

R-10a STUDENT/FAMILY HANDBOOK



BRONX, NEW YORK

**Parent/Student Handbook
2024-2025**

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**INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL
PARENT/STUDENT HANDBOOK
2024-2025**

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Message from the Chief Executive Officer

Dear Parents and Students:

Welcome to the International Leadership Charter High School. On behalf of the parents, scholars, faculty and Board of Trustees, we look forward to meeting you and introducing the staff and faculty. In our logo, the book that the globe sits upon reflects the academic rigor, international knowledge, and inquiry that serve as the foundation for the world class education and preparation for college that we aim to provide to all of our scholars.

We hope that you are ready for the next academic year in 2024-2025. We are looking forward to the next chapter on the path to fulfilling the dreams and aspirations that you have. In addition, we hope to expand our mission of high academic expectations supporting a college preparatory curriculum in a positive atmosphere and a productive learning environment that values respect, discipline and dedication to the belief that "no one raises low expectations."

It is no doubt that Globalization, Climate Change and the lessons learned post Pandemic, is driving the demand for the development of internationally competent leaders and professionals in environments that require increased knowledge of other regions and culture. The increasing diversity in our nation's classrooms, workplaces, and communities, with rapidly increasing population from different parts of the world, requires greater understanding of the myriads of cultures and histories students bring to our charter school. At the International Leadership Charter High School, we need to ensure that the next generation has the knowledge and understanding to solve global problems and build a shared future in The Bronx and the rest of the world!

Thank you for your continued support of our students and our school's mission.

Sincerely,

Dr. Elaine Ruiz López
Chief Executive Officer and Founder
International Leadership Charter Schools

"Be the Change you wish to see in the world"
-Mahatma Gandhi

OUR MISSION

The International Leadership Charter High School is a tuition-free High School located in the Bronx. International Leadership implements an academically rigorous Regents and college-preparatory curriculum that elevates the students' intellectual capacity and provides a superior high school education.

Our ultimate goal is to expand knowledge of international studies, including the social, economic and political issues that affect our daily lives, and to cultivate leadership skills with a commitment to community development, social action and participation in global economy. Our staff and faculty are dedicated to empowering the leaders of tomorrow using the best practices in education.

Our Goals:

Our educational goals will, without exception, strive to provide a program of study that is designed to exceed New York State performance standards with clear data-driven measures of progress. The features of our educational program include:

- Dedicated school leadership and highly qualified/certified teachers
- Accelerated math and science instruction
- Vision for the teaching of world languages: Spanish, Mandarin
- Tutoring and Saturday Academy for students who require additional instructional support and enrichment
- Instructional support in all of the core subject areas for English Language Learners
- Instructional Support for students with disabilities
- Rigorous College Prep courses for seniors
- Internships in Junior and Senior Year
- Tae Kwon Do Courses

A VISION FOR CULTURAL COMPETENCE

Our teachers will encourage students to think like global citizens. We believe that this process occurs when students gain an appreciation and understanding of their history, language and culture as it relates to the world. This trans-cultural perspective is designed to build an acceptance of cultural differences and similarities within, among and between groups.

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| ARRIVAL AND DISMISSAL TIMES & PROCEDURES |
|---|

| Grade | Arrival Time | Start Time | Dismissal Time |
|------------------------|---------------------------|-------------------------|----------------------------|
| 9 th grade | Arrival begins at 7:30 am | Class begins at 7:55 am | Class dismisses at 4:30 pm |
| 10 th grade | Arrival begins at 7:30 am | Class begins at 7:55 am | Class dismisses at 4:30 pm |
| 11 th grade | Arrival begins at 7:45 am | Class begins at 8:15 am | Class dismisses at 4:40 pm |
| 12 th grade | Arrival begins at 7:45 am | Class begins at 8:15 am | Class dismisses at 3:30 pm |

***Wednesday dismissal time is 1:30 pm for all grades to accommodate for teacher professional development.**

COVID 19 REQUIREMENTS AND SAFETY PROTOCOLS

Since the Spring of 2023 CDC, the NYS Governor and the health officials downgraded the pandemic emergency covid regulations and have transitioned to monitoring the resurfacing of new of variants that are emerging and patterns of clusters of illness and hospitalizations. There was no public service announcement that proclaimed that the COVID pandemic is over. We are now in what is considered an endemic stage. What this means is that the unhindered spread of this infectious disease, is no longer growing exponentially at this time, and health care systems are not overwhelmed. However, as a charter school, the health, safety and well-being of our school community is paramount. In the Borough of the Bronx, we have started to see documented cases of increase of hospitalizations and compromised individuals are still dying from these infections.

The Coronavirus is on the rise again throughout much of the United States. A subvariant of the virus, EG.5, also called Eris, and other subvariants (XBB-a group from Omicron's variants which has mutated) now accounts for the majority of the COVID cases in the country. As such, we must not let our guards down and must continue to engage in schoolwide safe practices.

Our Charter School's Covid policies and protocols are outlined below.

- The Board of Trustees lifted the mask mandate at our charter school for students. However, it is still strongly encouraged that students and teachers select to wear masks voluntarily if there are health concerns.
- All students must have their temperature checked when entering the school building. If a student presents a temperature of greater than 100.0°F, the student will be escorted by the school nurse to the isolation room. Parents will be contacted and advised to go to immediately visit an urgent care or private physician.
- Students who have tested positive for COVID-19, regardless of whether the student is symptomatic or asymptomatic, must inform the school and provide the school with proof of a negative test result before returning to school.
- If a student has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the student may return to school upon completing at least 5 days of isolation from the onset of symptoms. Note: The New York State Department of Health considers close contact to be someone who was within 3 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- All students who have traveled outside of the state, or outside of the United States, must disclose to the school. ILCHS can require evidence of COVID testing and documentation that show the results.

STUDENT CODE OF CONDUCT

Article 1: Philosophy

The school's leadership, Board of Trustees, faculty and staff at the International Leadership Charter High School, are committed to the principles that are found in this document and to act as role models in the behaviors that we desire our students to emulate. We believe that every student has the opportunity to develop as an educated and productive member of the school community. The benefits derived from this investment depend very much on the student's attitude toward learning, commitment to it, and adherence to high standards of behavior.

ARTICLE 2: Expectations

Each student is expected to behave in a responsible manner by:

- Consciously participating in class and being supportive of an effective learning and teaching environment.
- Demonstrating courtesy and respect for others.
- Attending all classes daily and on time.
- Preparing for each class; taking appropriate materials and assignments to class.
- Being well groomed and dressing appropriately, as defined by the Dress Code in the Student Handbook.
- Obeying all campus and classroom rules.
- Respecting the rights and privileges of other students, charter school staff, and other adults on campus, or at school-related activities, on or off-campus.
- Respecting the property of others.
- Cooperating with school staff in maintaining school safety, order, and discipline.
- Paying required fees and fines.
- Reading and adhering to the Student Code of Conduct.
- Signing, obtaining parental signature and returning the Student Code of Conduct verification page.

Article 3: Disciplinary Infractions

Students are prohibited from:

- Leaving school grounds or school-sponsored events without permission of the appropriate school official.
- Disobeying school rules
- Failing to comply with lawful directives given by school personnel, thus resulting in insubordination.
- Public display of affection.
- Possessing or using matches or a lighter except as part of an instructional program.
- Possessing, smoking, or using tobacco products.
- Behaving in any way that disrupts the school community, academic environment or educational process.
- Violating safety rules.
- Violating dress and grooming standards.
- Violating other communicated campus or classroom standards of behavior which includes inappropriate language, inappropriate dress, grooming in the classroom, as well as disrespect for teachers and other school employees.
- Being in facilities of the opposite sex in facilities designated as faculty, janitorial only, or administrative only.

