

# Student & Parent Handbook

## 2025-2026

Innovation Charter High School  
410 East 100th Street, New York, NY 10029  
(212) 722-5871  
[www.innovationhighschool.org](http://www.innovationhighschool.org)  
[office@innovationhighschool.org](mailto:office@innovationhighschool.org)

### Mission

Innovation nurtures and develops students to be academically successful, socially mature, emotionally healthy, and equipped to lead self-directed and fulfilling lives.

### Vision

We envision a world where education is a transformative experience, inspiring students to create positive change in their lives and communities. Innovation Charter High School aims to be at the forefront of this change, continuously pushing the boundaries of traditional education and setting new standards for excellence.

### Core Values

Innovation  
Activism  
Collaboration  
Safety  
Respect

### Administration

|                 |                                                |
|-----------------|------------------------------------------------|
| Kezena Brown    | Head of School                                 |
| Portia Stanley  | Assistant Principal                            |
| Michelle Ott    | Assistant Principal                            |
| Tereena Somayya | Director of College and Career Success and CTE |
| Latoya Massey   | Board of Trustees Chair                        |

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# Table of Contents

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| Mission.....                                                                     | 3  |
| Vision.....                                                                      | 3  |
| Core Values.....                                                                 | 3  |
| School Calendar 2025-2026.....                                                   | 5  |
| Arrival Procedure.....                                                           | 8  |
| Lunch Procedure.....                                                             | 8  |
| Dismissal Procedure.....                                                         | 8  |
| Protocols for Visitors.....                                                      | 8  |
| Public Conduct on School Property.....                                           | 8  |
| Shared Space Rules.....                                                          | 9  |
| Updating Contact Information.....                                                | 9  |
| Academic Policies.....                                                           | 10 |
| School/Family/Student Compact.....                                               | 11 |
| Academic Program.....                                                            | 12 |
| Attendance Policy.....                                                           | 14 |
| Grading Policy.....                                                              | 15 |
| Departments.....                                                                 | 17 |
| Athletics Department.....                                                        | 18 |
| Counseling Department.....                                                       | 18 |
| Special Education Department.....                                                | 19 |
| Programs.....                                                                    | 21 |
| College & Career Readiness Program.....                                          | 21 |
| Enrichment Week.....                                                             | 21 |
| NYS CTE Culinary Arts.....                                                       | 22 |
| Student Handbook.....                                                            | 23 |
| Academic Integrity Policy.....                                                   | 24 |
| Academic Intervention Services Eligibility.....                                  | 24 |
| Advanced Coursework Information.....                                             | 25 |
| AI Student Use Policy.....                                                       | 25 |
| Bathroom Policy.....                                                             | 26 |
| Bullying and Harassment Policy.....                                              | 27 |
| Code Of Conduct And Student Responsibilities.....                                | 27 |
| Dignity for All Students Act Policy.....                                         | 29 |
| Discipline Measures.....                                                         | 30 |
| Short-Term Removal and Suspensions (5 days or less).....                         | 30 |
| Due Process Procedures, Safeguards, and Appeals.....                             | 30 |
| Extended Removals and Suspensions (6-10 days).....                               | 32 |
| Due Process Procedures, Safeguards, and Appeals.....                             | 32 |
| Summary Of Disciplinary Responses For Discretionary Infractions (Level 1-4)..... | 32 |

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|                                                     |    |
|-----------------------------------------------------|----|
| 34                                                  |    |
| Long-Term Suspensions and Expulsion:                | 35 |
| Due Process Procedures, Safeguards, and Appeals:    | 36 |
| Compensatory Education:                             | 38 |
| Appeals:                                            | 38 |
| Special Procedures For Students With Disabilities:  | 38 |
| Discipline Code:                                    | 40 |
| Level 1 Infractions:                                | 40 |
| Level 2 Infractions:                                | 41 |
| Level 3 Infractions:                                | 42 |
| Level 4 Infractions:                                | 43 |
| Level 5 Infractions:                                | 44 |
| Distraction Free School Policy:                     | 44 |
| Diploma Assessment Exemption for Major Life Events: | 47 |
| Dress Code Policy:                                  | 47 |
| Drug And Alcohol Policy:                            | 49 |
| English Language Learners:                          | 49 |
| FERPA Policy:                                       | 49 |
| Graduation Requirements:                            | 49 |
| High School Assessments:                            | 50 |
| Internet Usage Policy:                              | 50 |
| Student Electronics Policy:                         | 51 |
| Student Medication Policy:                          | 51 |
| Student Money and Property:                         | 51 |
| Student Participation in Mandated Assessments:      | 52 |
| Trans and Gender Nonconforming Students Policy:     | 52 |
| Parent Handbook:                                    | 53 |
| Board of Trustees:                                  | 54 |
| Family Engagement Policy:                           | 55 |
| Building School and Parent Capacity:                | 55 |
| Educating Staff on Parent Partnerships:             | 56 |
| Activities to Encourage Parent Participation:       | 57 |
| Family Teacher Conferences:                         | 58 |
| Formal Complaints:                                  | 58 |
| Parent Teacher Organization:                        | 60 |
| School Nurse:                                       | 61 |
| Transportation:                                     | 61 |

