for any latex allergies in the building.
6. Parents/guardians can drop off birthday treats at arrival or come during the allocated time to celebrate with the class.

Electronic Policy

Student cell phones and other electronic communication devices can be disruptive in school. The school must ensure that they are not used inappropriately. Students who bring a cell phone or other electronic device (including ipad, apple watch, or personal computer, or gaming devices) into the School are required to hand in their cell phones and devices upon entry to the school building, or in their classroom, and will be distributed to students at dismissal in their classroom. **IAL Classes and hallways are a cell phone free zone.** If a student fails to turn-in their cell phone or electronic devices upon arrival to homeroom, it will be confiscated for the remainder of the day by an administrator, or a member of the student support team. If a student has a cell phone on them that was not turned in during the morning entry process to their homeroom, this phone will be confiscated for the instructional day by an administrator. Families will be called and may potentially have a family meeting in order to receive the cell phone back. Students who consistently fail to adhere to this policy will require a family meeting, with the student present, to discuss next steps that will support their success, and discuss next steps for support for families. **Please refer to (Appendix 2) for the full Inwood Academy for Leadership K-12 Distraction Free Device Policy.**

Device Responsibility Policy

At IAL, we emphasize our core values—Responsibility, Restraint, Integrity, Caring, and Honesty—in all aspects of school life. As part of this, students and their families are expected to take responsibility for the care and maintenance of school-issued devices.

Device Assignment and Responsibility

To ensure proper care and accountability, devices such as Chromebooks, will be assigned to students by period. This assignment process helps us accurately identify which student is responsible for each device during that specific period.

Device Damage and Repair Costs

Students must use and maintain these devices responsibly. If a device is damaged, the following repair costs will apply:

Chromebook: \$100

Failure to pay for the repair of damaged devices will result in the withholding of important documents such as report cards, face-to-face letters, transcripts, and/or diplomas, whichever is applicable.

We appreciate your cooperation in maintaining our school's resources and ensuring that every student has access to the tools they need to succeed.

Visitors Policy

We are committed to fostering an environment where all stakeholders belong, grow, and lead. We welcome parents, guardians, and other visitors to our school community, and we value your participation in our students' educational journey.

For the safety and security of our students and staff, we require all visitors to complete a Visitor Form prior to their visit. This ensures that we can adequately prepare for and accommodate your visit.

Visitor Guidelines:

1. **Notification:** Please complete the Visitor Form to notify us of any upcoming visits. The form should be submitted at least 24 hours in advance of the scheduled visit.
2. **Check-In:** Upon arrival, all visitors must check in at the front office. You will be required to present a valid photo ID and sign in to receive a visitor badge, which must be worn at all times while on school premises.
3. **Escorted Visits:** Depending on the nature of your visit, you may be escorted by a staff member to your destination within the school.
4. **Respect for Learning Environment:** We ask that all visitors respect the learning environment by minimizing disruptions. Please adhere to any specific guidelines provided by school staff during your visit.

5. **Confidentiality:** Visitors are reminded to respect the privacy and confidentiality of our students and staff. Any information overheard or observed during your visit should not be shared outside of the school setting.

By following these guidelines, we can ensure a safe, welcoming, and productive environment for our entire school community. Thank you for your cooperation and support in helping us create a space where everyone can belong, grow, and lead.

To Access the [Visitor Form](#) (click here or it can be found on the school website under families and forms). We look forward to your visit and appreciate your understanding and compliance with our safety measures.

FACE Office Open Door Policy

The School maintains an open door policy and encourages parents to utilize it and strive to resolve concerns. The Family Room is available for parents who would like to get personalized training—particularly on our communication platforms: PowerSchool participate in reading clubs or use it as a meeting place for any of our parent leadership teams. Our Family Room is available from 9am to 4 pm - Monday through Friday. It is located in Room 101 at the Middle School at 433 West 204th Street.

Complaint Policy

Whenever a parent or guardian has a concern or complaint, we ask that they communicate directly with their student's teacher or the Director of Family and Community Engagement to resolve concerns early and informally wherever possible. The Elementary School Director will also be available to resolve any concerns as needed. While it is our hope that you will be able to use the open door policy to resolve concerns, parents can also utilize the Formal Complaint Policy as described below.

Formal Complaint Policy

All formal complaints from parents, family and other sources (families), should be handled in the following way.

- All formal complaints should be directed to the Site Director in writing. The Site Director will promptly address it. If families need support in supplying a written notice, our Director of Family and Community and Engagement will provide assistance.
- If the complaint is not resolved to the satisfaction of the complaining party by the Director, the complaining party should ask in writing that the Site Director pass along the formal complaint to the Director of School Culture.
- 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 send the formal complaint to the CSO and/or COO/CFO or email the CSO and/or COO/CFO directly.
- If the complaint is not resolved to the satisfaction of the complaining party by the CSO and/or COO/CFO, the complaining party should ask in writing that the CSO and/or COO/CFO send the formal complaint to the CEO and/or Board of Trustees or email the CEO and/or Board of Trustee directly. The complaining party can reach out directly to the Board of Trustee to file a complaint if their concerns are not addressed at the school level.
- 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 CharterOversight@schools.nyc.gov and then to the Board of Regents through the New York State Education Department.

