Inwood Academy
For Leadership

High School Student & Family Handbook 2026 - 27



Belong.

Grow.

Lead.

INWOOD ACADEMY
HIGH SCHOOL
3896 10th Avenue

STUDENTS TODAY.
LEADERS TOMORROW.
A BRIGHTER COMMUNITY ALWAYS.

Belong. Grow. Lead.

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I. GENERAL INFORMATION

Mission

Inwood Academy for Leadership Charter School 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

Inwood Academy for Leadership 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.

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

I am a leader with **RESTRAINT** when I stop and think before I make a good choice and recognize personal impact on others.

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

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

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

Contacting Staff

Family Communications

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.

Some of the best ways to stay in contact with IAL

- Use PowerSchool! This is our Student Information System, where student grades and progress can be recorded, tracked, and communicated.
- Email and call teachers! Your child's teacher emails are listed on PowerSchool, but all teacher and staff emails follow the same pattern: firstname.lastname@ialcs.org.
- Stay in consistent communication with your child's advisor — their school advocate for their academic and social journey at IAL.
- The Family and Community Engagement Department (FACE) produces a weekly Wednesday News Brief on Zoom with our Director of Family Engagement, Tatiana Mahoney.
- FACE creates many more family events and workshops throughout the year.

Families are encouraged to contact the school regarding matters that they feel might impact a child's education or well-being.

When to Contact IAL

- If your child is going to be absent for more than 2 consecutive days.
- If your child says the work is not challenging him/her.
- If your child exhibits poor work habits.
- If you have any questions or concerns about progress reports or report cards.
- If your child is confused about a long-term project.

Who to Contact

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

If you…	Then contact…
Want to discuss your child's absences or tardies.	**High School Operations, Main Office** *operations@ialcs.org*
Are not hearing back from your child's teacher, or are not satisfied with the responses you are receiving.	**Site Director: Ana Rodriguez** *ana.rodriguez@ialcs.org*

If you…	Then contact…
Have questions about transportation, nurse services, uniforms, or food services.	**Operations Manager, Raquel Nova** *operations@ialcs.org*
Want to learn about your child's behavioral progress or concerns.	**High School Dean of School Culture, Fred Sanchez** *fred.sanchez@ialcs.org*
Want to discuss your child's progress towards graduation and academic standing.	**Director of College and Career Success, Simone Smith** *simone.smith@ialcs.org*
Want to discuss your child's post-secondary plans and goals.	**Post-Secondary Counselor, Erica Messina** *erica.messina@ialcs.org* **Director of College and Career Success, Simone Smith** *simone.smith@ialcs.org*
Would like additional information about Board of Trustee meetings, or IAL's charter, or have not received satisfactory responses after exhausting the hierarchy above.	**CSO, Bianca Mercedes** *bianca.mercedes@ialcs.org* **COO/CFO, Jenny Pichardo** *jenny.pichardo@ialcs.org* **CEO, Christina Reyes** *christina.reyes@ialcs.org* **Board Chairperson, Max Rosenthal** *maxwell.rosenthal@ialcs.org*
Would like to become engaged with the IAL community, need family services, or want access to the family portal.	**Director of Family and Community Engagement, Tatiana Mahoney** *tatiana.mahoney@ialcs.org*
Director of School Operations — Kevin Garcia	*kevin.garcia@ialcs.org*
Director of Athletics — Jason Marchena	*jason.marchena@ialcs.org*
Main office	*operations@ialcs.org*
Teachers — all teacher/staff emails follow the pattern:	*firstname.lastname@ialcs.org*

Student Information System (PowerSchool)

Students and families can independently track students' grades for various assignments throughout the school year on the PowerSchool website. Students and families can direct any questions about PowerSchool access to their CCS Academic Counselor. To access the parent portal of PowerSchool and view student progress, families should provide a valid email address to the main office.

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, and drop-off/pick-up procedures — will be communicated through phone blasts.

Food Services

Breakfast and Lunch Programs

IAL will provide students with breakfast and lunch. 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.

Students may bring lunch from home; however, they should not bring unhealthy drinks (e.g., sodas or juices heavy in sugar) or unhealthy snacks (snacks high in fat, calories, or sugar) to school. No glass bottles will be permitted in the school building. Please note that school microwaves and refrigerators will not be accessible.

Students who wish to eat school breakfast, or eat breakfast they've brought from home, may do so upon arrival each morning. First period begins at 8:15 a.m.; breakfast is served until 8:10 a.m.

9th Grade (433 West 204th Street): Doors open at 8:00 a.m. Students wishing to eat breakfast should arrive between 8:00 and 8:10 a.m.

Grades 10–12 (3896 10th Avenue): Doors open at 7:40 a.m. Students wishing to eat breakfast should arrive between 7:40 and 8:10 a.m.

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 their 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.

Attendance, Tardiness & Early Dismissal 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 as 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 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.

Student Dismissal

Students' dismissal will rotate based on their schedule. Students' schedules will be posted on their PowerSchool accounts at the start of the school year. Families and guardians who wish to pick up their child will wait outside of the building.

Early Dismissal

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 prior to submitting the form. The verification process will send a code to the parent/guardian primary contact number of record.

Students in Grades 9–12 will be permitted to leave on their own with prior written notice (via form, email, or text).

School Uniform Policy

Inwood Academy for Leadership requires a uniform for all students. Students are required to wear the uniform every day unless otherwise specified. Uniforms may be purchased at Land's End. More information to follow:

Category	Details
Tops	White or light blue polo shirt with the IAL logo (from Land's End). Navy blue or gray t-shirt, crewneck, cardigan, or hooded sweater with the IAL logo (from Land's End).
Bottoms	Khaki or Navy blue colored chino-style pants, shorts, and skirts. Inwood Academy logo sweatpants (from Land's End) on Fridays ONLY.
Footwear	Closed-toe, ankle-supportive footwear (such as sneakers, boots, flats, or loafers) is required at all times. Sneakers are strongly recommended for everyday wear and are mandatory during PE classes. All lace-up shoes must be fully laced and tied, with the tongue tucked inside.
Students May NOT Wear	Jeans, leggings, yoga pants, biker shorts, or tights. Clothing with holes, tears, or excessive distressing. Bottoms with patterns, bright colors, tears, or holes. Skirts or shorts more than two inches above the knees. Sweatpants without the IAL logo. Windbreaker or cargo pants, even with the IAL logo. Belly shirts, crop tops, or any garment exposing the midsection. Crocs, slides, flip-flops, sandals, or slippers of any kind (including Ugg slippers and Birkenstocks), even on dress-down days.
Fridays	9th Grade students may wear any IAL top that has the Inwood logo on it. There is no change to any other part of the uniform policy on Fridays.
Dress Down Days	Any dress-down days will be communicated in advance, along with information about what is permissible on those days.