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# School Calendar 2025-2026

|                          |                              |                                              |
|--------------------------|------------------------------|----------------------------------------------|
| Tuesday-Wednesday        | September 2-3                | Summer Bridge (9th Grade and New Students)   |
| Thursday                 | September 4                  | First Day of Classes - Semester 1            |
| Wednesday                | September 10                 | Back to School Night                         |
| Wednesday                | September 17                 | Early Dismissal                              |
| <b>Tuesday-Wednesday</b> | <b>September 23-24</b>       | <b>No School</b>                             |
| <b>Thursday</b>          | <b>October 2</b>             | <b>No School</b>                             |
| Wednesday                | October 8                    | Early Dismissal                              |
| <b>Monday</b>            | <b>October 13</b>            | <b>No School</b>                             |
| Wednesday                | October 22                   | Early Dismissal - Family/Teacher Conferences |
| Friday                   | October 31                   | Early Dismissal                              |
| <b>Tuesday</b>           | <b>November 4</b>            | <b>No School</b>                             |
| <b>Tuesday</b>           | <b>November 11</b>           | <b>No School</b>                             |
| Wednesday                | November 19                  | Early Dismissal                              |
| <b>Wednesday-Friday</b>  | <b>November 26-28</b>        | <b>No School</b>                             |
| Wednesday                | December 10                  | Early Dismissal                              |
| Friday                   | December 19                  | Early Dismissal                              |
| <b>Monday-Friday</b>     | <b>December 22-January 2</b> | <b>No School</b>                             |
| Wednesday                | January 7                    | Early Dismissal                              |
| Friday                   | January 16                   | Last day of Classes - Semester 1             |
| <b>Monday</b>            | <b>January 19</b>            | <b>No School</b>                             |
| Tuesday-Friday           | January 20-23                | Regents/Review Week                          |
| <b>Monday</b>            | <b>January 26</b>            | <b>No School</b>                             |
| Tuesday                  | January 27                   | First Day of Classes - Semester 2            |
| Wednesday                | February 4                   | Early Dismissal                              |
| Friday                   | February 13                  | Early Dismissal                              |
| <b>Monday-Friday</b>     | <b>February 16-20</b>        | <b>No School</b>                             |
| Wednesday                | February 25                  | Early Dismissal - Family/Teacher Conferences |
| Wednesday                | March 11                     | Early Dismissal                              |
| <b>Friday</b>            | <b>March 20</b>              | <b>No School</b>                             |
| Thursday                 | April 2                      | Early Dismissal                              |
| <b>Friday-Friday</b>     | <b>April 3-10</b>            | <b>No School</b>                             |
| Wednesday                | April 15                     | Early Dismissal                              |
| Wednesday                | April 29                     | Early Dismissal                              |
| Wednesday                | May 13                       | Early Dismissal                              |
| <b>Monday</b>            | <b>May 25</b>                | <b>No School</b>                             |
| <b>Wednesday</b>         | <b>May 27</b>                | <b>No School</b>                             |
| <b>Friday</b>            | <b>June 5</b>                | <b>No School</b>                             |
| Tuesday-Wednesday        | June 9-10                    | Regents                                      |
| Tuesday                  | June 16                      | Last day of Classes - Semester 2             |
| Wednesday-Thursday       | June 17-18                   | Regents                                      |
| <b>Friday</b>            | <b>June 19</b>               | <b>No School</b>                             |