Public Conduct on School Property Policy

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

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- Disrupt classes, school programs or other school activities.
- Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the 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, Site Director 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.

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 and deems it necessary that a search of that student and/or the student’s belongings will result in evidence that the student violated the law or may be endangering the safety of themselves or others.

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 backpacks 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 backpacks, 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 Site Director or Director of School Culture.
- 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.

Confidentiality Policy

Personal information about individual students is considered confidential. We store this information electronically on our student information system. These records are only available to those staff members who work with the students.

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

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.

III. Academics

Beginning in Kindergarten, IAL students prepare for college and career, develop their character, and build community-focused leadership through a rigorous academic curriculum and leadership focused social-emotional learning. IAL has high standards for academic achievement and conduct that are clearly defined, measured and monitored.

Curriculum

Students receive instruction in English Language Arts, Mathematics, Science, Social Studies, Physical Education and at least one art (e.g. Visual Arts, Music, Performing Arts) throughout the year. Students also receive instruction and explicit development in socio-emotional and leadership skills. Curriculum and instruction are carefully selected and planned to align with New York State Standards and the most up-to-date evidence-based research.

Homework

IAL aims to provide age-appropriate opportunities to practice academic skills at home. We will send home practice activities connected to reading, writing and math as appropriate. We also encourage reading with your child for 30 minutes a day.

Standards and Assessments

At IAL Elementary School, our curriculum and instruction are designed around the New York State Standards. We assess student progress towards the New York State Standards in multiple ways, including:

- i-Ready Diagnostic assessment in reading and math three times a year
- Curriculum based assessments in all content areas throughout the year
- Cumulative benchmarks of content taught in ELA and math four times a year

The format of these assessments varies from 1:1 student or small-group interviews, student projects and assignments, observations and online or paper-based tests.

Grading Policy

Standard-Based Grading and Scale

At IAL Elementary School, we use a standards-based grading approach, where student grades are based on their progress towards mastery of the standards. Grades are reported by standard domains on a Scale of 1.0 - 4.0. The score indicates where students are in the progression of learning the standard-based topic as described on the next page.

Score	Progression of Learning
4	Advanced: The student demonstrates knowledge and skills above the standards.
3.5	The student demonstrates knowledge and skills beyond proficiency in the standards.
3	Proficient: The student demonstrates knowledge and skills that meet the standards.
2.5	The student demonstrates knowledge and skills beyond the foundational concepts and moving toward proficiency of the standards.
2	Progressing: The student demonstrates knowledge and skills of the foundational concepts of the standards.
1.5	The student demonstrates knowledge and skills beyond the beginning levels of the foundational concepts of the standards.
1	Beginning: The student demonstrates beginning levels of the foundational concepts of the standards with assistance from the teacher.

Communicating Student Progress to Families.

The school year is divided into four marking periods indicated by Quarters 1, 2, 3, and 4.

- **PowerSchool:** Grades are updated on PowerSchool on a regular basis for parents to track.
- **Progress Reports:** Midway through each quarter, we will send home progress reports outlining current performance for the quarter.
- **Report Cards:** IAL will send home official report cards at the end of each quarter.
- **i-Ready Reports:** We will communicate how students performed after each i-Ready Diagnostic assessment in reading and math.
- **Parent-Teacher Conferences (PTCs):** We will have formal Parent-Teacher Conferences to discuss student progress three times a year. If there is an immediate need, the school is more than willing to meet earlier, or in between designated PTCs.

Retention Policy

Our district utilizes the principles of Light's Retention Scale to guide retention decisions, ensuring a comprehensive and thoughtful approach.

Principles of Our Retention Policy:

- Holistic Evaluation
 - We consider your child's academic performance, social-emotional development, physical maturity, and family support.
 - Multiple data points, including test scores, classroom performance, attendance data, and teacher evaluations, help us make informed decisions.
- Individualized Decision-Making
 - Each child is unique; we make decisions on a case-by-case basis.
 - Personalized intervention plans are developed for students at risk of retention.
- Collaboration
 - Parents, educators, and administrators collaborate to make the best decisions for your child.
 - We maintain open and ongoing communication throughout the process.
- Early Intervention
 - We identify and support students at risk of retention as early as possible.
 - Targeted interventions are implemented, with regular progress monitoring.
- Supportive Measures
 - Additional resources and support are provided for retained students or those promoted with a catch-up plan.
 - A comprehensive plan outlines academic goals and support services.

Criteria for Retention:

- Academic Performance
 - Consistently performing below grade-level expectations despite interventions.
 - Significant gaps in core subject areas based on test scores.
 - Unexcused absences impacting student performance
- Social-Emotional Development
 - Exhibiting significant social or emotional difficulties impacting learning.
 - Input from school counselors and teachers suggests benefits from retention.
- Physical Maturity
 - Physical development relative to peers considered.
 - Assessing if maturity affects engagement in grade-level activities.
- Family Support and Environment
 - Evaluating the level of family support available.
 - Considering external factors impacting the child's ability to succeed.

IV. Student Safety and Health

At Inwood Academy for Leadership, we believe that our students are assets to their community. They are future leaders who learn to be community focused leaders through explicit character development, reflection, and consistent learning on how to show up as leaders for and with one another.