Important Notice: Families are responsible for ensuring their students are in full uniform every day. If a student is out of uniform, they will receive a loaner item and an infraction, which will require them to attend lunch or after-school detention. Families will be called and required to bring a uniform to the school for their child.

Please refer to the Student & Family Handbook at www.inwoodacademy.org for detailed uniform requirements.

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

- Students who arrive at school out of uniform will be loaned a uniform from a Dean for the day. Uniforms must be returned at the end of the day. If you don't bring back the loaner uniform, you will be charged for it (shirts and sweaters = $15, pants = $15). Parents will be contacted about uniforms and the student will serve a lunch reflection. Parents should contact the Deans or the main office if there are any concerns about uniforms or help/support is needed.
- IAL reserves the right to modify the dress code at any time; any modifications will be communicated with families ahead of time.

If you are unable to obtain a uniform, please contact our Director of Family and Community Engagement Tatiana Mahoney at *tatiana.mahoney@ialcs.org*.

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 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 that are prohibited on school property or those items that 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, including illegal items due to student age, 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, cell phones, electronics, 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 High School 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.

Evolv Technology

IAL is committed to providing a safe, orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, all staff, students, families and visitors will go through the Evolv Detectors. If any items are found not to be permissible they will be confiscated by school safety, dean or administrator. If an investigation is required, students and families will be notified.

Student ID Policy

Students must wear their school-issued ID on the designated, color-coded lanyard every school day and are responsible for bringing it to school daily.

Students must scan their ID upon arrival at school. This is how both school-wide and period-by-period attendance are recorded, so scanning in daily is essential.

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 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

Cell Phones and Other Electronic Devices

Student cell phones and other electronic communication devices can be disruptive in school. The school must ensure that they are not used inappropriately. Therefore, all student phones will be placed in Cell Phone pouches and other electronic devices (including iPads/computers) will be collected at entry and remain safely locked & stored during school hours. Students have access to Chromebooks during school hours so personal devices are not allowed in the building. Please refer to Appendix 1 for the full Inwood Academy for Leadership K–12 Distraction-Free Device Policy.

- 9th–11th Grade Students will place their cell phones in a Cell Phone pouch upon arrival.
- 12th Grade Students will put their cell phone in a Cell Phone pouch upon arrival. They will then Cell Phone out if they are allowed to go out for Senior Lunch privileges, as well as at the end of the instructional day when they are leaving the building.

Cell Phone Assignment and Responsibility

All students will be given a school-issued cell phone pouch (Yondr) at the start of the year. IAL does not keep loaner pouches for daily use, so if a student's pouch is lost or damaged, the family is responsible for a $30 replacement fee. Until the fee is paid, the student's phone will be kept in the Cell Phone bin each day and returned at the end of their last period; the student will be charged $1 per day the phone is stored in the bin, until the $30 replacement fee is recovered.

Progressive Consequences for Being Caught Without a Pouch

A student caught with a phone and/or a damaged pouch will need to place their phone in the Cell Phone bin on the following schedule:

- 1st time: One week of placing the phone in the bin
- 2nd time: One month of placing the phone in the bin
- 3rd time: Indefinitely placing the phone in the bin

Students will also serve at least one day of reflective lunch and receive a call home.

Decoy Phones

A student found with a decoy phone will receive a call home and a reflective lunch; the decoy phone must be picked up by a parent or guardian. If a decoy phone appears a second time, it will not be returned until the last day of school, June 13th.

Early Dismissal

If a student is dismissed early, their phone will be returned to them upon exit from the main office.

Cell-Phone-Free Zones

IAL classrooms and hallways are cell-phone-free zones. If a student has a cell phone on them that was not turned in during the morning entry process, it will be confiscated for the instructional day by a school dean or administrator. Families will be called, and a family meeting may be scheduled to return the phone and discuss next steps.

Students Without a Phone

If your child does not have a cell phone, families must notify school administration at the start of the academic year; a separate entry procedure will apply. If this changes at any point during the year, please notify the High School Director or High School Dean.

Personal Devices

Students are not permitted to bring their own laptops or tablets. IAL assumes no responsibility for phones or other electronic devices that are lost or damaged.

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, graphing calculators, and Cell Phone pouches 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 or Graphing Calculator: $100

Failure to pay for the repair of damaged devices will result in the withholding of important documents.

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

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.

Visitor 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, visit the school website under Families and Forms.

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 — 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 4pm, Monday through Friday. It is located in Room 101 at the Middle School at 433 West 204th Street.

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 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 Trustees directly. The complaining party can reach out directly to the Board of Trustees 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

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, Director or 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.

Personal Items and Lost and Found

If any personal items have been lost, please be sure to visit our Director of Family and Community Engagement who can assist you. All items unclaimed within a two week period will be discarded.

II. ACADEMICS

Bell Schedule

2026–27 High School Bell Schedule

INWOOD ACADEMY FOR LEADERSHIP

Belong. Grow. Lead.

204th Street — 9th Grade

MONDAY (A) & THURSDAY (B)

TIME	PERIOD
8:15–9:45	Period 1
9:48–11:18	Period 3
11:21–11:58	Advisory & Snack
12:01–1:31	Period 5
1:31–2:11	Lunch
2:14–3:24	Humanities / STEM Lab

TUESDAY (A) & FRIDAY (B)

TIME	PERIOD
8:15–9:45	Period 2
9:48–11:18	Period 4
11:21–12:51	Period 6
12:51–1:31	Lunch
1:34–3:04	Period 7

10th Avenue — 10th–12th Grades

MONDAY (A) & THURSDAY (B)

TIME	PERIOD
8:15–9:45	Period 1
9:48–11:18	Period 3
11:21–11:58	Advisory
11:58–12:38	Lunch
12:41–2:11	Period 5
2:14–3:24	Humanities / STEM Lab

TUESDAY (A) & FRIDAY (B)

TIME	PERIOD
8:15–9:45	Period 2
9:48–11:18	Period 4
11:18–11:58	Lunch
12:01–1:31	Period 6
1:34–3:04	Period 7

Wednesday (A/B) — Both Locations

TIME	ACTIVITY
8:15–9:03	Period 1
9:06–9:54	Period 2
9:57–10:45	Period 3
10:48–11:36	Period 4

TIME	ACTIVITY
11:36–12:06	Lunch
12:09–12:57	Period 5
1:00–1:48	Period 6
1:51–2:39	Period 7

Student dismissal is at 2:39 p.m., at the end of Period 7.

Inwood Academy for Leadership

433 West 204th Street | 3896 10th Avenue · New York, NY

Inwood Academy for Leadership has high standards for academic achievement and student success. 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. Our curriculum is aligned with New York State requirements, and our instructional staff is committed to ensuring that our students have a rigorous and engaging learning experience that best prepares them for the college and career pathway of their choosing.