Article 4: Zero Tolerance

The following conduct is prohibited at school and shall be deemed severe enough that the student is immediately sent to the office to meet with school administration. The following list is not exhaustive however they are examples of infractions that will receive no warning and may result in the student being immediately removed

from school and will result in immediate suspension or expulsion after all facts are investigated. Please note that these infractions may also require that our administration refer the matter to law enforcement.

- Threats of violence or harm toward any faculty, staff, administrator, or student(s) in building
- Fighting; bullying towards students and/or school staff
- Possession of any instrument which may be perceived as a weapon or firearm, whether it be a toy gun, cap pistol or other instrument simulating a weapon
- Any criminal activity, including, but not limited to, possession or use of weapons or controlled substances, aggravated assault, terrorist threats, arson, sexual assault or retaliation.
- Any behavior that is dangerous or potentially dangerous to school community.
- Engaging in conduct that disrupts the teacher's ability to continue class instruction or that disrupts the school environment, whether it be in the classroom, the café, in or outside of the building
- Possession of tobacco or tobacco-related products
- Possession of electronic cigarettes, hookah, etc.
- Possession of matches or lighters
- Damaging school property or vandalism
- Failure to comply with requests given by faculty or staff
- Sexual acts on school property or at school sponsored events
- Bullying in person or on social networking sites such as Facebook, Instagram, Snapchat. etc.
- Intimidation in person or on social networking sites such as Facebook, Instagram, Snapchat, etc.
- Hazing of any kind to staff, faculty, administration or students
- Use of gang signs at school and any school relate event.

Article 5: Maintenance of Public Order on School Property

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school. These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any Federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein.

Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct and policies established for the school, such as the SUNY Approved Discipline Code.

Staff members are required to report known violations of these rules to the school's administration and to make reasonable efforts to stop the prohibited conduct. All administrators, faculty and staff are legally and morally responsible for the enforcement of these rules.

Guests & Visitors

Any guest or visitor of students or staff, including family members, must schedule an appointment with desired staff member and must have their temperature checked upon arrival. Guests and visitors are expected to comply with all school rules and behavior expectations.

Philosophy and Overall Approach to Discipline

Discipline is a shared responsibility of teachers, administrators, staff members, students and parents. Because it is a shared responsibility, everyone must understand it. At International Leadership, teachers, administrators and staff will support and contribute to student achievement by establishing, communicating and enforcing a fair and consistent discipline policy. To that end, a school-based student support committee exists at International Leadership for the purpose of supporting students in their efforts to change inappropriate conduct and negative behaviors into positive and successful ones. When a student becomes involved in the formal discipline process,

(s) he will be assigned to work with our *Director for School Culture and Discipline* and members of the counseling team where appropriate.

International Leadership recognizes that it may become necessary from time to time to discipline a student for inappropriate conduct and behavior, and that such discipline may result in removal of a student from the educational setting, out-of-school suspension, or some other disciplinary measure, including, in extreme cases, expulsion. In recognition of the constitutional and legal rights of International Leadership students, and in order to ensure compliance with those rights, this disciplinary policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties for exhibiting such conduct; (3) the steps that must be taken before discipline is imposed; (4) the due process protections provided to a suspended student implemented to ensure that his or her right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process.

Inappropriate and Prohibited Conduct

The following conduct is inappropriate and prohibited. The list is NOT exhaustive, and is intended only to provide examples and guidance to the school community with respect to the type of conduct International Leadership deems inappropriate and prohibited in school, at school-sponsored events. International Leadership also reserves its rights to impose discipline for off-campus and out-of-school conduct consistent with established law.

1. Unexcused absences
2. Chronic Lateness to school and/or class
3. Unauthorized use of telephone, cell phone, elevator or other school property
4. Not returning school property
5. Non-payment for school meals
6. Unapproved use of computers, cell phones, e-mail, text, and other messaging accounts, handheld gaming and personal music devices such as Game Boys, PSPs, i-Pod, i-Pad, i-Touch, and other similar devices
7. Engaging in cursing at other students or adults, verbally rude or disrespectful behavior
8. Smoking, vape pens
9. Lying, false reports or distributing defamatory information and rumors about students or any employee at International Leadership
10. Disrupting the educational environment
11. Engaging in scholastic dishonesty (e.g., but not limited to, cheating and plagiarizing)
12. Falsifying records or signatures, including, but not limited to, parent notes, permission slips, report cards, internship logs, etc.
13. Destruction of school property, including, but not limited to, graffiti, dismantling chairs, furniture or equipment
14. Unauthorized entry or presence on school property
15. Inappropriate use of the Local Area Network or Internet
16. Insubordination; defying or disobeying any school employees, representatives, agents, consultants, volunteers, or other personnel involved in the administration or implementation of the school's educational and/or extracurricular programs
17. Fighting or engaging in aggressive, bullying and/or threatening behavior
18. Engaging in inappropriate or unwanted physical contact of any kind

19. Violation of Non-Fraternization policy i.e. overt signs of affection—kissing, touching of a sexual nature, etc.
20. Stealing or taking the property of others without permission
21. Sexual harassment

22. Sexual acts on school property or at school sponsored events
23. Bullying in person or on social networking sites such as Facebook or Instagram, etc.
24. Intimidation in person or on social networking sites such as Facebook or Instagram, etc
25. Hazing
26. Discriminating in any way based on race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability
27. Engaging in behavior which creates a substantial risk or results in injury
28. Engaging in threatening, dangerous or violent behavior
29. Conspiring or participating in an incident of group violence or gang-related violence on or off school campus
30. Using force against or inflicting or attempting to inflict serious injury against another student, school personnel, or other personnel involved in the school's educational program, including parents and volunteers
31. Using extreme force against or inflicting or attempting to inflict serious injury upon students or staff
32. Using, selling or distributing illegal drugs or controlled substances, but not limited to, alcohol and tobacco
33. Possessing any weapon including, but not limited to, a firearm, switchblades, Swiss Army knives etc.
34. Using any item as a weapon
35. Acting in any way that may endanger the health, welfare and safety of the school and neighborhood community.
36. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
37. Refuse to leave any building or facility after being required to do so by the head of school or an authorized administrative officer or his or her designee.
38. Willfully obstruct or interfere with the free movement of persons and vehicles.
39. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings
40. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the head of school.
41. Fraternalize with former students and/or staff during school hours and field trips

Consequences

Consequences for violations of these standards of acceptable behavior shall include, but are not limited to the following, any of which can be imposed at any time at the sole discretion of International Leadership:

1. Verbal and written warnings to the student and or parents/guardians
2. Probation
3. Reprimand
4. Peer mediation
5. Learning and behavioral contracts between the school, parents and student
6. Before or after-school detention
7. Restoration to the Community / Community Service
8. Suspension from athletic, social, extracurricular activities, and other school privileges
9. In-school suspensions

10. Out-of-school suspensions
11. In extreme cases violations that fall under Zero Tolerance will result in expulsion and the Due Process provisions associated with this penalty is described in more detail below.

The Dignity for All Students Act

New York State’s Dignity for All Students Act (The Dignity Act) seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.



The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012. This legislation amended New York State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State

Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

Dignity Act Policy:

International Leadership will not tolerate harassment, bullying, or cyber-bullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Gender means the actual or perceived sex of an individual and includes a person’s gender identity or expression. Sexual orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyber-bullying means harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

Dignity Act Coordinator (DAC)

International Leadership has a Dignity Act Coordinator (DAC). The DAC’s name and contact information will be available to students and families through a posting on our website at: <https://www.ilchs.org>. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability,

sexual orientation, gender, and sex). The DAC serves as the point person for all Dignity Act issues at ILCHS and works to ensure that all students are provided with a safe, supportive and positive school climate, free from harassment or discrimination based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex. Any incident of harassment or bullying may be reported to the DAC or to the Head of School. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Head of School within one day.