We use our core school values to ensure that our students conduct themselves with integrity, care, honesty, responsibility and restraint. Exemplifying the IAL Character traits, we see any moments of challenge as a learning opportunity to strengthen our ability to lead others and ourselves well. Students at Inwood Academy embody the following values in their interactions with peers, teachers, and the school community.

1. We are **caring**
2. We act with **restraint**
3. We are **responsible**
4. We act with **integrity**
5. We are **honest**

Schoolwide Expectations

Schoolwide expectations are aligned to our core values. Expectations posters are clearly posted throughout the school for staff and students to reference.

CORE VALUE	ALL SETTINGS	HALLWAYS	CAFETERIA	PLAYGROUND
We are CARING .	Use kind words and actions.	Use a quiet voice.	Include others in the conversation.	Include others when you play & take turns.
We act with RESTRAINT .	Keep your hands, feet, and other objects to yourself.	Walk in the hallways.	Stay in your seat.	Keep your hands, feet, and other objects to yourself.
We are RESPONSIBLE .	Try your best & participate.	Walk on your right.	Wait in line for lunch and walk carefully to your class table.	Line up at the whistle.
We act with INTEGRITY .	Follow directions.	Go directly to your destination.	Clean up your eating area and pass trays down.	Follow directions.
We are HONEST .	Tell the truth and own your actions.	Stay in your line spot.	Eat only your food	Tell the truth and own your actions.

We see all our students as leaders, and expect them to act within our school wide values in all spaces of our school building. When a student does not follow or struggles to follow schoolwide expectations, staff will create learning opportunities for the student to better understand, practice and receive the support necessary to meet expectations. If a student continuously struggles to meet expectations, we will implement behavior intervention to support behavioral skill development.

Schoolwide Positive Behavior Management System

At IAL Elementary School, we acknowledge, reinforce and celebrate students for embodying IAL's core values and upholding school and classwide expectations while recognizing the importance of the collective effort of creating a safe environment of belonging.

This is reflected in our Tier 1 Positive Behavior Incentives System, The Trailblazers. Positive student behavior is reinforced by acknowledging the student or group of students' positive behavior as they align to the IAL core values by giving them checks under the pertinent core value towards earning class trailblazers.

Classes earn enough trailblazers to use towards prizes and class parties to acknowledge and celebrate students upholding the school's expectations.

Restorative Practices

As a school, community is our foundation. We believe that all our students are assets to their school, and make up our rich, diverse, and eclectic community. We value all our students within our school community and believe it is our primary responsibility to ensure that our school community is inclusive, responsive, and reflective for all community members. Due to this commitment to our students, we believe that a restorative discipline approach is the most appropriate approach to discipline, as it honors our community, and allows all students to restore relationships if at any time a student has done something that impacts their classmates, school, teachers, or environment.

By adopting a restorative approach, we are asking our student body to be truly accountable for their actions in partnering with deans, social workers, teachers, and administration in order to own individual action, as well as restore their community. When a student has violated the code of conduct, or has harmed another in the community, the questions that students will reflect on are the following:

- What happened?
- Who has been harmed or impacted by this behavior?
- What needs to be done to "make it right" or repair the harm?
- Who is responsible for this repair?
- How can we behave differently, or re-act differently in the future?

This style of questioning, and approach to discipline is seen throughout our interventions and response to disciplinary or behavioral needs. As outlined in the next section of the handbook, we have a handful of restorative approaches to supporting students in this work.

Behavior Intervention and Restorative Approach, Progressive Ladder of Support and Disciplinary Responses

As our school is philosophically grounded in a restorative mindset for students and student behavior, we approach discipline and behavior through a ladder, supported standpoint. Student behavior is handled on a case-by-case basis that allows for reflection, accountability, and individual ownership over what transpired. For all students and infractions, IAL will conduct full investigations and follow due process before moving forward with any behavioral consequence or decision. In all cases, many factors play a role in the final outcome of any disciplinary process, given the nature, severity, or context of misconduct. At times, the school may run concurrent support and disciplinary measures to support students, as well as appropriately address misconduct at school.

As the Department of Education has outlined, we ensure the following occurs at IAL:

- 1. Concurrent Support and Disciplinary Response to Misconduct**

When a student engages in misconduct, support is provided to address the student's inappropriate behavior and/or underlying needs, in conjunction with disciplinary response, if appropriate. The goal is to foster social emotional growth and prosocial behavior and prevent future misbehavior.

- 2. Universal Prevention for All Students**

The school takes a whole school approach to promoting positive student behavior. Social emotional learning is infused into the curriculum. The school ensures that there is a comprehensive student support program in place that includes counseling services, guidance, opportunities for social emotional learning, student engagement opportunities, prevention and intervention. Be it behavioral support, encouraging prosocial student behavior, fostering resiliency, and building students' positive connection to the school community, the school has a system in place of early identification of students in need of prevention, intervention, and/or support.

- 3. Initial Response**

When a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent, and depending on the nature and severity of the behavior and the age and maturity level of the student, takes one or more of the following steps: has a conference with the student; refers them to a social worker; develops a plan with a grade team for intervention.