Family-Teacher Conferences

Families and teachers have the opportunity to discuss each student's progress at the Family-Teacher Conferences, which will take place in November, February, and April. However, if there is an immediate need, the school will be more than willing to make accommodations and meet prior to these scheduled times. Please call or email the school main office to set up a meeting with a teacher or the High School Director.

Students and families can independently track students' grades for various assignments throughout the school year on the PowerSchool website.

Report Cards & Progress Reports

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

Grading Policies / Promotion

Families will receive Progress Reports through our student information system (PowerSchool). These reports will be printed 3 times this school year but are available upon request. Students must pass a course in order to receive credit for the course during the academic year.

Course grades are awarded on a quarterly basis, with a passing grade defined as 65 or higher. Grades are updated on an ongoing basis throughout the quarter to reflect student progress. Each course runs across two consecutive quarters, and the final grade at the end of the second quarter determines the awarding of Semester Credit. Semester Credits contribute to the accumulation of credits required for yearly academic progress toward graduation.

Course Timeline	Grading Process	Credit Award
Quarter 1 → Quarter 2	Grades are updated throughout Q1 and Q2; the final Q2 grade determines Semester Credit.	Semester Credit awarded at the end of Q2 if final grade is 65+
Quarter 3 → Quarter 4	Grades are updated throughout Q3 and Q4; the final Q4 grade determines Semester Credit.	Semester Credit awarded at the end of Q4 if final grade is 65+

Credit Recovery

Students at IAL are able to recover credit for any missed coursework within an academic school year through 9th period, APEX, and/or summer school. Students who need to recover more than 4 credits will be considered Off Track for graduation and will be required to meet with their CCS academic counselors in order to plan and review their most updated Graduation Student Plan. Please see below for a general overview of credit recovery program opportunities.

Credit Recovery Grading

- For both APEX and After School Credit Recovery, students will receive the actual grade that they got in the course. The grade will be weighed into GPA.
- 9th period will not get weighted into GPA; it will override their previous failing grade to a 65, which is weighed.

APEX	Details
Eligibility	Only open to Juniors and Seniors who have a credit need, not a Regents need. Seniors who have demonstrated difficulty finishing APEX in the past two years will be placed in credit recovery. Juniors will all be given the chance and reevaluated in semester 2. Students can only make up 3 credits on APEX per semester. Can be used to make up classes from current or previous school years.
Requirements for Credit Accumulation	Students must check in once a week. Students must take the APEX course final exam in person. Student coursework must be complete, with a passing grade, by the given deadline (100% completion, 65% mastery). Hard deadline — extension only granted for medical reasons.
When Is It Offered?	Round 1: Fall. Final (in person).
What Happens At The End?	Completed by set deadline: credit awarded. Not completed by set deadline: gets a second attempt, but only through After School Credit Recovery (must attend in person).
Grading Policy	Students who complete the course — Formative: APEX grade; Summative: grade on the final; RRICH: completed by October 4th. Students who do not complete/fail the course — a failing grade will be placed on the transcript.

AFTER SCHOOL CREDIT RECOVERY	Details
Eligibility	Open to all 9th–11th graders, and select 12th graders. Students can make up 2 credits each semester. Can be used for any credit from any year.
Requirements for Credit Accumulation	Follow the attendance policy provided when beginning the recovery — absences can result in removal from this recovery opportunity. Complete all work in person; students cannot take folders home or complete any portion of an assignment at home. No work will be completed on the computers.

When Is It Offered?	Semester 1: Fall with 1 make-up date. Semester 2: Spring with 1 make-up date.
What Happens At The End?	Completed by set deadline: credit awarded. Not successfully completed: students must attend summer school.
Grading Policy	Formative: progress checks (packet completion on the given timeline). Summative: grade on the final. RRICH: completed course on time.

SUMMER SCHOOL

	Details
Eligibility	Open to all students. Students can make up 2 credits.
Requirements for Credit Accumulation	Must attend all sessions set by Summer School guidelines. Must complete all work in person. Must pass a final assessment.
What Happens At The End?	Completed by set deadline: receive the grade that they end up with in summer school. Not successfully completed: placed in a credit recovery opportunity for the fall.

Grading Scale

This allows IAL to closely track student progress, ensuring that they are well-prepared for Regents exams and other major assessments. We grade on a four-point scale that is then converted into "traditional" percentage grades per marking period. Students' semester grades are a reflection of the average of their three marking period grades averaged together.

Core Courses

Department / Course Group	Courses	Formative	Summative
English	English I, Integrated English I, English II, Integrated English II, English III, Integrated English III, English IV, Integrated English IV, AP Lang and Comp, AP Literature and Comp, College Now: ELA	40%	60%
Social Studies	Global History I, Global History II, US History, AP US History, Government and Economics	40%	60%
Mathematics	Algebra I Common Core, Integrated Algebra I, Algebra II Common Core, Integrated Algebra II, Geometry Common Core, Integrated Geometry, Statistics, Statistics / Pre-Calculus	45%	55%
Science	Biology, Earth and Space, Chemistry / Forensics, Environmental Science, College Now: Science	40%	60%
ENL	ENL, ENL 9	45%	55%
Reading Intervention / Literacy Support	Wilson, Wilson 9, Just Words Y1, Just Words Y2	50%	50%
Physical Education / Health	Physical Education I–IV, Health	50%	50%
Arts	Art, Drama, Visual Media Art	30%	70%
Leadership / Advisory	Leadership 9, 10, 11, 12 (Capstone), PGC, Advisory 9, 10, 11, Seminar 12	50%	50%
Financial Literacy	Financial Literacy	40%	60%

Formative Assessments — Practice

Purpose: to monitor learning and provide feedback so students can improve before attempting independently to demonstrate mastery.

Examples: Do Nows or exit tickets, homework, classwork, drafts or practice essays, group work or labs.

Grading weight: can be graded for completion or accuracy; must be given a minimum score of 55.

Summative Assessments — Final Demonstrations of Learning

Purpose: to evaluate student mastery of standards at the end of a unit or learning cycle.

Examples: unit tests, quizzes, final essays or writing pieces, projects or presentations, lab reports, performances or portfolios.

Grading weight: higher stakes; must always be graded for accuracy; can be given a true grade.

Advisory

Category	Description	Details	Lowest Grade
Formative	Academic Check-In Day: completion of academic check process, completion of any deliverables assigned that day (surveys, handouts, etc.), actively working on organization, test prep, makeup work, and teacher communication.	Makeups allowed	55
	SEL Day: active participation in that week's Social-Emotional Learning activity.	Makeups allowed	55

Peer Group Connection (PGC)

Category	% of Course Grade	Lowest Grade
Facilitation Skills	20%	55
Group Participation	20%	55
Role Modeling	20%	55
Self-Assessment	10%	55
Schoolwork / Homework / Exams	30%	55

Understanding How Attendance Will Affect Your Grades

Summative: exams, quizzes, summative essays, summative projects, lab reports, etc. (Formative assessments, like exit tickets, are not counted here — they inform instruction but do not fall into the summative assessment category.)