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# BELL SCHEDULES 2025-2026

| Mondays, Tuesdays, Thursdays and Fridays                                         |                     | Wednesdays |                     |
|----------------------------------------------------------------------------------|---------------------|------------|---------------------|
| 1st Period                                                                       | 8:20 am - 9:14 am   | 1st Period | 8:20 am - 9:08 am   |
| 2nd Period                                                                       | 9:16 am - 10:10 am  | 2nd Period | 9:10 am - 9:58 am   |
| 3rd Period                                                                       | 10:12 am - 11:06 am | 3rd Period | 10:00 am - 10:48 am |
| 4th Period                                                                       | 11:08 am - 12:02 pm | 4th Period | 10:50 am - 11:38 am |
| 5th Period                                                                       | 12:04 pm - 12:58 pm | 5th Period | 11:40 am - 12:28 pm |
| Lunch                                                                            | 12:58 pm - 1:40 pm  | Advisory   | 12:30 pm - 1:07 pm  |
| 6th Period                                                                       | 1:40 pm - 2:34 pm   | Lunch      | 1:07 pm - 1:52 pm   |
| 7th Period                                                                       | 2:36 pm - 3:30 pm   | 6th Period | 1:52 pm - 2:40 pm   |
| <b>Mondays, Tuesdays and Thursdays</b><br>After School Program 3:30 pm - 5:30 pm |                     | 7th Period | 2:42 pm - 3:30 pm   |

## SPECIAL BELL SCHEDULES

| Early Dismissal (M, T, Th, F) |                     | Early Dismissal (Wednesday) |                     |
|-------------------------------|---------------------|-----------------------------|---------------------|
| 1st Period                    | 8:20 am - 8:58 am   | 1st Period                  | 8:20 am - 8:56 am   |
| 2nd Period                    | 9:00 am - 9:38 am   | 2nd Period                  | 8:58 am - 9:34 am   |
| 3rd Period                    | 9:40 am - 10:18 am  | 3rd Period                  | 9:36 am - 10:12 am  |
| 4th Period                    | 10:20 am - 10:58 am | 4th Period                  | 10:14 am - 10:50 am |
| 5th Period                    | 11:00 am - 11:38 am | 5th Period                  | 10:52 am - 11:28 am |
| 6th Period                    | 11:40 am - 12:18 pm | Advisory                    | 11:30 am - 11:50 am |
| 7th Period                    | 12:20 pm - 12:58 pm | 6th Period                  | 11:52 am - 12:28 pm |
|                               |                     | 7th Period                  | 12:30 pm - 1:06 pm  |

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## **Arrival Procedure**

7:30 am: The school building opens for students.

7:45 am: The station to swipe and record arrival opens. Students use their Student IDs or the app "Swipe Barcode" with their OSIS number to document their arrival time.

Students show their closed YONDR pouch, with all electronics powered off and inside.

8:05 am: All students go to the cafeteria where a free breakfast is provided daily.

8:15 am: All students go into campus and the first class period begins at 8:20am.

9:30am: The lobby Swipe station closes. Swipe in required in the Main Office.

## **Lunch Procedure**

Free lunch, salad bar and beverages provided daily in the cafeteria. Students are permitted to eat in the cafeteria or in the schoolyard, weather permitting.

Only 12th graders are allowed to leave school grounds for lunch. However, this privilege may be revoked. Behaviors that lead to the revocation of the off-campus lunch privilege include:

- Coming back from lunch late
- Attendance dropping below 90%
- Any Tier 3 behavior

## **Dismissal Procedure**

Students open YONDR pouches upon exiting campus.

## **Protocols for Visitors**

All visitors to our school must first check in with a valid photo ID at the school safety desk located at the main building entrance. Visitors will be escorted into and out of the building by staff.

## **Public Conduct on School Property**

We all share the responsibility to:

- Treat others with respect and avoid causing harm or threatening others.
- Protect school property and the belongings of others; refrain from damaging, marking or destroying school property.
- Allow classes, school programs, and activities to proceed without interruption.

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- Ensure that any distributed or worn items on school grounds are appropriate and do not encourage illegal actions, spread misinformation, infringe on others' rights, or disrupt the school program.
- Treat everyone fairly and avoid bullying, bothering, or discriminating based on race, skin color, beliefs, country of origin, religion, age, gender, sexual orientation, or disability.
- Enter and remain in school buildings or on campus only with permission and during designated hours.
- Allow free movement for everyone in areas where these rules apply.
- Adhere to traffic laws, parking rules, and other vehicle restrictions.
- Refrain from possessing, using, selling, distributing, or trading alcoholic drinks or illegal drugs, or being under the influence of these substances.
- Refrain from possessing or using weapons, gambling and smoking or using tobacco products, including e-cigarettes.
- Comply with reasonable orders from school officials.
- Avoid encouraging others to violate school rules.
- Comply with all federal and state laws, school rules, and school board policies.