Discipline Code

At IALCS, we believe that all behavior is an opportunity for students to learn from their actions. Accountability for student behavior is important for ensuring student safety. We believe in a progressive, restorative, approach to discipline and follow the following discipline code in order to help us categorize and best understand best intervention for students.

Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and intervention(s).

Progressive Infraction Levels:

Infractions are grouped into five levels based on the severity of the infraction.

Level 1 — Uncooperative/Noncompliant Behavior

Level 2 — Disorderly Behavior

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, social workers, Director of Student Intervention Supports and Elementary School Director. Our Discipline Code is modeled after the Department of Education's City-Wide Behavioral Expectations for students.

This Discipline Code Applies:

- In and during school hours
- Before and after school, while on school property
- On the bus to and from school when provided transportation by IALCS
- At school-sponsored events or field trips
- On other-than the school property when behavior can negatively affect the educational process of, or endanger the health, safety of others in the school community.

Level 1 Infractions - Uncooperative/Noncompliant Behavior	
A01- Not wearing school uniform A02- Bringing items or using items in school that are not allowed or are prohibited as communicated by the IALCS ES Handbook A03- Not following directions given by school based professional or staff member A04- Failure to stay in student's assigned place (in class, or in classroom) A05- Making excessive noises (e.g. calling out, making noises, tapping loudly) A06- Engaging in unkind verbal or nonverbal behavior (e.g. name calling, sticking tongue out at peer) A07- Using items at inappropriate times A08- Misuse of technology	
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, in addition to a caseload with targeted goals for improved behavior • 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 • Referral to a Community-Based Organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	• Student/teacher conference • Meeting with student by School Staff to address the misbehavior and understand its impact • Parent conference • In-school disciplinary response (e.g., formal restorative conference, exclusion from communal lunchtime) • Temporary removal from the classroom by Social Worker for students in grades K-2, students will then receive behavioral support and reflection. Student will then be re-entered into the classroom by the Social Worker.

Level 2 Infractions- Disorderly Behavior	
B01- Encroaching on peers physical space (poking, getting in student's faces, taking papers) B02- Cursing, making lewd gestures, inappropriate language B03- Being dishonest, or misleading school staff B04- Misuse of peer and school belongings B05- Leaving the classroom without permission B06- Engaging in disruptive behavior on the school bus B07- Repeated and excessive engagement of Level 1 infractions	
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, in addition to a caseload with targeted goals for improved behavior ● 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)	A. Student/teacher conference B. Lunch or Recess Reflection C. Meeting with student by School Staff to address the misbehavior and understand its impact D. Parent conference E. In-school disciplinary response (e.g., formal restorative conference, exclusion from communal lunchtime) F. Temporary removal from the classroom by Social Worker for students in grades K-2, students will then receive behavioral support and reflection. Student will then be re-entered into the classroom by the Social Worker.

Level 3 Infractions: Disruptive Behavior	
C01- Not following directions that impact the safety of self or others (ie following fire drill directives, outside directions, field trip etc) C02- Engaging in inappropriate physical contact or minor physical altercations (e.g. pushing, shoving, hitting, kicking, biting) C03- Throwing objects at another person C04- Knowingly possessing the property of another without authorization C05- Using slurs based upon actual or perceived race, ethnicity, color, creed, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability. C06-Engaging in intentional damage to school property or property belonging to staff, students or others.	
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, in addition to a caseload with targeted goals for improved behavior ● 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)	A. Student/teacher conference B. Meeting with student by School Staff to address the misbehavior and understand its impact C. Parent conference D. In-school disciplinary response (e.g., formal restorative conference, exclusion from communal lunchtime) E. Temporary removal from the classroom, students will then receive behavioral support and reflection. Student will then be re-entered into the classroom by the Social Worker. F. Formal Removal from the classroom, as determined by Site Director for up to 1 day of instruction
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Level 4 Infractions: Harmful Behavior	
D02- Creating a risk of serious injury by engaging in use of physical force or object that could cause harm (ie umbrella, bag etc) D03- Planning or threatening an act of violence, injury or harm D04- Engaging in bullying, intimidating, harassing behavior, cyber bullying, and hate speech and use of derogatory language. D05- Making sexually suggestive comments D06- Taking school or peer property belonging to another student without authorization D08- Possessing or selling a weapon as defined in Category II (listed in Appendix 1) D09- Touching someone in a private part of the body Note: Social Work team needs to be alerted as soon as this occurs in order to offer additional intervention and communication to families D10- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol D11- Falsely activating a fire alarm or other disaster alarm D12- Repeated and excessive engagement of Level 3 infractions	
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, in addition to a caseload with targeted goals for improved behavior ● 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)	A. Student/teacher conference B. Meeting with student by School Staff to address the misbehavior and understand its impact C. Parent conference D. In-school disciplinary response (e.g., formal restorative conference, exclusion from communal lunchtime) E. Temporary removal from the classroom, students will then receive behavioral support and reflection. Student will then be re-entered into the classroom by the Social Worker. F. Formal Removal from the classroom, as determined by Site Director for up to 1 day of instruction. G. Principal's suspension for one to five school days with formal re-entry plan and alternative instruction provided.
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Level 5 Infractions: Seriously Dangerous or Violent Behavior

- E01: Starting a Fire
E02: Using force to take or attempt to take property of another
E03: Using force against or inflicting, or attempting to inflict serious injury upon school personnel, or students.
E04: Instigating, or participating with another or others, in an incident of group violence.
E05: Selling or distributing illegal substances.
E06: Possessing or selling a weapon that is Category I
E07: Threatening to use a weapon as categorized in Category I.
E08: Using a weapon as categorized in Category I or II.