If	Then
You missed an assessment	You can make up the assessment within a week of the assessment date.
You missed an assessment and never made it up	The grade is a 0. Your grade will include a comment that you never made up the assessment.
You took the assessment but want to retake it for a higher grade	You are allowed to retake assessments for a higher grade. The above stipulations still apply (excused vs. unexcused).

Formative: Classwork & Homework

Classwork	You are allowed to make up these assignments within a week of when they were assigned.
Homework	Check in with your teacher about their policy.

To be able to make up work, students must provide one of the following: a note from a doctor, court, or other organization that caused their absence; a letter from home (family will receive a call to verify); an email sent by parent/guardian; parent communication with other school staff (Operations/FACE); a time-stamped and signed pass from staff excusing their lateness (staff can also escort the student).

Academic Dishonesty

Our institution values academic integrity and strives to create an environment that fosters ethical behavior and personal responsibility. Academic dishonesty undermines the educational process and the trust that is essential in an academic community. This policy outlines the consequences and restorative measures for students found committing academic dishonesty.

Definition of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following behaviors: cheating, plagiarism, fabrication, facilitation, unauthorized collaboration, multiple submissions, sabotage, ghostwriting, impersonation, and unapproved use of resources.

Consequences and Restorative Measures

If a student is caught committing academic dishonesty, the following steps will be taken:

- **Assignment makeup:** the student will be allowed to redo the assignment or exam in which the dishonesty occurred, completed in person under teacher supervision, within one week of the incident.
- **Reflection and restorative activities:** the student will complete a reflection on the consequences of academic dishonesty, and will be required to participate in three weeks of restorative activities such as mandated tutoring or community service, determined by the teacher and/or administration.

The teacher will schedule and supervise the makeup assignment; the teacher and/or school administration will develop and monitor the restorative plan. Failure to comply with the makeup assignment or restorative activities may result in further disciplinary action, as determined by school administration.

Use of Artificial Intelligence (AI) Tools

Our high school recognizes the growing importance of AI in both academic and professional settings. To equip students with the skills necessary to navigate this technology responsibly, we have implemented the following AI use policy.

- **Academic Enhancement:** AI tools can be used to enhance academic work, including research, data analysis, writing support, and creative projects. Students should use these tools to complement, not replace, their own intellectual efforts.
- **Teacher Guidelines:** students must adhere to teacher guidelines regarding the use of AI in coursework. Teachers will provide clear instructions on when and how AI tools may be used for assignments and projects.
- **Academic Integrity:** the integrity of students' work is paramount. AI tools must not be used to plagiarize, fabricate, or misrepresent a student's own work. All sources, including AI-generated content, must be properly cited.
- **Critical Thinking and Verification:** students are encouraged to critically assess AI-generated content and verify its accuracy. Relying solely on AI without applying critical thinking skills is discouraged.
- **Ethical and Responsible Use:** students will be educated on the ethical use of AI, including issues related to privacy, bias, and the responsible handling of AI-generated data.
- **Family Involvement:** families are urged to discuss AI use with their children and ensure that its application at home aligns with the school's policy.

Graduation Requirements

IAL Core Curriculum

At IAL, we believe a well-rounded core curriculum of courses will best prepare students for the rigor of college and career. IAL also strives to offer several high-interest electives to further engage and round out students' academic and intellectual development throughout their four years, including arts options and AP courses. IAL participates in the College Now program and supports many students in taking college courses in addition to their regular core sequence. Because we are committed to preparing your child to attend a four-year college, we strongly encourage all students to complete the full scope of coursework at IAL as follows:

- 4 years of English, History, and 2 years of Foreign Language
- 6 credits of Math, and Science
- 4 years of IAL's signature Leadership course, which prepares students for leadership roles in their community and supports the college application process

Students may earn a Local, Regents, or Advanced Regents diploma.

Regents Diploma — Credit Requirements	English	History	Math	Science	Phys Ed	Health	LOTE	Art	Electives	On-Track
9th (Yr 1)	2	2	2	2	1		2			10+
10th (Yr 2)	2	2	2	2	1	1	2–4*	2	7	20+
11th (Yr 3)	2	2	2	2	1					30+
12th (Yr 4)	2	2	2**	2**	1					44+
Total Needs	8	8	6+	6+	4	1	2	2	7+	44+

Advanced Regents Diploma — Credit Requirements	English	History	Math	Science	Phys Ed	Health	LOTE	Art	Electives	On-Track
9th (Yr 1)	2	2	2	2	1		2			10+
10th (Yr 2)	2	2	2	2	1	1	2–4	2	3	20+

11th (Yr 3)	2	2	2	2	1					30+
12th (Yr 4)	2	2	2**	2**	1					44+
Total Needs	8	8	6+	6+	4	1	6	2	3+	44+

Graduation Participation

In order to participate in walking across the stage with their cohort for graduation, students must complete all of the New York State graduation requirements for Regents and credits by the end of Senior Credit Recovery.

If a student does not complete the requirements, they will follow the graduation plan set up by their academic counselor and will have the opportunity to walk in the June ceremony following their completion. For example, if a student is an August graduate, they will have the opportunity to walk the following June.

Student Retention Policy

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

- **Holistic Evaluation:** we consider your child's academic performance, social-emotional development, physical maturity, and family support, using multiple data points including test scores, classroom performance, and teacher evaluations.
- **Individualized Decision-Making:** each child is unique; we make decisions on a case-by-case basis, with personalized intervention plans developed for students at risk of retention.
- **Collaboration:** parents, educators, and administrators collaborate to make the best decisions for your child, with open and ongoing communication throughout the process.
- **Early Intervention:** we identify and support students at risk of retention as early as possible, with targeted interventions and regular progress monitoring.
- **Supportive Measures:** additional resources and support are provided for retained students or those promoted with a catch-up plan, guided by a comprehensive plan of academic goals and support services.

Appeals Process

Parents who disagree with the retention decision may appeal to the school Site Director within 10 days. A meeting will be scheduled to discuss the appeal and make a final determination.

We aim to ensure that retention decisions support your child's long-term success and well-being. If you have any questions or need further information, please do not hesitate to contact us.

Regents Exams

New York State requires all students who entered high school after 2014 to pass a total of five Regents exams for a Regents Diploma. Students must earn passing scores on the exams listed below in order to receive a Regents or Advanced Regents diploma. Earning higher scores on these exams, taking additional exams, and achieving diploma endorsements can support students in their transition to college and/or the workforce.