### **Shared Space Rules**

Remember to use stairwell A/B for entering and exiting the building, and stairwell E/F when going to and from the cafeteria. Always avoid using stairwell C/D, as it's not for Innovation students, it is used for the other students that share our school building.

### **Updating Contact Information**

Call or email the Main Office with updates to your phone number or email. Address updates require a Change of Address form and proof of address documentation.

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# Academic Policies



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## **School/Family/Student Compact**

Innovation Charter High School is committed to providing a high-quality education that prepares students for success in college and beyond. This compact outlines the responsibilities of the school, families, and students in fostering a supportive and effective learning environment. By working together, we can ensure that every student reaches their full potential.

### **School Responsibilities**

Innovation Charter High School is dedicated to fostering a robust learning environment and commits to:

- Provide a safe and supportive learning environment.
- Deliver high-quality instruction through rigorous curriculum taught by qualified educators.
- Communicate regularly with families. Provide translation and interpretation services.
- Be accessible to families to discuss concerns, provide feedback, and collaborate on student success.
- Designate a parent coordinator to serve as the key liaison for communication with families.
- Offer resources and interventions to address individual student needs, including academic support, counseling services, and extracurricular activities.
- Encourage all students to strive for academic excellence and personal responsibility.

### **Family Responsibilities**

Families of Innovation Charter High School students commit to:

- Provide a dedicated space at home for study, encourage reading, and regularly discuss school activities and course progress.
- Make every effort to have your child attend school daily and on time, and communicate the importance of consistent instruction.
- Encourage your child to follow school rules, complete assignments, and take responsibility for their actions.
- Respond to school communications, maintain current contact information and inform the school of planned absences or any significant changes at home that

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may affect their child's learning at school.

- Engage with the school community on campus through volunteer opportunities, workshops, PTO meetings, Orientations, Back To School Night, Parent Teacher Conferences, and school events.
- Engage with the school community online through active engagement on ParentSquare, and attendance at meetings of the Board of Trustees.
- Familiarize themselves with the Student & Parent handbook, academic expectations for each class, and all school rules.
- Take the annual services poll in the fall and the NYC School Survey in the spring.

### **Student Responsibilities**

Students of Innovation Charter High School commit to:

- Be present and punctual for all classes and school activities.
- Bring necessary materials, complete assignments, and be ready to actively participate in learning.
- Complete all assignments to the best of your ability, seek help when needed, and demonstrate a commitment to learning.
- Participate in our school's extracurricular activities, which include clubs, athletics, college courses, national honor society, student council, student committees, and volunteerism.
- Adhere to the school's code of conduct, treat peers and staff with courtesy, and take care of school facilities and materials.
- Ask questions, contribute to discussions, and engage fully in classroom activities.
- Speak with a teacher, counselor, or parent if you or someone you care about is experiencing difficulties and need support.
- Submit their NYC School Survey

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## Academic Program

| Content              | Grade 9                                                                                                                                             | Grade 10                   | Grade 11                                                                                                         | Grade 12                                                                          |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Math</b>          | Algebra                                                                                                                                             | Geometry                   | Algebra II<br>Pre-Calculus<br>Financial<br>Literacy                                                              | College Math<br>(earn 3 college credits)<br>Pre-Calculus<br>Financial<br>Literacy |
| <b>ELA</b>           | English 9                                                                                                                                           | English 10                 | Pre-AP English<br>English 11                                                                                     | Senior<br>Literature<br>AP Literature<br>and Comp                                 |
| <b>History</b>       | Global History I                                                                                                                                    | Global History II          | US History                                                                                                       | Government/Ec<br>onomics                                                          |
| <b>Science</b>       | Biology                                                                                                                                             | Earth and<br>Space Science | Chemistry<br>Conceptual<br>Chemistry                                                                             | Environmental<br>Science                                                          |
| <b>Across Grades</b> |                                                                                                                                                     |                            |                                                                                                                  |                                                                                   |
| <b>Electives</b>     | <b>Physical Education/Health</b><br><b>Spanish</b><br>College and Career Readiness<br>University of Delaware<br>Entrepreneurship<br>Classroom Crops |                            | <b>3 Year Elective Tracks</b><br>Software Engineering (includes AP<br>CSP)<br>Culinary<br>Arts (Music/Art/Dance) |                                                                                   |
| <b>Support</b>       | Literacy                                                                                                                                            |                            | ENL Lab                                                                                                          |                                                                                   |

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## **Attendance Policy**

Attendance matters! All students are expected to come to school every day, on time.

This is the best way to set students up for success and ensure on time graduation.

Families must report any absence or lateness to the main office with the reason.