Cyberbullying

Cyberbullying is a form of bullying and both it and sexting are inappropriate and will not be tolerated on school grounds or at school-sponsored events or functions, using either school or personal information technology equipment.

Cyberbullying is “the repeated use of information technology, including e-mail, instant message, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate others.”

Cyberbullying, unlike physical bullying, does not provide an option for its victims to walk away (http://criminaljustice.state.ny.us/missing/i_safety/cyberbullying.htm). NYSDCJS defines sexting as “sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email” (http://criminaljustice.state.ny.us/missing/i_safety/i_intro.htm)

Out of School Suspensions

- I. Suspensions of 5 days or less
 - A. Due process procedures.
 1. When International Leadership proposes suspension of a student, the Director of School Culture and Discipline shall immediately notify the student verbally of the decision to do so and provide the reason for same.
 2. The parent of a student who is considered for a suspension of five days or less shall receive, at the last known address, written notification, in the parent’s dominant language, of the proposed suspension within 24 hours after the suspension is proposed. To ensure receipt by the parent, delivery must be made by overnight courier or personally by an authorized representative of the school. If possible, the Director of School Culture and Discipline will telephone the parent to communicate the content of the notice letter after it is sent. Oral notification may only be used to supplement, not substitute, the requisite written notice.
 3. The written notice shall:
 - (a) Describe the basis for the suspension;

- (b) Advise the parent of their right to request an informal conference with the Head of School or her designee to discuss the incident giving rise to the disciplinary action; and
 - (c) Inform the parent of his/her right to question witnesses against the student.
4. Suspension Conference: The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. The parent/student may not bring an attorney to the informal conference.
 5. After the Suspension Conference, the Head of School or her designee shall promptly advise the parents in writing of the school's decision.
 6. An appeal of the decision may be made to the Board of Trustees, in writing, within ten calendar days after the decision is made, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt the decision in whole or in part. Final decisions of the Board may be appealed to International Leadership's authorizer pursuant to Education Law § 2855(4).

II. Suspensions of more than 5 days

A. Due process procedures.

1. The parent of a student who is considered for a suspension of more than five days shall receive written notification of the proposed suspension prior to its implementation.
2. The written notice shall:
 - (a) Be made in the parent's dominant language and delivered to their last known address;
 - (b) Describe the basis for the suspension or expulsion;
 - (c) Advise the parent of the student's right to a formal hearing before the Head of School or her designee;
 - (d) State the student's right to counsel at the formal hearing; and
 - (e) Indicate the student's right to question and present witnesses at the hearing.
3. If possible, the Administrator for School Culture and Discipline will telephone the parent to communicate the content of the notice letter after it is sent. Oral notification may only be used to supplement, not substitute, the requisite written notice.

4. Formal Conference.

- (a) A formal conference before the Head of School or his/ her designee shall be held as soon as practicable after the parent has received notice of the proposed suspension or expulsion. The student may be represented by an attorney and may cross-examine any witnesses against him or her. The student may also present witnesses and any other evidence in his or her defense, and may testify on his or her own behalf. A record of the hearing will be created by audio recording. After the hearing has concluded, whoever has presided over the hearing shall issue a written decision.
- (b) An appeal of the decision may be made to the Board of Trustees, in writing, within ten calendar days after the decision is made, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt the decision in whole or in part. Final decisions of the Board may be appealed to International Leadership's authorizer pursuant to Education Law § 2855(4).

Alternative Instruction

Alternative instruction will be provided during the period of suspension. International Leadership Charter HS may choose to deliver alternative instruction at the school, in the student's home, or at another location, within its sole discretion consistent with applicable law. The specifics of alternative instruction, including the amount of time of instruction required, will be provided in accordance with applicable law. Students who are suspended are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

SPECIAL PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

International Leadership Charter HS is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. ILCHS recognizes it may become necessary from time-to-time to discipline students with or suspected of having disabilities for their conduct and behavior, and that such discipline may result in the suspension or removal of a student from the educational setting, or some other disciplinary measure. In order to protect the rights of our students, the following specific procedures must be taken when students with or suspected of having a disability are disciplined.

Manifestation Determination

Generally, a student with or suspected of having a disability may be suspended in the same manner as his or her non-disabled peers, as set forth above. However, when a student is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days, additional safeguards take effect to ensure that the student's behavior was not tied to, or a "manifestation" of, his or her disability.

Specifically, as described above, when a student’s educational program is changed for more than a ten day period, a manifestation team consisting of the parent and relevant members of the student’s Committee on Special Education (“CSE”) (which is determined by the parent and the school district together) shall convene immediately if possible, but in no event later than ten days after the decision to change placements, to determine whether the conduct was a manifestation of the student’s disability. The student’s CSE also will provide the parents with the procedural safeguards notice pursuant to 34 CFR §300.504. To the maximum extent possible, because the manifestation determination may moot the need for a student discipline hearing, the manifestation determination review meeting shall be conducted before the student discipline hearing.

Moreover, the manifestation determination review process is established and conducted by the CSE, not International leadership Charter HS, pursuant to applicable law and regulation.

As part of that process, the CSE must give written notice to the parent prior to any manifestation determination meeting taking place, in order to ensure that the parent has an opportunity to attend. The notice must state the purpose of the meeting, the names of the expected attendees, and indicate the parent’s right to have relevant CSE members attend.

The manifestation team must review the student’s IEP together with all relevant information within the student’s file and any information provided by the parent when making its determination.

Manifestation Findings

If the manifestation team concludes that the student’s behavior resulted from his or her disability, then the student may not be disciplined and the manifestation team must conduct a functional behavioral assessment (“FBA”) and implement a behavioral intervention plan (“BIP”) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student’s violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he or she was removed), except: (1) when the parent and district agree to another placement as part of the newly created or revised IEP and/or BIP; (2) if International Leadership Charter HS believes that returning the student to his or her original placement would threaten the health, welfare, or safety of the school community; or (3) in cases where the student, after a student discipline hearing, was determined to have:

- a. carried or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- b. knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises, or at an off-campus school function; or
- c. inflicted serious bodily injury upon another person while at school, on school premises, or at an off-campus school function.

International Leadership Charter HS reserves the right to move forward with a student disciplinary hearing notwithstanding a manifestation finding, if the student is accused of conduct enumerated

immediately above at (a)-(c). If the student is found guilty of such conduct, the CSE shall determine an appropriate Interim Alternative Educational Setting, which shall not exceed 45 days per offense.

If the manifestation team concludes that the behavior was not tied to the student's disability, International Leadership Charter HS may proceed with the student discipline hearing in accordance with the disciplinary procedures established for all students, set forth above. If the Head of School determines that the student is guilty of the alleged conduct giving rise to the proposed suspension, the student may be disciplined in the same manner as would be his or her nondisabled peers. Moreover, the parent may appeal any such decision in accordance with the appeal process established for all students, set forth above.

Alternative Instruction

If the suspension is upheld, the student will receive alternative instruction on the same basis as his or her nondisabled peers; provided, however, that for suspensions that do not constitute a disciplinary change in placement, at least one of the student's special education teachers will collaborate on determining the alternative instruction plan so as to ensure that the student can continue to participate in the general education curriculum and make progress toward his or her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. If the suspension constitutes a disciplinary change in placement, the CSE will determine the alternative instruction plan.

International Leadership Charter HS 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.