Requirement	Regents Diploma (5 exams, score 65+)	Advanced Regents Diploma (9+ exams, score 65+)
English	1 — English Language Arts	1 — English Language Arts
Mathematics	1+ — any of Algebra I, Geometry, Algebra II	3 — Algebra I, Geometry, and Algebra II
History	1+ — any of Global History, US History	2 — Global History and US History
Science	1+ — any of Living Environment, Earth Science, Chemistry	2+ — Living Environment plus one more
LOTE	1 — any additional Math/Science/History Regents, or Spanish	1 — Spanish

Advanced Placement (AP) Courses Policy

Inwood Academy for Leadership encourages students to embrace the challenges of Advanced Placement (AP) courses, offering an opportunity to engage deeply with rigorous academic material and prepare for AP exams that may earn college credit. However, with this opportunity comes the responsibility to commit significant time and effort to mastering the coursework.

Eligibility for AP Courses

Students become eligible to enroll in an AP course when they achieve a grade of 85 or higher in the course that precedes the AP course they are interested in:

Course That Determines Eligibility	AP Course
Global II (10th Grade)	AP US History (11th Grade)
English II (10th Grade)	AP Literature and Composition (11th Grade)
English III (11th Grade)	AP Language and Composition (12th Grade)

In addition to meeting this academic requirement, teachers of the preceding course will be asked to provide a recommendation based on the student's writing ability, analytical skills, and habits of work. These recommendations are informed by data collected throughout the school year to ensure that students are well-prepared for the demands of AP coursework.

Students in the 11th grade can take both AP US History and AP Literature and Composition should they be eligible and recommended for both.

AP Exam Registration Process and Fees

Students enrolled in AP courses are highly encouraged to register and sit for the corresponding AP exams for their course. Taking the AP exam allows students to earn college credit or advanced placement at many colleges and universities (if they meet the school's criteria). Inwood Academy will provide guidance on the registration process, including deadlines, fees, and financial assistance. Students should set an appointment with their academic counselor to complete the registration process.

Registration fee: A $99 fee is required for each AP exam and must be paid to the College Board by the announced deadline. Students who are eligible can participate in the College Board's fee reduction program, which brings the cost of the exam down to $37. Eligibility can be determined during the exam registration appointment with an academic counselor, teacher, or member of HSLT.

Cancellation / no-show fee: if a student decides to cancel their AP exam registration after the designated deadline or chooses not to show up on test day, they will be liable for a $40 fee to cover the costs incurred by the school via the College Board.

Late examination fee: some late-testing circumstances may require an additional $40 fee per exam. Approved reasons for late testing that do not require a fee include: academic or athletic events; conflicts with other exams (IB, Cambridge, state tests); emergencies (e.g., bomb scare, fire alarm); school closures (e.g., elections, natural disasters); religious observances; and serious illness, injury, or family emergencies.

Financial assistance: students who require financial assistance for exam fees should contact school administration to discuss available options. Students who receive financial assistance for registration fees are still liable for cancellation fees should they choose to cancel their registration or decide not to show up on test day.

If students or families have questions about AP courses, exams, and registration, they can contact their academic counselor, their AP teacher, or the school's AP coordinator.

III. SERVICES FOR STUDENTS

Counseling Services and Guidance

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

Intervention and Support for Students

- **Behavior:** students for whom their IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective, or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE.
- **Reading:** reading programs, such as Wilson and Just Words, have been implemented to support students who need reading intervention based on iReady and other reading screening assessments.

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

Parents of new students should advise the school if their child is an ELL or has an IEP. IAL works to serve all students, but we must receive paperwork in order to serve your child in the best possible way. All parental requests for evaluations must be made in writing. If a teacher or parent believes a student should be evaluated for special education services, written parental permission must be obtained before a formal evaluation is undertaken. Such evaluations will begin with an in-school committee consisting of the SIS Team, the classroom teacher, and the parent. If warranted, the evaluation will continue with a specialized external team provided by the NYC DOE Committee for Special Education. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment.

English Language Learners (ELLs)

Students who are ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) exam. Services will be provided by one of our ENL Specialists based on the student's level. Students who are at the Entering–Transitioning levels will be included in the ENL course. Once a student reaches Commanding, they no longer need to take NYSESLAT, and services will be provided based on student need. (Levels, in order: Entering, Emerging, Transitioning, Expanding, Commanding.)

Support for Special Needs Students

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

IV. STUDENT SAFETY & HEALTH

Confidentiality Policy

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

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

Mandated Reporting

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

Incident Reports

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

Illness, Accidents and Emergencies

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

Suicidal or Homicidal Threat

If a student threatens their own life or the life of someone else, this will be brought immediately to the attention of the Deans or School Social Worker/Counselor. If the Deans or School Social Worker/Counselor feel that the

child is in imminent danger, the parent will be contacted and a psychological evaluation will be required before the child can return to school.

When a student exhibits potentially suicidal behavior and the parent refuses to cooperate with the school or to take alternative preventive measures, the Deans or School Social Worker/Counselor must report this information immediately to the Administration for Children's Services, or may potentially call EMS or local law enforcement officials.

Medical and Immunization Information

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

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

School Culture, Social-Emotional Learning, and Restorative Practices

At Inwood Academy for Leadership, our community matters. As a school, we are committed to creating an effective, supportive, and safe environment for all students. This community is upheld and created by all teachers and staff at our school and intentionally fostered through things like Morning Meetings, Assemblies, Days of Service, Leadership Day, Advisories, and more.

Advisory is the primary place we develop character intentionally and explicitly with our student body. Our Advisory time is founded on the belief that our students are assets to their community, and we utilize our Advisory time to focus on Community-Focused Leadership, Character Development, and College and Career Readiness — the 3 C's of IAL.

As we focus on developing the social and emotional needs of all students through small group discussion, we want our students to have conversations about issues that matter to them. Through thoughtful discussion, students and teachers build relationships, talk about their own social and emotional needs, and grapple with advocacy and leadership as it is developed for our students. These Advisory sessions focus explicitly on discussion and on students' developmental needs.

Restorative Practices

As a school, we believe that community matters. We believe that all our students are assets to our environment, and make up our rich, diverse, and eclectic community. We value all our students and believe it is our primary responsibility to ensure that our school is inclusive, responsive, and reflective of all its 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 their relationships with the community when something goes wrong, or when the code of conduct is violated.

By adopting a restorative approach, we are asking our student body to be truly accountable for their actions, partnering with deans, counselors, 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 react 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 our approach to behavior through a laddered, supported standpoint. Student behavior should be 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 on campus.

As the Department of Education has outlined, we are sure to follow 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. School staff meet regularly to ensure a comprehensive student support program is in place that includes counseling services, guidance, opportunities for social-emotional learning, student engagement, and prevention and intervention behavioral support to encourage prosocial student behavior, foster resiliency, and build students' positive connection to the school community.
3. Initial Response — when a student experiences difficulty or engages in inappropriate behavior, the teacher contacts the parent, and depending on the nature, severity, age, and maturity level of the student, takes one or more steps: has a conference with the student; refers them to a dean or social worker; develops a plan with a grade team for intervention.