For any additional Level 5 Infractions, we refer to and use the [Department of Education's Citywide Behavioral expectations](#). All incidents will be handled on a case by case basis in reference to the Citywide Guide, as well as student context, history, and previous behavioral actions.

Supports and Interventions

Range of Possible Disciplinary Actions in Addition to School Interventions

A. Parent Outreach B. Intervention by counseling staff, be it a 1:1 conversation, in addition to a caseload with targeted goals for improved behavior C. Check In D. Check In, Check Out E. Peer mediation F. Restorative Assignment G. Social Skill and SEL Counseling (Individual or Group) H. Conflict resolution I. Development of individual behavior contract, if/then chart, or social story J. Referral to Student Support Team K. Collaborative Problem Solving L. Community service (with parental consent) M. Referral to a Community-Based Organization (CBO) N. Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	O. Student/teacher conference P. Meeting with student by School Staff to address the misbehavior and understand its impact Q. Parent conference R. In-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities if appropriate, or communal lunchtime) S. Temporary removal from the classroom, students will then receive behavioral support and reflection. Student will then be re-entered into the classroom by the Social Worker. H. Formal Removal from the classroom, as determined by Site Director and School Social Worker for up to 1 day of instruction. I. Principal's suspension for one to five school days with formal re-entry plan and alternative instruction provided. J. Principal or District Level Suspension beyond 5 days with formal re-entry plan and alternative instruction provided.
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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; 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

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 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, 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 School Director, Executive Leadership Team, 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 express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
 - 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.

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 IAL 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.

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 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 an 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 to 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 Bullying

If a student believes they or a peer has been the victim of bullying, they should report the situation to a teacher, or school administrator. Parents should report the situation directly to the Elementary School Director, Director of School Culture, COO/CFO and CSO. Anonymous reports are also accepted. A jotform and QR code will be in a central area of the school (Main Office) is provided for all anonymous reporting and is easily identifiable. All school staff are required to make a report within two 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:

Gaayathry Thiyagarajah, ES Director: gaayathry.thiyagarajah@ialcs.org

Bianca Mercedes, CSO: bianca.mercedes@ialcs.org

Jenny Pichardo, CFO/COO: jenny.pichardo@ialcs.org

Investigating Bullying

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 administrators 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.

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 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.

Social Worker: The social worker will address issues as they occur within the school and report all incidents through the tracking system.

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 Illness and Injuries

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.

Formal Incident Reports

Any accidents involving a student will be documented. A designee from the main office will contact the parent or guardian; in the event that the parent or guardian cannot be reached, a report will be sent home with the student.

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 Elementary School Social Worker or the Director of Student Intervention Services. 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.

Student Medication Information

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

Parents and guardians are asked to alert their child's teacher with information about any allergies from

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

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 Elementary School Social Worker. If the Elementary School Social Worker determines that the child is in imminent danger, EMS and the parent will be contacted. When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Elementary School Social Worker must report this to the Director of Student Intervention Services and Director of Operations or designee and the information will immediately be reported to the Administration for Children's Services or local law enforcement officials.

Safety Drills and Protocols

It is important to be prepared in the event of any threat to school safety. IAL conducts safety drills throughout the school year to ensure that students and faculty are adequately prepared to follow the school's safety protocols in case of an emergency. Visitors in the building during a safety drill are expected to follow the drill protocols.

Evacuation

The school will be evacuated when a hazardous situation, such as a fire, requires that students are evacuated out of the building to be safe. Students practice evacuating the building in a calm and efficient manner.

Shelter-In

A shelter-in occurs if there is a threatening circumstance outside of the school building. In the event of a shelter-in, all exterior entrances are secured and no one is allowed to enter or exit the building until the shelter-in is lifted. Students continue to receive instruction during a shelter-in.