DRESS CODE

International Leadership Charter High School has a mandatory Uniform Policy. Students are expected to come appropriately dressed, which includes a pressed uniform and a pristine overall appearance. As part of your overall appearance, we expect all scholars;

- to be well-dressed and well groomed (neat, well-kept hair)
- to adhere to no colorful hair or excessive piercings on ears, lips, nose, etc.

Our charter discourages the following;

- hairstyles; haircuts, or hair coloring (e.g. mohawks, shaven designs, multiple hair colors, or bright yellow, green, pink, purple, or bright red hair).

All students will be required to wear uniforms that include Sky Blue colored tops with the school's logo and Navy-Blue bottoms. All students will wear uniforms every day throughout the academic year. Students will only wear athletic shoes and clothing for extra-curricular activities TKD classes. Parent(s) were advised about our uniform policy during enrollment. It is important that every student understands that parent(s) are to ensure that all school policies are followed. The School Leadership holds the discretion to determine the appropriateness of attire and grooming. Following are specific expectations about dress code.

Uniform Expectations

- Sky blue colored polo and/or button-down shirt with logo
- Navy blue slacks, or skirt
 - Skirt must be knee length
 - Solid navy-blue opaque stockings must be worn with skirt
 - Navy blue or black belt must be worn with pants
- Solid navy blue or black shoes
- Solid navy-blue sweater with logo
- No exaggerated jewelry, bangles, earrings, or chains
- No excessive body piercings
- No open toed shoes or sandals

*To maintain an inclusive environment, ties can be worn by any student.

All students must observe the following:

- No hooded sweaters of any kind
- No patterns or designs on sweaters, ties, or stockings
- No studded belts, exaggerated belt buckles, or belts any color other than navy blue or black
- No extravagant hairstyles, haircuts, or hair coloring
 - (e.g. Mohawks, shaven designs, multiple hair colors or bright yellow, green, pink, purple or bright red hair is not allowed.)
- No visible body art or body piercings
- No gang affiliated beads/ bracelets/rosary beads/earrings
- No timberland boots or sneakers

COMPULSORY ATTENDANCE LAW

Attendance Philosophy

It is the International Leadership Charter High School's belief that there is a clear and positive correlation between students learning and consistent attendance. The majority of the curriculum we present is sequential. Therefore, learning requires continuity of attendance and effort from both the students and parents. The classroom environment invites discussions with the purpose of allowing exchange of ideas with peers and teachers, as well as learning about other cultures and languages. If a student is absent these essential opportunities are lost and even if students make up the missed work, they lost a chance for increased learning and skill development.

In addition, a great deal of work in class is done cooperatively and a lack of attendance makes it difficult, if not impossible, for peers to successfully complete the required assignment. Inconsistent attendance means that students will not get the full benefit of the courses offered at International Leadership and thus attendance should be and will be a significant factor in the determination of a student's grade. The regular contact of pupils with one another in the classroom and their participation in well-planned instructional activity under the direction of a knowledgeable teacher are vital to this purpose. This is a well-established principle of education. Each time a student is absent a part of their education is lost.

Purpose of the Attendance Policy

It is mandated that each student attend school every day. If there is a need for a student to be absent, the student must return to school with a note from parent, guardian, or doctor. It is the student's responsibility to make up all missed class assignments. Chronic unexcused absences will be investigated and if necessary, reported as Educational Neglect and reported to Department of Education (DOE). Parent(s) will be notified if their child has been absent. Phone calls will be made and letters will be written and mailed home which should be returned to the school with an explanation of why the child was absent.

Students are expected to have a minimum of a 95% attendance throughout the school year.

Excessive Excused Absences

It is recognized that students must occasionally miss class. It is essential that students and parents inform the office of all absences by calling the school. Students with excessive excused absences can anticipate that they will meet with the Chief Executive Officer and/or Guidance Counselor and discuss attendance issues and its impact on their academic performance. Teachers at International Leadership Charter High School may request an intervention if a student incurs eight or more excused absences.

The following will occur:

1. The Guidance Counselor will meet with the student to discuss the importance of attendance in the class.
2. Parent and teacher will be notified of results of the meeting.
3. If further excused absences occur, the student and parent/guardian will be referred to the Department of Education for support services. Students experiencing attendance problems may also need to discuss alternative school plans with the Guidance Counselor and/or Lead Instructor regarding the required number of credits needed to graduate.

Attendance Guidelines:

Responsibilities of Parents

- Parents should make every effort to have their son/daughter present in school each day. This is essential to ensure accurate attendance accounting.
- Parents must call to inform the attendance office of student absences by no later than 9:00am on the day of the absence.
- If an emergency prevents a phone call, Parents must excuse the absence within 48 hours or it will be considered unexcused.
- Parents should remind students about checking with their teacher about make-up of assignments and exams.

Responsibilities of Students

- Students must attend all classes.
- When ill, students should report to the Health Administrator or the Counselor.
- Students exiting school for a pre-excused appointment must sign out at the main office before leaving the building. Students should stop at the main office prior to the pre-excused absence to pick up an admit note.
- On the day a student returns to school, students should arrange makeup work with their teachers.
- If a student is late to class, students are responsible to ensure that teachers change the absence notation to a tardy.
- Absence from school may jeopardize participation in any after school activity.
- Students that are absent on a regular basis or for a prolonged period are required to submit a doctor's note.

- It is the students' responsibility to ensure that all missed homework is completed according to the directions of the teacher.

Responsibilities of Teachers

- Teachers are required to take attendance during each class period during the day.
- Teachers are expected to contact parents about attendance issues on a consistent basis.
- Carefully monitor the attendance documents.
- Address attendance concerns with the Counselor/Social Worker.

Responsibilities of Administrators

- Address unexcused absences as quickly as possible with consistent consequences.
- Explain the attendance policy to staff, parents, and students.
- Provide each student with an admit pass or other appropriate paperwork after the receipt of an absence note.
- Provide a forum for periodic review of the attendance policy's effectiveness.
- Enforce the attendance policy in a consistent manner.
- Classification of Absences

School-Caused Absences

These absences need to be verified at the time of the absence.

Make-up work should be made available. Examples of school-caused absences include: field trips, music competition/tours, interscholastic meets/events, a ceremony in which the student is being honored or presented with an award, student government activities, school support groups (not to exceed one meeting per week and limited to non-test days), participation in regional/state competitions, AP exams, and other school approved activities or counselor appointments.

Excused Absences

These absences need to be verified at the time of the absence. Make-up work should be made available. Examples of excused absences include illness, bereavements, medical/dental appointments that cannot be made outside of school time, college visits, and taking drivers' license examination/permit test. Excused absences must be resolved within 48 hours or they will be considered unexcused.

Unexcused Absences

Described as absences that cannot be verified by school or parent(s).

Absences Due to Suspension

Absences due to suspension are not considered either excused or unexcused. They constitute a separate category. They are, however, included in the total number of absences that a student experiences during the semester/school year. Students absent due to suspension are responsible for working in cooperation with their teachers to ensure that missed assignments are completed and that credit for those assignments is discussed with the teacher.

Tardiness

Students are expected to arrive to class prepared and on time. Students more than ten minutes late will receive a detention for that day. Tardiness negatively impacts a students' academic performance. Students who are experiencing tardiness problems will have a discussion with the Guidance Counselor/Social Worker.

Consequences for Chronic Tardiness

| THE NUMBER OF TARDIES IN THE SCHOOL | CONSEQUENCES |
|-------------------------------------|---|
| 1st Tardy | A phone call or email notification |
| 2nd Tardy | A phone call from the school counselor |
| 3 rd Tardy | Tardy Late Detention/Alternative Consequence and or call from the principal |
| Repeated Tardies | Meeting with parents and possible suspension |

Attendance Appeals Process

The Guidance Counselor will work with truant students and their parents to create an academic plan focusing on the attendance issues and the ability to earn credits.