In an effort to help students that are struggling behaviorally, IAL may provide some of the behavior interventions listed below. In the event that students are not meeting the behavioral expectations, parents and guardians will be notified during each step of the behavior intervention process. All behavior intervention is grounded in a restorative approach, working with students to self-reflect and support positive interactions in the school environment. At any point in time, for students struggling, some of the following interventions will be utilized:

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

II. Dean Check-In: students may be placed on a dean check-in list, where they are met daily, every other day, or weekly with the dean at the start of the day to discuss entry to school and do preventative work for students prior to entering a classroom. This serves as an opportunity for soft-skill development and social and emotional regulation setting.

III. Check In/Check Out: students who have targeted behavioral goals, and struggle across multiple classroom or instructional environments, may be collaborated with to develop a check in/check out (CICO). Students on CICO will develop a goal with the dean, and the dean will communicate this goal to teachers; each period the student will have the teacher sign and note progress towards attaining the goal on the CICO sheet. This is a time-bound goal-tracking method to show targeted improvement in a specific area for students in the classroom environment.

IV. Peer to Peer Mediation: if two students are struggling interpersonally with one another, the dean, teacher, or administrator may require, or the student may request, a dean mediation to take place. Successful mediations have three key components — preparation, the mediation, and follow-up.

V. Peer to Staff Mediation: if a student has exhibited disruptive or disrespectful behavior in a classroom, or a relationship with a teacher/staff member and student has been harmed, a peer-to-staff mediation will occur, following the same three steps as above.

VI. Restorative Circle: circles are a highly effective group intervention when a behavior or incident has occurred that impacts a group. Restorative circles can be planned and supported by the culture team, but may occur in a class, club, or any group setting that would benefit from a group conversation.

VII. Restorative Assignments: students may have incidents that would be best learned from and reflected upon through a restorative assignment, aiming to support students in targeted reflection and "repairing the harm" done in any given incident, developed by the culture team.

VIII. Restoration: restorations are assigned by deans or teachers throughout the day and serve as a space for reflection for students based on incidents that deem the need to reflect and check in with the dean.

IX. Plan B — Collaborative Problem Solving Conversation: IAL partners with Collaborative Problem Solving to train all staff in having supportive and collaborative conversations with students, in three parts — the Assessment Planning Tool (APT), the Plan B Conversation, and Follow-Up.

X. Community Service with Parent Consent: students who have an incident that impacts the community in some way may be required or invited to complete community service in relation to the incident, to best support healing and intentional learning.

XI. Guided Behavior Reflection: students who have behavioral incidents or concerns may be guided by teachers or culture staff to do explicit behavior reflection, a key element in a student's ability to develop self-regulation and intentionally build key skills as needed.

XII. Behavioral Counseling: students who struggle in the school setting may be assigned targeted counseling by a social worker, dean, or counselor for a specific period of time (e.g., 4 weeks 1x a week, 6 weeks 2x a week) to support acquisition of social and emotional skills.

V. CODE OF CONDUCT / STUDENT DISCIPLINE CODE

Overview

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

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

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

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

School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school or learning environment. School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level
- The nature and seriousness of the infraction and the circumstances which led to the infraction
- The student's previous disciplinary record
- The effectiveness of other forms of discipline
- The circumstances and context in which the conduct occurred, including but not limited to whether the student has been experiencing bullying behaviors, whether the student was reacting or responding in self-defense, and whether there was effort to address the situation prior to the incident using positive and preventative strategies
- Frequency and duration of behavior
- The number of persons involved in the behavior
- Information from parents, teachers, and/or others, as appropriate

- The student's IEP, BIP, and/or 504 Accommodation Plan, if applicable
- The student's attitude and other relevant factors

IAL acknowledges that there may be times that these values are not reflected in the behavior of members of its student body. It is for those circumstances that IAL has adopted its Student Disciplinary Code. Our Disciplinary Code is adopted from the Department of Education's Citywide Behavioral Expectations to Support Student Learning, Grades 6–12.

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

Level 1: Uncooperative / Non-Compliant Behavior

Level 2: Disorderly Behavior

Level 3: Disruptive Behavior

Level 4: Aggressive or Injurious/Harmful Behavior

Level 5: Seriously Dangerous or Violent Behavior

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

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

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

Where and When the Discipline Code Applies

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

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

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

Level 1 Infractions — Uncooperative / Noncompliant Behavior

A01 Unexcused absence from school
A02 Failing to wear school-required uniform
A03 Cutting class
A04 Being late to school or class
A05 Bringing items to or using items in school in violation of Department of Education's Policy, and IAL's Policies and Handbook
A06 Failing to be in one's assigned place on school premises
A07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway)
A08 Engaging in verbally rude or disrespectful behavior
A09 Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules
A10 Using school computers, fax machines, telephones, or other electronic equipment or devices without appropriate permission

Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff, be it a 1:1 conversation, addition to a caseload with targeted goals for improved behavior • Guidance conference(s) • Restorative approaches • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • Referral to Student Support Team • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Functional Behavioral Assessment (FBA) / Behavioral Intervention Plan (BIP)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Meeting with school staff (e.g., Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact **D.** Parent conference **E.** In-school disciplinary action (e.g., formal restorative conference, after-school detention, exclusion from extracurricular activities, or lunchtime detention)

Level 2 Infractions — Disorderly Behavior

B01 Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices
B02 Gambling
B03 Using profane, obscene, vulgar, or lewd language, gestures, or behavior
B04 Lying to, giving false information to, and/or misleading school personnel
B05 Misusing property belonging to others
B06 Engaging in or causing disruptive behavior on the school bus / school-sponsored transportation
B07 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)

B08 Leaving class or school premises without permission of supervising school personnel

Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff, be it a 1:1 conversation, in addition to a caseload with targeted goals for improved behavior • Guidance conference(s) by counselor, dean, social worker, or school staff • Restorative approaches • Check In, Check Out • Individual/group counseling • Peer mediation • Behavior contract • Social skills and SEL counseling (individual or group) • Mentoring program • Conflict resolution • Development of individual behavior contract • Referral to Student Support Team • Collaborative Problem Solving • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Functional Behavioral Assessment (FBA) / Behavioral Intervention Plan (BIP)	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Meeting with school staff (e.g., Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact **D.** Parent conference **E.** In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime) **F.** Temporary removal from the classroom, resulting in student reflecting, mediating, and re-entering classroom space (after a student is removed from any classroom by any teacher three times during a trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a staff member)

Level 3 Infractions — Disruptive Behavior

C01 Defying or disobeying school personnel in a way that substantially disrupts the educational process and/or poses a danger to the school community (does not include Level 1 or 2 uncooperative/noncompliant or disorderly behavior, such as using profane language)