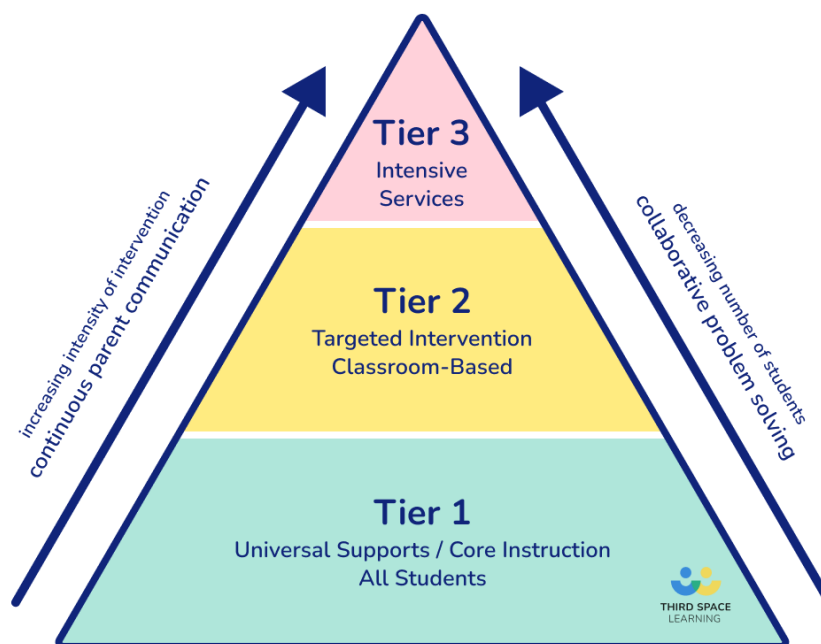
Lockdown

If there is a threat from within the school building, students and staff learn how to stay out of sight and silent within secured classrooms. All interior and exterior doors are locked and all individuals remain in their classrooms until the lockdown is lifted.

V. Student Services

Multi-Tier Systems of Supports (MTSS)

IAL will ensure that students' socio-emotional, behavior and academic needs are met by providing schoolwide programming and support for all students in addition to targeted support and intervention for students based on the assessment of their needs. The diagram below illustrates the tiers of support in MTSS.



The Student Support Team: The Student Support Team (SST) is a school-based team, consisting of but not limited to the Behavior Interventionist, Social Worker, Dean of Student Intervention Services and the Elementary School Director. The team convenes to assess the needs of students who may benefit from more targeted or intensive intervention to determine a plan for the student.

Behavior Supports and Interventions

Students learn, practice and are expected to follow the behavior expectations at the Elementary School. Tier I Schoolwide systems and supports, including postage of expectations around the school, the Schoolwide Positive Behavior Management System and schoolwide and classroom routines provide support for all students to meet the behavior expectations.

At Tier II and III, IAL will utilize an array of behavior intervention and a restorative approach with a progressive ladder of support for students who need more targeted or intensive support to meet behavior expectations, as outlined in the Student Safety and Health section of the handbook. For students with IEPs with Behavior Intervention Plans (BIP), the Dean of Student Intervention Services will ensure that BIP is being implemented to fidelity by staff that work with the student.

Social-Emotional Supports and Interventions

At IAL, we prioritize the social and emotional safety and growth of students through Tier I systems that include community building through Morning Meetings and School Assemblies, mindfulness practices and

self-regulation tools. Additionally, we explicitly teach socio-emotional and leadership skills through the Leader in Me curriculum.

In addition to classroom instruction in socio-emotional learning, social emotional support and intervention is provided by the social worker and SST as needed. These Tier II and III supports may include but are not limited to providing small group instruction on social skills, 1:1 counseling or the use of social stories. Students with IEPs with mandated counseling services on their IEP will receive this service through the our Social Worker. The Dean of Student Intervention Services will ensure that counseling services fully meet the IEP goals, and will help to ensure a high standard of service.

Academic Supports and Intervention

At IAL, we aim to provide a rigorous academic program aligned to the New York State Standards, the most-up-to-date research as outlined in the handbook's Academic section. All students are screened three times a year with i-Reading Diagnostic Assessment in Reading and Mathematics to determine if a student is in need of additional support and intervention to make adequate progress in Reading and Mathematics.

Reading and Math Intervention is designed to target specific areas of need based on the outcomes of assessments administered to the student. Based on this student information, a student may receive a small group or 1:1 intervention anywhere from 1x/week to daily based on student need. Intervention is time-bound and progress monitored to ensure students are making adequate progress in the targeted area.

Supports for Students with Disabilities

All students with disabilities will be taught in the least restrictive academic environment possible (LRE), and with age-appropriate peers to the extent appropriate and outlined by each student's IEP. If services on an IEP are not currently offered at the Elementary School, we will work closely with the Department of Education to best align services to the needs of the student. If this is the case, families will be notified regarding accommodations and services offered. These are some of the services we offer:

- Integrated Co-Teaching in ELA and Math
- Related Services:
 - Counseling
 - Speech and Language Therapy (sometimes outsourced through related agencies)
 - Occupational Therapy (outsourced through related agencies)
 - Paraprofessional (outsourced through related agencies)

Parents of new students should advise the school if their child has an IEP. IAL must receive the appropriate documentation in order to serve your child in the best possible way.

Requests for the evaluation of a student for special education services can be made verbally or in writing by a parent or guardian to the Dean of Student Intervention Services (DSIS). If the school believes a student should be evaluated for special education services, the parent will be contacted and provided with their child's academic data supporting this request. With the support of the DSIS, the parent/guardian will submit a written evaluation provided with their child's academic data supporting this request. With the support of the DSIS, the parent/guardian will submit a written evaluation request to the Committee on Special Education (CSE). If warranted, the evaluation will continue with a

specialized external team provided by the New York City Department Of Education. The purpose of referrals is to determine the most appropriate support we can provide for each child in the least restrictive environment.

Supports for English Language Learners (ELLs)

All teachers at IAL Elementary School will be trained to provide equitable access to the curriculum and support for English Language Learners based on the English language needs in the classroom setting. For students in their first year at public/charter school in New York State and who have a language other than or in addition to English spoken at home, we will follow an identification process to identify students who are English Language Learners (ELLs) and their level of English proficiency.