Examples of situations eligible for an appeal

A. Chronic Illness: Excessive absences resulting from chronic health conditions, chronic illness and or major illness, surgery or treatment programs for chemical/alcohol abuse, or eating disorders. Absences in this category must be supported by documentation from the student's physician, including reason for absence, dates of absences, and any restrictions on student activity. In some circumstances a request maybe made for the Licensed School Nurse to speak with your child's physician.

B. Other: There may be other valid reasons that result in excessive absences. The rationale presented for excessive absences will be considered for each appeal by the team, which includes the Head of School, Counselor, Director of Instruction and teachers.

Attendance Problems Related to Chronic Illness

International Leadership Charter High School recognizes that some students may experience excessive absences related to a chronic health condition, a major illness or surgery or for specific treatment programs. Parents should contact the school, if such a situation exists for their child.

Promotion and Academic Policy

International Leadership Charter High School is a school of choice. Students choose to attend this school instead of their zoned school. This policy is intended to encourage students to work to their full potential.

- Any student whose academic average falls below a 2.0 grade point average at the end of any twelve-week grading period will be placed on Academic Probation. If the student fails to achieve at least a 2.0 GPA the following twelve-week grading period, the student will be mandated to attend Saturday Academy and tutoring. The student will remain on Academic Probation until their overall GPA is 2.0 or higher. If students continue to perform poorly and do not meet the performance expectations, the student will not be eligible for promotion to the next grade and will have to repeat the grade. Parents will be informed of this after two consecutive marking periods of repeated failure.
- The first grading period of each semester is the exception to this rule. A parent/teacher/student conference will be scheduled to discuss the student's poor performance. A mutually agreed upon plan will be put in place to improve the students' poor success.

ACADEMIC GRADES

Evaluation of student work shall be by numerical grades. Final Quarter grades are not weighted nor based on a cumulative average. The numerical grades are as follows:

The numerical grades are as follows:

| Quality of work | Numerical grade | Letter grade |
|----------------------------------|-----------------|--------------|
| Excellent progress | 90 – 100 | A |
| Above average progress | 80 - 89 | B |
| Average progress | 75 - 79 | C |
| Below average progress | 70 - 74 | D |
| Unsatisfactory progress; failing | Below 69 | F |

A grade below 55 shall not be given without the review and approval of the Head of School and the Director of Curriculum and Instruction.

MAKE-UP WORK

Students must make-up missing classroom assignments and homework if absence is an excused absence as described in the **Compulsory Attendance Law** section. Students must complete all classroom and homework assignments within two days of returning to school. Extensions from the teacher must be in writing and filed with the Director of Instruction. Make-up work due to unexcused absences, including disciplinary reasons, generally will be accepted. No make up work can be submitted after a final grade has been entered.

INCOMPLETE GRADES

In some cases, students who have missed assignments and/or concepts in a class may be given an incomplete grade. All incomplete work must be submitted for grading within 10 days of initial due date.

PROGRESS REPORTS

Progress reports will be sent home by the sixth week of each twelve-week grading period for all students. Copies are mailed to the home. Progress Reports should be signed by the parent or legal guardian, the student, and returned to the school. Parent/student/teacher conferences should be scheduled a minimum of once per term. Check the school calendar for a schedule of progress reports and report cards.

REPORT CARDS

Report cards are issued to students during the week following the end of each twelve-week grading period. Report cards are mailed to the home address. Report card dates will be posted in the school lobby

STUDENTS WITH DISABILITIES

As part of the annual review process, the International Leadership Charter High School, in consultation with the CSE, will complete an Individualized Education Program for each student with a disability that specifies the requirements for graduation. This document identifies all required State of New York exit requirements **PROJECTS**

Papers or projects assigned over a lengthy period must be turned in on or before the due date. A student who is absent on the due date for any reason must turn in the completed assignment when the student returns to school. All exceptions must be discussed with the teacher and the agreed upon resolution be in writing and submitted to the principal.

ASSESSMENT

International Leadership Charter High School recognizes that accountability begins with the understanding that it takes a village to educate a child. This philosophy is crucial to the success of our school and the academic achievement and safety of our students. First and foremost, we will recruit teachers who have the teaching skills that are aligned with our mission and goals for academic rigor. With the strong belief that what happens in the

classroom makes a difference; International Leadership will seek to implement a system of accountability that is performance driven.

ACADEMIC ACHIEVEMENT RECORDS AND TRANSCRIPT REQUESTS

- 1) Official transcripts will only be sent in response to a written request from the *Registrar* or *Admissions Office* of the school making such request. Official transcripts will not be provided to a parent, a student or third party under any circumstance.
- 2) A student's transcript is not an official record unless it is mailed by the REGISTRAR of the sending school directly to International Leadership Charter High School. Only Q 4 Grades are used on the final transcripts and a cumulative average or weighting of grades is not used.
- 3) Transfer of Credit: Parents of students, who transferred to the International Leadership from either a credited or non-accredited public, private, or parochial school, including home schooling, must request for a review of such credits and validation of credits and approval by International Leadership.

Note: These credits can only be validated with the authority of the CEO/Head of School. All transfer credits are not weighted the same and are not automatically transferrable toward graduation requirements at International Leadership.

- 4) Requests for letters of recommendation for Seniors who are no longer in attendance at International Leadership, must be submitted in writing to the School's Leadership and active faculty members from whom the letter is being requested.

Note: The decision to honor such requests for students' no longer in attendance at International Leadership is not an obligation and is at the discretion of the individual faculty member to provide the requested letters of recommendation.

Note: *"An official transcript is a comprehensive record of a student's academic progress at International Leadership Charter High School. Starting September 2019, all International Leadership Charter High School alumni will be charged a \$15 fee for their transcript to be sent to an institution of higher learning if they decide to enroll in another college or university other than where the transcript was initially sent to. The alumni can otherwise request from the college that first received the transcript"*

**INTERNATIONAL LEADERSHIP CHARTER HIGH
SCHOOL
COLLEGE PREP SEQUENCE/GRADUATION
REQUIREMENTS**

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|------------------------------------|------------------------------------|------------------------------------|--|
| Global History I | *Global History II | *U. S. History & Government | Government and Economics |
| *Algebra/Geometry | Algebra 2/Trigonometry | Pre-Calculus | College Prep Seminar/ Essay Writing |
| English I | English II | *English III | English IV: Research & College Composition |
| *Living Environment | *Chemistry | *Physics | Advanced Biology/Physics/Chemistry |
| | | PE/Health/TKD | PE/Health/TKD |
| Language Other Than English (LOTE) | Language Other Than English (LOTE) | Language Other Than English (LOTE) | |
| Youth Leadership Advisory | Youth Leadership Advisory | *CDP/Internship | *CDP/Internship |
| | | | |
| Credit Accumulation | Credit Accumulation | Credit Accumulation | Credit Accumulation |
| 2.0 Credits in English | 2.0 Credits in English | 2.0 Credits in English Regents | 2.0 Credits in English |
| 2.0 Credits in Mathematics | 2.0 Credits in Mathematics | 2.0 Credits in Mathematics | 2.0 Credits in Mathematics |
| 2.0 Credits in History | 2.0 Credits in History | 2.0 Credits in History | 2.0 Credits in Social Studies |
| 2.0 Credits in Science | 2.0 Credits in Science | 2.0 Credits in Science | 2.0 College Prep Seminar |
| 2.0 Credit in LOTE Spanish | 2.0 Credit in LOTE Mandarin I | 2.0 Credit in LOTE Mandarin II | 2.0 Credit Tae Kwon Do |
| 1.0 Youth Leadership | 1.0 Youth Leadership | 2.0 Credit Tae Kwon Do | 2.0 CDP |
| | | 2.0 CDP | |
| Total Credits=11.0 | Total Credits=11.0 | Total Credits=14 | Total Credits=12.0 |

TOTAL CREDITS REQUIRED FOR GRADUATION=48

Procedures and Policy for the Administration of NYS Regents Examinations and Regents Competency Tests at International Leadership Charter High School

In order to graduate from the International Leadership students must pass Five Regents examinations in addition to meeting all of the graduation and 48 credit requirements. All students are afforded an equal opportunity to take advantage of every resource available in preparation for the regents' exam. Our goal is to ensure that our students are well prepared for the NYS Regents Examinations in order to prevent feelings of discouragement that may negatively impact a student's self-esteem and progress as a result of taking a test that they may not be prepared for.