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

C03 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability

C04 Entering or attempting to enter a school building without authorization or through an unauthorized entrance

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

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

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

C08 Tampering with, changing, or altering a record or document of a school by any method, including but not limited to computer access or other electronic means

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

C10 Knowingly possessing property belonging to another without authorization

C11 Engaging in scholastic dishonesty, including but not limited to: (a) cheating; (b) plagiarizing; (c) colluding (engaging in fraudulent collaboration with another person in preparing written work for credit); (d) using AI to generate and submit a formal assignment

C12 Posting or distributing libelous material or literature, including posting such material on the internet; smoking and/or use of electronic cigarettes and/or possession of matches or lighters

Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff, be it a 1:1 conversation, in addition to a caseload with targeted goals for improved behavior • Check In • Check In, Check Out • Peer mediation • Restorative assignment • Social skill and SEL counseling (individual or group) • Conflict resolution • Development of individual behavior contract, if/then chart, or social story • Referral to Student Support Team • Collaborative Problem Solving • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Functional Behavioral Assessment (FBA) / Behavioral Intervention Plan (BIP) • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment	**A.** Admonishment by pedagogical school staff **B.** Student/teacher conference **C.** Formal meeting with school staff (e.g., Director, Dean, Assistant Director, Social Worker, teacher) to address misbehavior and its impact **D.** Parent conference **E.** In-school disciplinary action (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime) **F.** Temporary removal from the classroom, resulting in student reflecting, mediating, and re-entering classroom space (after a student is removed from any classroom by any teacher three times during a trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a staff member) **G.** Suspension for 1–5 days

Level 4 Infractions — Aggressive or Injurious/Harmful Behavior

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

D02 Making sexually suggestive comments, innuendoes, propositions, or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)

D03 Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury, or harm, or depicting violent actions against or obscene, vulgar, or lewd pictures of students or staff, including posting such material on the internet

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

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

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

D07 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyberbullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass (bullying is more explicitly explained in IAL's Bullying Policy, which is a part of this handbook)

D08 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyberbullying), based on an individual's actual or perceived race, weight, religion, religious practice, gender, gender identity, gender expression, sexual orientation, or disability

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

D10 Falsely activating a fire alarm or other disaster alarm

D11 Making a bomb threat

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

D13 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)

D14 Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury

D15 Inciting/causing a riot

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

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

Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Check In • Check In, Check Out • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment • Functional Behavioral Assessment (FBA) / Behavioral Intervention Plan (BIP) supports for students	**A.** Parent conference **B.** In-school disciplinary actions (e.g., formal restorative conference, detention, exclusion from extracurricular activities or communal lunchtime) **C.** Temporary removal from the classroom, resulting in student reflecting, mediating, and re-entering classroom space (after a student is removed from any classroom by any teacher three times during a trimester, a suspension may be recommended if the student engages in subsequent behavior that would otherwise result in a removal by a staff member) **D.** Suspension for 1–5 days **E.** Suspension for 6–10 days **F.** Suspension that results in extended suspension for 30 to 90 school days, with an automatic review for early reinstatement after 30 or 60 school days **G.** Suspension that results in a one-year suspension and assignment to an alternative program, with an automatic review for reinstatement after 6 months **H.** Suspension that results in a one-year suspension and assignment to an alternative program without the opportunity for early reinstatement **I.** Expulsion

Level 5 Infractions — Seriously Dangerous or Violent Behavior

E01 Starting a fire

E02 Using force, or threatening to use force, to take or attempt to take property belonging to another

E03 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents

E05 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others

E06 Planning, instigating, or participating with another or others in an incident of group violence

E07 Engaging in threatening, dangerous, or violent behavior that is gang-related

E08 Engaging in physical sexual aggression / compelling or forcing another to engage in sexual activity

E09 Selling or distributing illegal drugs or controlled substances and/or alcohol

E10 Possessing or selling any weapon as defined in Category I, other than a firearm, bomb, or other explosive

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

E12 Using any weapon, other than a firearm, as defined in Category I, to threaten or to attempt to inflict injury upon school personnel, students, or others

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

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

Supports and Interventions	Range of Possible Disciplinary Actions
• Guidance interventions • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative approaches • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a Community-Based Organization (CBO) • Referral to appropriate substance abuse counseling services • Referral to counseling services for youth relationship abuse or sexual violence • Referral to counseling services for bias-based bullying, intimidation, or harassment • Functional Behavioral Assessment (FBA) / Behavioral Intervention Plan (BIP) supports for students	**A.** Parent conference **B.** In-school disciplinary response **C.** Removal from classroom by staff person **D.** Suspension for 1–5 days, resulting in a welcome-back plan and meeting with families **E.** Suspension that results in continued suspension for a fixed period of 6–10 school days, resulting in a welcome-back plan and meeting with families **F.** Suspension that results in continued suspension for 11–15 days, resulting in a welcome-back plan and meeting with families **G.** Suspension that results in 16–20 school days; suspension for more than 20 days results in a welcome-back plan and meeting with families **H.** Expulsion

Prohibited Items: Weapons

Category I

- Firearms, including pistols, starter guns, handguns, silencers, electronic darts, shotguns, rifles, machine guns, or any weapon which will or is designed to or may readily be converted to expel a projectile by the 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, or 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 knives, 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 shirkens
- 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 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, a nail file that is four inches or longer and made of metal, broken glass, chains, wire)

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

Determining Disciplinary Response

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

We view behavior as a skill we can develop, but also note that our interventions and behavioral response is developed in order to prevent a recurrence of negative behavior. Due to this, when responding to behavior, all reasonable efforts must be made by the school and school personnel in order to support students; however, consistent and repeated violations of the Discipline Code may result in more serious consequences given the context and interventions tried.

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

We Consider the Following When Making Disciplinary Determinations

- A student's age and maturity level
- Previous disciplinary record
- The context and circumstance for which the behavior occurred
- The frequency of the behavior, as well as the duration
- The number of person(s) involved
- Any social-emotional needs that may impact behavior (e.g., substance use or addiction, family or community situation)
- The student's IEP, BIP, and/or 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.

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.
- **Expulsion** shall refer to the permanent removal of a student from School for disciplinary reasons.
- **School property** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within and around the School, or within a school bus or other school transportation.

In-School Disciplinary Measures

In-school disciplinary actions may be imposed by the Deans of Students, or any administrative or culture staff member; provided in-school suspension and suspension of transportation may only be imposed by the Dean of Students, the School Administration, or the Board. In the event of the imposition of in-school disciplinary action, the following shall apply:

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate in-school disciplinary consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention of in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.

In-school disciplinary actions may include, but shall not be limited to, the following: restoration, mandatory reflection, restorative consequence or project, and loss of school privileges.