An end-of-year English language proficiency assessment is administered to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools. The test provides the State and schools with important information about the English language development of ELLs and is part of the State’s compliance with federal laws that mandate the annual assessment and monitoring of the English language proficiency of all ELLs.

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 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 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.

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.

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 COO 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.

Appendix 1

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)

Appendix 2

Inwood Academy for Leadership K–12 Distraction-Free Device Policy

Aligned with the New York State Distraction-Free Schools Law

Inwood Academy for Leadership (IAL) is committed to creating a safe, focused, and distraction-free learning environment for all students. In alignment with the new **New York State Distraction-Free Schools Law**, the use of personal electronic devices—including cell phones, tablets, smartwatches, and personal laptops—is prohibited during the school day.

These devices interfere with academic focus, social development, and emotional well-being, and can contribute to unsafe or inappropriate behavior. Therefore, IAL is implementing the following **K–12 Distraction-Free Policy**:

Policy Overview for All Students (K–12)

From the moment students arrive on school grounds until they leave for the day, personal digital devices may not be used or visible. This includes, but is not limited to, cell phones, smartwatches, iPads, tablets, and laptops. This rule applies during:

- Class time
- Lunch and recess
- Free periods and study halls
- Transitions between classes
- All school-related activities (e.g., field trips, assemblies)

Only **district-issued devices** may be used during the school day for instructional purposes. All personal devices must be powered off and stored in a **school-designated secure location**.

Grades K–8 (Elementary & Middle School)

- All students must **power off and store** their cell phones in their **cellphone lockers** immediately upon arrival.
- Personal devices (including iPads, tablets, and laptops) are **not permitted**.
- Students will have access to **school-issued Chromebooks** for learning.

- Devices that are not properly stored are the **student's responsibility**.

Early Dismissal & Non-Phone Users

- Students dismissed early will retrieve their phone from the **main office** before exiting.
- Families of students who **do not carry phones** must inform school leadership at the beginning of the year so that **alternate entry protocols** can be arranged. Notify the **School Director or Dean of Culture** of any changes during the school year.

Prohibited Zones

All IAL instructional spaces, including **hallways, classrooms, bathrooms, and the cafeteria**, are designated **distraction-free zones**.

If a student is found with a device that was not turned in or stored:

- It will be **confiscated** for the day by a dean or administrator.
- Parents/guardians will be notified, and a **family meeting may be scheduled** to determine next steps.

Communication with Families

We understand that communication between students and families is important. Please be assured:

- Students will always have access to **school phones in case of emergencies**.
- Parents/guardians can **contact the main office** during the day if they need to reach their child.

Liability Statement

- IAL is **not responsible** for any lost, stolen, or damaged phones or personal electronic devices.
- For ongoing updates and more information, visit our website or follow our official school social media channels.

Appendix 3 | Data Security and Cybersecurity Policy Updates

Purpose of This Addendum

The New York State Education Department (NYSED) Information Security Office conducted a Data Security Review of Inwood Academy for Leadership Charter School (IAL) on May 12, 2025. This addendum to the Student and Family Handbook formally incorporates the recommendations from that review into school policy. It supplements and should be read together with the existing handbook. Where any conflict exists, this addendum controls.

This addendum addresses three areas identified in the NYSED review: (1) data security and privacy policies, (2) access controls and device security, and (3) third-party data sharing and password standards.

SECTION 1 | DATA SECURITY AND PRIVACY POLICY

1.1 Overview

IAL collects, stores, and shares certain student and staff information as required by law and necessary for school operations. Under New York Education Law Section 2-d and Part 121 of the Commissioner's Regulations, IAL is required to protect student Personally Identifiable Information (PII) and educator Annual Professional Performance Review (APPR) data. IAL implements the NIST Cybersecurity Framework (CSF) as the foundation of its data security program.

Student PII includes, but is not limited to: student name, date of birth, address, student identification numbers, academic records, attendance records, behavioral records, disability status, and any other information that could identify a student.

1.2 Data Security Policy (Addendum to Confidentiality Policy, Section II)

This section supplements the Confidentiality Policy in Section II of the handbook. IAL maintains a formal Data Security Policy governing the collection, use, storage, sharing, and disposal of student and staff data. The policy is maintained by the COO/CFO and CSO and reviewed at least annually.

Key Protections for Student Data:

- Student PII is stored in IAL's secure Student Information System (PowerSchool/SIS) with role-based access controls.
- Access to student records is limited to staff members with a legitimate educational interest, consistent with FERPA and Education Law Section 2-d.
- Student data is not sold, traded, or shared with third parties for commercial purposes.
- All staff receive annual training on data privacy, cybersecurity, and their obligations under Education Law Section 2-d.
- IAL maintains documented procedures for responding to data breaches, including notifying families as required by law.

NOTE: Families have the right to request information about what student data IAL collects and how it is used. Submit written requests to the COO/CFO at jenny.pichardo@ialcs.org.