Therefore, our school's policy and procedures for identifying students for admission to the NYS Regents examinations are implemented with the above-mentioned goal in mind. The criteria and formula for success for every student that is used by the school's administration in order to determine if a student is prepared to sit for a regent's exam includes the following criteria.

- 1) Passing the course >70.
- 2) Passing at least Two or More Mock Regent >65
- 3) Passing Course Final >85
- 4) Over 85% attendance.

Please note that students must be able to demonstrate successful completion of course and cooperate with instructors and sit for all final exams and take 1 mock regent examination at the very minimum. Students and parents are advised to pursue every avenue toward completion of the Regents requirement.

Finally, it is also important to keep in mind that at International Leadership we accelerate students in the area of Mathematics and Science therefore we prepare the students for the rigor of the exams by grade 9. This increases the likelihood that students will go into the 10th grade with at least two regents being satisfied. The courses that students take in each grade are aligned with the course taken and Regents exam to be administered pursuant to our charter school goals.

Regents 9th Grade

Living Environment (Biology) Integrated
Algebra

Regents 10th Grade

Global History and Geography
*Algebra 2 Trigonometry
*Physical Setting/*Chemistry*

Regents 11th Grade

Comprehensive English
U.S. History and Government
*LOTE Comprehensive Spanish
* Physical Setting/*Physics*

12th

If students fail the NYS Regents exams, students can continue to take the Regents exam through the 12th grade and can be programmed to sit for the exams in neighboring New York City public high schools for the August administration of the Regents with the permission of the principal of that school. This is coordinated by the administration of our school where we mail a letter with a list of those students who will retake the exams.

*Please Note that *Physics and Chemistry* are advanced sciences which students should only sit for if they meet the criteria noted above. Once a student passes the Living Environment Regent (Biology) the student has fulfilled the science requirement and sitting for the Physics and Chemistry Regents is optional and based on performance over 85% on Mock Regents and on the Final Exam.

WELLNESS POLICY

The International Leadership Charter High School will be working closely with the Department of Education and in consultation with the Department of Health and Human Services, who will provide information and technical assistance for use in:

- (a) Establishing healthy school nutrition environments;
- (b) Reducing childhood obesity; and
- (c) Preventing diet-related chronic diseases.

Technical assistance provided by USDA and New York State Department of Education shall:

- (d) include relevant and applicable examples of schools and LEAs that have taken steps to offer healthy options for foods served in schools;
- (e) include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (f) and involving students in extra-curricular activities or physical fitness through the arts.
- (g) International Leadership Charter High School will in the near future create physical fitness through the art (i.e. dance) programs.

IMMUNIZATION RECORDS

A copy of the immunization record must be on file with the office before a student begins class. An updated copy of immunization records must be submitted at the beginning of each school year.

COMMUNICABLE DISEASES

State law prohibits all public schools from allowing children with certain communicable diseases to attend school. Communicable diseases are those, which may be passed directly or indirectly from one person to another. The NYC Department of Mental Health and Hygiene publishes a complete list of communicable diseases, which may require a student to be excluded from attending school. Common diseases include, but are not limited to, common cold with fever, ringworm of the scalp, pink eye, scabies, hepatitis, impetigo, measles (initial outbreak), chickenpox (initial outbreak), and whooping cough.

ADMINISTRATION OF MEDICATION

The school allows administration of prescription medication and over-the-counter medication with written consent of the parent. To administer any medication, the medication must be in its original container, properly labeled, and must be accompanied by a written request from the parent or legal guardian. The school will not administer prescription medication obtained outside the U.S. Students must not carry any prescription or over-the-counter medications at school or school-related activities unless permission is obtained from the principal. The school shall not administer vitamins, herbal remedies (such as herb tea) or other home remedies to any student. All medicines are to be taken to the office upon arrival at school. Parents must fill out and sign a consent form prior to the student(s) enrollment.

ILLNESS

When a student becomes ill, the student is sent to the office. A student with fever or in need of medical care must go home. Parent/guardians will be contacted. Students cannot leave the campus unless a parent/guardian gives permission and arrangements for transportation are made. If a child has a chronic illness, such as asthma or a condition that warrants frequent use of the bathroom, it is the parent(s) responsibility to notify the school and classroom teacher in writing by September. In the first week of school you will be receiving a package from the school nurse regarding medication.

EMERGENCY CONTACT

It is extremely important that the emergency contact information be filled out completely and returned to school officials' first week of school. Please inform the school of any information changes. This information is the only means to contact parent(s) or family member(s) in case of illness or another emergency situation.

EMERGENCY MEDICAL PROCEDURES

Parents complete an emergency care form each semester. Other information that may be required in an emergency must be provided and updated by the parent as necessary. In case of a serious accident or illness, the student's parents will be notified immediately. If the parent cannot be reached, the specific instructions of the parent for emergency care shall be followed unless deemed inappropriate by the ambulance attendant. In that instance, the ambulance will transport the student to the nearest medial facility with appropriate services. School authorities will follow instructions on the signed medical treatment authorization form. The staff of International Leadership Charter High School will be certified in CPR and the use of the defibrillator(s) in case of an emergency.

STUDENT RECORDS

Student records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student. By law, both parents (whether married, separated, or divorced) and the student have access to the records of an enrolled student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school the school is given a copy of the court order terminating these rights.

CLOSED CAMPUS FOR LUNCH

Free and Reduced lunches are available to all students who qualify. Students may bring their own lunch or enroll in the free lunches program. Students may not leave campus for lunch. Students caught off campus during lunch are considered truant. Students who violate this school policy will be recommended for expulsion.

VISITORS

Any person visiting the school property must show photo ID and sign in the front office upon entering the building and obtain a visitor's pass to be worn while on campus. This includes visitors to main building, parking lot, and any other school property location. Students from other schools are not allowed to visit, unless accompanied by parent/guardian, or on a pre-approved tour.

LOCKERS

International Leadership Charter High School has lockers. Students are asked to carry only notebooks, pens/pencils. Other items be kept in lockers throughout the day. It is advised that students bring only items necessary for the school day and items that are permitted on campus. All backpacks and totes are subject to inspection by the administration. Never bring items of value or expense such as iPod, cell phones, etc.

DELIVERIES TO STUDENTS

Food deliveries or deliveries of any kind to students are prohibited and will not be accepted by security or staff.

CARE OF SCHOOL PROPERTY

Students will be held responsible for care of school property and accountable for any property destruction. Repayment will be required for any damage caused by student neglect and/or misuse.

STUDENT SAFETY

Each student, while participating in or observing any of the following courses of instruction:

1. Vocational, technical, chemical, or chemical-physical, involving exposure to:
 - a. hot molten metals, or other molten materials.
 - b. milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials.
 - c. heat treatment, tempering, or kiln firing of any metal or other materials.
 - d. gas or electric arc welding, or other forms of welding processes; and/or
 - e. caustic or explosive materials; or
2. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated; is required to always wear an appropriate industrial quality eye protective device. All students participating in Lab class will only do so under the supervision of a teacher

REGULATORY MANDATES

Fire safety

Annual fire safety inspections and instruction are conducted.