Restoration / Reflection

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

1)Arriving to class on time

2)Leaving the classroom without authorization

3)Wearing the school uniform

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

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

Short-Term Suspensions

Short-term suspensions may be imposed by the Dean of Students, School Administration, or the Board. If a student commits an offense that calls for short-term suspension (5 days or less), they are 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 Dean of Students, School Administration, or the Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 5 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Dean of Students shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion), and state the reasons for such actions.
- The parent/guardian is notified in writing by IAL. Written notice shall be provided by personal delivery or express mail delivery to the parent's/guardian'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; the date, time and place of the hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and to present evidence and question witnesses.
- The Dean of Students, or the designee of the School Administration, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within twenty-four hours of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board. The decision of the Hearing Officer may be appealed to the School's Board or a committee of the Board. That determination shall be final.
- Families may waive the right to a hearing given the context and information provided by the team. When a family wants to waive a hearing, this must be communicated to the school in written form stating that they do not want to hold a disciplinary hearing, and waive the right to it.

Gun-Free Schools Act

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

"Weapon," as used in this law, means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and a 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 a destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Dean of Students or designee of School Administration shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile

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

Provision of Services During Removal

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

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

Alternative instruction for suspended students will be of sufficient duration to enable a 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. We must also take responsibility for our actions when we use our words or actions to bully others. Owning our mistakes, apologizing, and making amends help us 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 accessed at a non-school-related location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by the school, if the bullying causes a

substantial disruption to the educational process or orderly operation of a school and has one of the effects enumerated in the bullying definition. This paragraph applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred, and does not require Inwood Academy to staff or monitor any non-school-related activity, function, or program.

Definitions

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

1. Placing the student in reasonable fear of harm to the student's person or property
2. Causing a substantially detrimental effect on the student's physical or mental health
3. Substantially interfering with the student's academic performance
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 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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or social media account in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the effects enumerated in the

definition of bullying in this section. Cyberbullying also includes the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the effects enumerated in the definition of bullying in this section.

Reporting

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

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

Point Person	Email
Ana Rodriguez, HS Site Director	ana.rodriguez@ialcs.org
Fred Sanchez, Dean of School Culture	fred.sanchez@ialcs.org
Jenny Pichardo, COO/CFO	jenny.pichardo@ialcs.org
Bianca Mercedes, CSO	bianca.mercedes@ialcs.org
Christina Reyes, CEO	christina.reyes@ialcs.org

Investigation

When a report is received, school personnel will collaborate with parents and students to agree upon a course of action and will work as quickly as possible to ensure the safety of students, gather information, and clarify facts out of the reported incident of bullying. Appropriate school personnel will be involved, as needed. Consistent with Inwood Academy's policy on student privacy, school personnel will provide parents and students involved in the bullying incident with information about the investigation and an opportunity to meet with either the MS or the HS or other administrator to discuss the investigation, the findings, and the actions taken to address any bullying that is found to have occurred.

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

No Retaliation

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

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

- **Deans —** the deans are responsible for addressing issues as they occur within the school and to report all incidents through the tracking systems listed above.
- **Advisors —** teach four lessons in advisory about bullying, hate speech, and other school-wide themes.
- **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 for taking immediate action to report and take action whenever bullying occurs to stop the action.
- **All Members of the IAL Community —** staff, students, and family members must report any bullying that occurs within the school community.

Student with Disabilities

General

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

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

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

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

Provision of Services During Removal

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

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

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

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to disciplinary action (subject to CSE's availability).

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

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

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

Compliance with the Child Find Requirements of IDEA

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

Compliance with Data Reporting Requirements of the IDEA

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

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 — Count of Students with Disabilities Provided Special Education on December 2 and the

Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July — Students Exiting Special Education; (3) PD-6: Feb. 1 — Special Education Personnel; (4) PD-8: mid-July — Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 — ASEP Request for IDEA suballocation.

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

VI. ANNUAL NOTICE OF RIGHTS UNDER FERPA

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 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 a 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 may be 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.

Please note: 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 High School 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 CEO 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 he/she 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. 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 9–12 (High School)

To uphold a distraction-free environment:

- **9th–11th grade students** must place their powered-off cell phones in a Cell Phone pouch upon arrival and keep them sealed for the entire school day.
- **12th grade students** must also use a Cell Phone pouch. Students with Senior Lunch privileges will be allowed to “Yondr-out” when leaving campus and re-seal their phones upon return.
- At dismissal, students will unlock their Cell Phone pouches as they exit the building.

All other personal devices (smartwatches, tablets, etc.) must be powered off and stored in **designated collection bins** at entry.

Cell Phone Pouch Assignment & Responsibility (Grades 9–12)

- Each student will receive one Cell Phone pouch at the start of the year.

Lost or damaged pouches will require a **$30 replacement fee**.

No loaner pouches will be available. Students without a pouch must check their phones into the **secure phone bin** and retrieve them at dismissal.

If a Student Is Found with a Phone Outside the Pouch or with a Damaged Pouch

- **1st offense:** phone in phone bin for 1 week.
- **2nd offense:** phone in phone bin for 1 month.
- **3rd offense:** indefinite phone bin use.

In addition, the student will serve reflective lunch, and parents/guardians will be contacted. Decoy phones (non-functioning or fake devices) will also be confiscated.

- **1st decoy:** must be picked up by a parent/guardian.
- **2nd decoy:** held until the last day of school (June 13).

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 2 | 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.

ADDENDUM 3: SEAT TIME REQUIREMENT

Seat Time Requirement for Course Credit

In accordance with New York State Education Department (NYSED) regulations (8 NYCRR §100.1), a student must complete a minimum amount of structured instructional time — commonly referred to as "seat time" — in each course in order to earn a unit of credit toward graduation.

For a full-year course, students must receive at least **180 minutes of instruction per week (approximately 108 hours over the school year)** to earn one full unit of credit. Half-year (semester) courses require proportionally half of this time — at least **90 minutes of instruction per week (approximately 54 hours per semester)** — to earn a half unit of credit.

Because credit is tied directly to instructional time, consistent attendance and punctuality are essential. A student who does not meet the required seat time for a course — whether due to absence, tardiness, or early dismissal — may be at risk of not earning credit for that course, regardless of academic performance, and may be required to make up missed instructional time through an approved course-recovery option before credit can be awarded.

This seat time requirement works together with, and does not replace, the attendance and punctuality expectations described in the Attendance, Tardiness & Early Dismissal Policy section of this handbook. Families with questions about a student's seat time or credit status should contact the student's School Counselor or the Registrar's Office.

8 NYCRR §100.1 defines a "unit of study" as at least 180 minutes of instruction per week throughout the school year, or the equivalent. The 108-hour and 54-hour figures above are the commonly used annual equivalents of this weekly minimum.