1.3 New and Updated Policies

Consistent with NYSED recommendations, IAL has adopted or updated the following formal policies. Copies are available upon request from the main office:

Policy	Description
Data Security Policy	Governs collection, storage, use, and sharing of all student and staff data in compliance with NYSED Part 121.
Acceptable Use Policy	Defines appropriate use of school-issued devices, networks, and digital tools by students and staff.
Incident Response Policy	Establishes procedures for identifying, reporting, and responding to data security incidents and breaches.
Password and Access Standards	Requires strong passwords, multi-factor authentication where available, and regular credential reviews.
Third-Party Data Sharing Policy	Governs contracts and agreements with all vendors and service providers who access student PII.
Data Retention and Disposal Policy	Defines how long IAL retains student records and how data is securely destroyed when no longer needed.

SECTION 2 | ACCESS CONTROLS AND DEVICE SECURITY

2.1 Staff and Administrator Access Controls

IAL uses a layered access control approach to protect student and staff data. The following standards apply to all staff, administrators, and authorized users of IAL systems:

- Access to student data systems (PowerSchool, Google Workspace for Education, and other platforms) is granted based on staff role and reviewed at the start of each school year.
- Staff who change roles or leave IAL will have access revoked promptly, no later than the last day of employment.
- All IAL accounts use multi-factor authentication (MFA) where available.
- Staff are required to complete annual cybersecurity awareness training, with completion tracked by the Director of School Operations.
- Shared or generic login credentials are prohibited. Each staff member must use a unique, individual account.

2.2 Student Device Use (Supplement to Electronic and Device Responsibility Policies)

This section supplements the Electronic Policy and Device Responsibility Policy in Section II and Appendix 2 of the handbook. IAL school-issued Chromebooks are managed devices configured, monitored, and secured by school administration.

Student Responsibilities Regarding School Data:

- Students may only use their assigned school Chromebook for educational purposes as directed by staff.
- Students must not attempt to access, alter, or delete data or files belonging to other students or staff.
- Students must not share their school Google account credentials with anyone, including friends or family members.
- Unauthorized access to school systems or another person's account is a violation of this policy and may be reported to law enforcement.

Monitoring Notice:

IAL-issued devices and school network activity may be monitored for safety and security purposes. This monitoring is conducted consistent with applicable law and IAL's Acceptable Use Policy.

2.3 Updated Password Standards

Pursuant to NYSED recommendations, IAL has adopted the following updated password standards for all school-managed accounts, effective immediately for all staff:

Requirement	Standard
Minimum Length	At least 12 characters for all staff accounts.
Complexity	Must include uppercase letters, lowercase letters, numbers, and at least one special character.
Password Reuse	Staff may not reuse the last 5 passwords.
Change Frequency	Staff passwords must be changed at least once per school year. Immediate change required if a compromise is suspected.
Prohibited Passwords	Passwords may not include the user's name, the word 'password,' the school name, or easily guessable sequences.
Password Sharing	Sharing passwords is strictly prohibited. Contact the Director of Operations if you need access assistance.

SECTION 3 | THIRD-PARTY DATA SHARING

3.1 Vendors and Service Providers

IAL uses a variety of third-party educational technology platforms. Any vendor or partner that receives, accesses, or stores student PII on behalf of IAL must enter into a Data Privacy Agreement (DPA) prior to receiving any student data, as required by Education Law Section 2-d.

What Families Should Know:

- IAL maintains a public list of all third-party vendors with access to student data, available on the IAL website and upon request from the main office.
- Each vendor agreement limits the use of student data to the specific educational purpose for which it was shared.
- Vendors are prohibited from selling, disclosing, or using student PII for commercial purposes, including targeted advertising.
- IAL reviews all vendor agreements annually.

Current Key Platforms (with Data Privacy Agreements on file):

- PowerSchool - Student Information System (SIS)
- Google Workspace for Education - Email, Docs, Classroom
- i-Ready - Reading and Math diagnostic assessments
- Curriculum-based platforms as adopted by grade-level teams

NOTE: Parents may request information about any specific vendor accessing their child's data. Contact the COO/CFO at jenny.pichardo@ialcs.org or the Director of School Operations at kevin.garcia@ialcs.org.

SECTION 4 | REPORTING A DATA SECURITY CONCERN

4.1 Internal Reporting

If a student, family member, or staff member believes that student or staff data has been improperly accessed, shared, or misused, they should report the concern immediately. IAL will investigate all reports promptly and take appropriate corrective action.

Contact	Role	Email
Jenny Pichardo	COO/CFO - Primary Data Privacy Contact	jenny.pichardo@ialcs.org
Bianca Mercedes	CSO - School Safety and Operations Oversight	bianca.mercedes@ialcs.org
Kevin Garcia	Director of School Operations	kevin.garcia@ialcs.org

4.2 External Reporting

Families may also file complaints directly with:

- NYSED Information Security Office: infosec@nysed.gov | (518) 486-4940
- U.S. Department of Education - FERPA: Family Policy Compliance Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-4605

SECTION 5 | ACKNOWLEDGMENT

This addendum is incorporated by reference into the Inwood Academy for Leadership Student and Family Handbook. All families are required to acknowledge receipt of this addendum as part of the annual back-to-school enrollment process.

Questions?

Contact the FACE Department or the COO/CFO office. The complete NYSED Data Security Review Summary is available upon written request. Full policy documents referenced in this addendum are available at www.inwoodacademy.org.