Reporting the results of each building twelve fire drills a year, in which eight must be complete prior December 31, 2024.

FIRE AND LOCKDOWN DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. International Leadership Charter High School will perform twelve fire drills during school year in, which eight will be done prior to December 31st. It is essential that when the fire signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students are not permitted to have conversations during a fire drill and are to remain outside the building until a signal is given to return inside. Teachers and staff will direct students to the fire exit located by the restrooms and the other in the back of the building. Students must follow proper rules of conduct during fire drills. restrooms. All classrooms are equipped with sprinklers as well as in the waiting room. There are two fire alarms located by the receptionist area and by the rear stairs exit. The Director of Operations will check the floor prior leaving the building to make sure everyone was evacuated.

FIRE AND OTHER EMERGENCY DRILLS

Students, teachers and other school employees will participate in drills of emergency procedures. When the alarm is sounded, all students should follow emergency drill procedures, as briefed by the teacher.

EMERGENCY SCHOOL CLOSING/DELAYED OPENINGS

In case of severe weather, please listen to the radio (WCBS, WINS, WADO) or watch Bronx 12 or CBS (2) on TV to find out if there will be a school closing or delayed opening. All closings or delays will be posted by 6:00am on the radio or TV.

DRUG AND SMOKE FREE SCHOOL

Our campus is a drug and smoke-free zone. Students are expected to maintain a drug and smoke-free lifestyle while at the school.

Possession or Influence of Drugs and Alcohol

State law prohibits the sale, use, delivery, possession, or being under the influence of any controlled substance, dangerous drug, alcohol beverage or volatile chemical while on campus, within 300 feet of school property, or while attending school sponsored activities on or off school property. Students who engage in any of these activities shall be expelled from school.

Vaping, Smoking and Prohibited Substances Smoking

State law prohibits cigarette smoking and/or use of tobacco products on any school property. Cigarette and tobacco product use is also prohibited during all school-sponsored activities, on or off campus. Violation of this section will result in suspension. **No warning is required!**

The purpose of this policy is to establish guidelines and regulations for preventing substance use, including vaping and smoking, among students and promoting a healthy and safe learning environment.

Prohibited Substances

The use, possession, distribution, sale, or purchase of any illegal drugs or controlled substances*, including vaping devices, e-cigarettes, and CBD products, as well as alcohol and tobacco products, is strictly prohibited on school property, at school-sponsored events, and during school

hours.

Searches and Confiscation

School officials reserve the right to conduct searches of students, their lockers, and personal belongings if there is reasonable suspicion that a student is in possession of prohibited substances, including vaping devices and e-cigarettes. Reasonable suspicion is defined as observations of behavior or physical symptoms that are consistent with drug use or possession, information from reliable sources such as informants, or other evidence that suggests a person may be using or involved with prohibited substances. Any prohibited substances found will be confiscated, and appropriate disciplinary action will be taken.

Disciplinary Consequences

Students found to be in violation of this policy will be subject to disciplinary consequences, including but not limited to suspension, referral to law enforcement authorities, referral for mandated out of school counseling/support and/or referral for expulsion.

Counseling and Support

Students who are struggling with substance use or abuse, including vaping, will be provided with appropriate counseling and support services, including referrals to community resources and substance abuse treatment programs. Parents are expected to follow up with school requests for student counseling and/or support related to substance abuse.

Education and Prevention

The school will provide education and prevention programs on substance use and abuse, including the risks associated with vaping and e-cigarettes, as well as support for healthy decision-making and peer influence. Parents will be provided with ongoing workshops and opportunities related to substance abuse prevention/detection and support

Parent and Community Involvement

The school will actively involve parents and community members in efforts to prevent substance use and abuse, including vaping, among students, including regular communication and collaboration with parent-teacher associations and community organizations.

Confidentiality

All student information related to substance use or abuse, including vaping will be kept confidential, in accordance with federal and state laws, unless disclosure is required by law or necessary to protect the health and safety of the student or others.

By implementing and enforcing this policy, our school is committed to promoting a healthy and safe learning environment for all students, free from the harmful effects of substance use, including vaping.

Alternative to School Suspension Program (*InDepth*)

The purpose of this policy is to establish a vaping alternative to the school suspension program that promotes education and rehabilitation, while also holding students accountable for their actions related to vaping.

Program Eligibility

First time offenders who are found to be in violation of the school's substance use policy, but who have not engaged in other serious or violent behavior, may be eligible for participation in the *InDepth* alternative to school suspension program.

Program Requirements

Students who participate in the alternative to school suspension program will be required to complete the following requirements:

- a. Attend and participate in an educational program on the dangers and consequences of vaping and other substances, including the effects on health, academic performance, and social relationships.
- b. Attend and participate in counseling or support sessions (school will refer students for outside resources and follow up) focused on substance use, as well as addressing underlying emotional or behavioral issues that may contribute to substance use.
- c. Complete community service or other restorative justice activities that benefit the school community or local community.

Program Duration

The length of the alternative to the school suspension program will be determined on a case-by-case basis but will generally be no less than 5 hours and no more than 20 hours of program requirements.

Completion and Evaluation

Students who successfully complete the alternative to school suspension program will be able to return to regular classes and activities at the end of the program period. The school administration will evaluate the effectiveness of the program in reducing substance use and related behavior among participating students.

Confidentiality

All student information related to participation in the alternative to school suspension program will be kept confidential, in accordance with federal and state laws, unless disclosure is required by law or necessary to protect the health and safety of the student or others.

By implementing the alternative to school suspension program, our school is committed to holding students accountable for their actions related to substance use, while also providing opportunities for education and rehabilitation, and ultimately promoting a healthy and safe learning environment for all students.

**Controlled Substances are defined by the U.S. Department of Justice -a full list of controlled substances can be found on the U.S. Department of Justice website:*

<https://mvw.deadiversion.usdoj.gov/schedules>.

GUN FREE POLICY

Students are prohibited from bringing a firearm to, or possessing a firearm at, school or any school-related function or activity, on or off campus. Any student who is determined to have brought a firearm to, or possessed a firearm at, school or any school-related function or activity on or off campus, shall be suspended from school for a period of at least one year, and may be expelled. In addition, ILCHS shall refer any student found to have brought or possessed a firearm while at school or any school-related function or activity to the proper law enforcement authorities.

The Board shall allow a student found to have brought or possessed a firearm while at school or any school-related function or activity to apply in writing for a modification of the suspension requirement or expulsion, or of the term of such student's suspension or expulsion. Any modifications made by the Board shall be done on a case-by-case basis with an explanation for such modifications issued in writing.

For purposes of this policy, "school" shall mean any setting that is located on school owned, leased, controlled, or supervised property or within a distance of 1,000 feet from school property that is owned, leased, controlled, or supervised by ILCHS, whether such property is owned, leased, controlled or supervised wholly or in part, for the purpose of school activities, even if such activities are located off of school property, including but not limited to, inter-school athletic events, extracurricular activities, school trips, and fundraisers.

For purposes of this policy, the term “firearm” has the same meaning given such term in [section 921\(a\) of title 18, United States Code](#), which defines the term as follows: “(A) 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; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.”

LOST AND FOUND

Articles found on school grounds should be taken to the front office where the articles will be kept until the end of the semester.

ELECTRONIC DEVICES

*Personal electronic devices, (which include cellular phones, videogames and iPods or any music device), are discouraged and must **NOT** be brought to campus. Use in the classroom will result in the device being confiscated by school administration. Confiscated items will be returned to the parent after one week and a conference with the parent.*

Due to an increase in the inappropriate use of such devices, all cellular phones will be collected when students arrive. Phones will be held for the duration of the day. Students will receive their phones back at dismissal. **Students found using cellular phones during the day will have their phones confiscated. All confiscated items will be returned in a week after a conference with the parents. In addition, failure to comply with the policy will result in a suspension.**

FUNDRAISING ACTIVITIES

All fundraising activities at International Leadership Charter High School are voluntary; no minimum amount of sales is required. However, your active participation in these voluntary programs is vital to the pursuit of excellence for our school and all our children. We thank you for your generosity and support.

FIELD TRIPS

Field trips serve an educational purpose and their value is an integral part of the school’s instructional program. A package will be sent from your classroom teacher regarding the planning of field trips.

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL COMPLAINT POLICY

The *International Leadership Charter High School* is dedicated to promoting a positive and productive school community that has the best interests of our students as a first priority. We look forward to working with members of our diverse community to ensure that we comply with our mission and accomplish our goals to provide a high-quality education to all students and to address any informal or formal complaints that students, parents/families and community, hereafter referred to as “complainant” may have that impeded the school’s mission and goals centered around student success.

Informal Concerns/Complaints

Many types of complaints do not involve violations of law or the charter; rather these are informal complaints and include concerns related to school work, homework, attendance, grading, promotion or retention, class schedules, interactions between students and/interactions between a student and a teacher. Informal complaints are ideally handled or resolved at the school level by the teacher, Director of Parent and Community Engagement or school leader and not by the school's board of trustees.

If the complaint is not addressed at the school level, the complainant may bring the concern to the attention of the Director of Parent and Community Engagement who will schedule a phone conference to determine the nature of the concern and whether it is an informal or formal complaint.

Formal Complaints and Appeals

A formal complaint involves an alleged violation of the law generally, the Act or of the education corporation's charter including its provisional charter or certificate of incorporation. The following are considered to be violations of law/charter, and examples of formal complaints:

- Improper discipline of a special education student (violation of the Individuals with Disabilities Education Act (IDEA) or applicable Federal Regulations);
- Billing the wrong district for a student (violation of the Act and the NYS Education Commissioner Regulations); and
- Child abuse in an education setting (violation of the New York State Education Law Article 23-B)

Complainant must file a complaint in writing to the Chief Executive Officer ("CEO") and the charter school's Board Chair.

Section 2855 (4) of the New York State Charter Schools Act provides the complainant has the right to contact the Board of Trustees directly with a complaint if he/she chooses to. The Board, after conducting its review can determine that the concern/complaint is not a Formal Complaint may determine that the matter can be reasonably resolved at the school level and will refer the matter back to the CEO for resolution. In addition, after making a complaint, the Board will respond in writing to the complainant with its determination.

The school must respond to all formal complaints 1. In writing; 2. Clearly setting forth the reasoning of the person or entity making the decision; and 3. To the complainant within 30 days unless a sound reason exists for delay. If the school fails to comply with these requirements, the complainant will be within their rights to file an appeal with the SUNY Charter Schools Institute.

Appeal Process to the SUNY Charter School Institute

The Institute's role in the formal complaint process is a limited one, and it is generally restricted to appeals after the education corporation's board of trustees (or designee) has handled the complaints. Again, the Institute does not handle appeals of informal complaints.

Pursuant to the Act, if a complainant who properly appealed an education corporation's formal complaint decision to the Institute is unhappy with the Institute final decision on the matter, the complainant may appeal to the New York State Education Department (which handles complaints for the New York State Board of Regents ("Board of Regents")). Contact information for the Board of Regents is available at <http://www.newyorkcharters.org/contact>. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints. In some instances, the Institute, as the education corporation's authorizer with general oversight, may get involved in the process before a formal appeal or formal complaint has been filed. Specifically, the Institute may make initial inquiry and conduct an investigation on its own initiative when it receives allegations of:

- Child abuse;
- Health or safety violations;
- Criminal activity
- Special education violations;
- Compulsory education violations (including lack of alternative instruction); and,
- Suspension or expulsion without due process

CONFIDENTIALITY

For reasons of professional and moral ethics, all people must protect privileged information. It is imperative that each of the parties can treat such information with absolute confidence in the discretion of the other party according to the FERPA.

When there is evidence of knowledge that could have consequences for the health or safety of any person, teachers have an obligation to share that information with the Executive Director. Section 423 of the Child Protective Services Act requires every school official to make a report when there are reasonable grounds to suspect that a student has been a victim of abuse of any kind.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY

International Leadership is required to maintain the confidentiality of student education records pursuant to two important federal laws: the Family Educational Rights and Privacy Act ("FERPA") and the Individuals with Disabilities Education Act ("IDEA"). FERPA covers or protects the privacy of all education records of students enrolled in the charter school. The confidentiality provisions of IDEA

primarily concern a subset of education records of Students with Disabilities (“SWDs”) enrolled in the charter school.

FERPA provides families with certain rights with respect to their children’s education records and specifically to ensure that parents and students have meaningful access to their own education records (and that those records are accurate) while at the same time limiting access and release of such records to others.

Though the primary thrust of Individuals with Disabilities in Education Act (IDEA) is to ensure a free and appropriate public education (FAPE) for disabled students, IDEA also requires additional safeguards for records relating to students with disabilities. Many of these safeguards overlap and are intertwined with the more general requirements of FERPA.

These safeguards and rights are explained below:

- International Leadership always maintains student records or other identifiable information in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed of are done so in a manner that ensures confidentiality and security.
- International Leadership will not release the education records of any student (or any personally identifiable information contained in those records), except in certain circumstances specified in the statute, without gaining prior written consent of the parent/guardian or eligible student.
 - While the school must have written permission from the parents/guardians or eligible students before releasing any information from a student’s record, the law allows the school to disclose records, without consent, to the following parties:
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring • Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - Judicial orders or lawfully issued subpoenas
 - Appropriate officials in cases of health and safety emergencies
 - State and local authorities, within a juvenile justice system, pursuant to specific State laws.
- International Leadership is not required to provide copies of materials in the education records unless, for reasons such as great distance, it is impossible for families or eligible students to inspect the records.
- The school may charge a reasonable fee for copying records requested, unless such fee would effectively prevent the parent from exercising his or her rights under FERPA and/or IDEA. The school may not charge a fee to search for or retrieve records. (34 C.F.R. § 99.11 and 34 C.F.R. § 300.566).

- Parents/guardians and eligible students (18 years of age or begins attending a postsecondary institution) have the right to inspect, review, and obtain copies of the students' education records maintained by the school. For records including information on more than one student, parents are limited only to information pertaining to their child(ren).

I confirm that I have read the Student Code of Conduct and agree to comply with the defined behaviors. I have received and read the Parent Student Handbook which contains our Parent Student Compact. I understand that signing is an acknowledgment of receipt and failure to sign does not jeopardize my child's admission into International Leadership.

Student Signature **Date**

Parent Signature **Date**

CONSENT FOR PHOTOGRAPHY OR VIDEO TO STUDENT FOR THE USE OF INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL (E.G. EDUCATIONAL, PUBLIC OR PROMOTIONAL PURPOSES)

Student name: _____ Date: _____

I hereby give my consent to participate in interviews, and the use of student writings and the taking of photographs or videos of the student named above at International Leadership Charter High School. I also acknowledge that by signing International Leadership Charter High School has the right to modify the activities related to, use and reuse such printed products, on the internet and all other forms of media. I also release International Leadership Charter High School and its agents and employees from all claims, demands, in connection with the foregoing.

Signature of parent / guardian (if the student is under 18):
_____ Date: _____

Parent / Guardian address:

Student's signature (if the student is over 18 years of age)
_____ Date _____

Student Address:

Parents Name *Student Name*