Excused absences still count as absences and will detract from a student's attendance percentage and record, and students are still responsible for any missed learning.

- Students must swipe in with their ID/phone at entry or the main office after 9:30am.
- Families will receive text messages once students swipe in upon entry to the building.
- Notices are sent daily at 3:30pm for unexcused absences and cutting.
- Cutting will be marked for any student who is present in the building, but does not arrive to class, or leaves before class dismissal and does not return.

### **Innovation Charter High School Provides Support**

Daily ParentSquare messages for students marked absent or cutting class

Advisor outreach to families each quarter with attendance and academic progress

Family outreach for students absent two consecutive days

The following interventions are in place, based on a student's monthly attendance rate:

91-95% Attendance: 0-1 absences a month

- Attendance team family outreach
- Referral to Counseling Team
- Counselor-Focused attendance group counseling
- Attendance contract, Check-in/Check-out
- Attendance Letter Sent Home

80-90% Attendance: 2-3 absences a month

- Assistant Principal-Family meeting
- Personalized Attendance Plan
- Loss of privileges (sports, earned attendance trips, school events, etc.)
- Home visit

80% Attendance or Below: 3 or more absences a month

- Principal-Family Meeting
- Promotion-in-doubt conference

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- Referral to outside support organizations
- Home visit
- ACS report



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## Grading Policy

The intention of our grading policy is to make sure that how we assess students is fair, meaningful, and gives all students different ways to show what they've learned. Our policy also considers the many different experiences students have and is designed to create as many chances for success as possible.

The school year will be divided into two credit bearing semesters with two quarters in each semester. There will be a total of four quarters for the entire school year. Each semester grade will be an average of the two quarters within that semester.

### Standard Gradebook Category Weights

| Category              | Percent | Description                                                                                                                             | Minimums                 |
|-----------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Formative Assessments | 50%     | The goal of a formative assessment is to <u>monitor student learning</u> by providing ongoing feedback to students to improve learning. | 1-2 assignments per week |
| Summative Assessments | 50%     | The goal of a summative assessment is to <u>evaluate student learning</u> at the end of a unit by comparing it to a standard.           | 2-3 per quarter          |

| Formative Assessments                                                                                                                | Summative Assessments                  |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Homework<br>Exit Tickets<br>Checks for Understanding<br>Guided Practice<br>Independent Practice<br>Science Labs<br>Class Discussions | Quizzes<br>Projects<br>Exams<br>Essays |

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| Category         | Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                    |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----|-----|-----|----------------------------------------------------------------|-----|-----|---------------------------------------------------------------|-----|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assignment Codes | <table><tr><th>Code</th><th>Value</th><th>Use</th></tr><tr><td>MIS</td><td>45%</td><td>Student is present in class but does not submit an assignment.</td></tr><tr><td>ABS</td><td>45%</td><td>Student is absent from class when an assignment is collected.</td></tr><tr><td>INC</td><td>45%</td><td>Student tried the assignment but earned lower than 45% OR students turned in an incomplete assignment. This should indicate to students and families that they need to improve their understanding of the content.</td></tr></table>                                                                                                                                                                                                                                                                                                            | Code                                                                                                                                                                                                               | Value | Use | MIS | 45% | Student is present in class but does not submit an assignment. | ABS | 45% | Student is absent from class when an assignment is collected. | INC | 45% | Student tried the assignment but earned lower than 45% OR students turned in an incomplete assignment. This should indicate to students and families that they need to improve their understanding of the content. |
| Code             | Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Use                                                                                                                                                                                                                |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| MIS              | 45%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student is present in class but does not submit an assignment.                                                                                                                                                     |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| ABS              | 45%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student is absent from class when an assignment is collected.                                                                                                                                                      |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| INC              | 45%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student tried the assignment but earned lower than 45% OR students turned in an incomplete assignment. This should indicate to students and families that they need to improve their understanding of the content. |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| Advisory Grading | Advisory is a credit bearing class aligned to standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                    |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| Lateness         | <p>Students can turn in a formative assessment up to 3 school days late. No assignments will be accepted after the quarter ends.</p> <p>No points will be deducted for late assignments. Grades are reflective of what students know and are able to do.</p> <p>Summative assessments can be accepted through the end of the quarter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                    |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |
| Revisions        | <p>Students have the opportunity for re-engagement in material and retakes or revisions on all summative assessments until the end of the quarter. Prior to the retake or revision students must take an opportunity for additional learning prior to re-assessment. This can look like test corrections, coming to Warrior Workroom, etc. The re-assessment grade replaces the previous summative assessment grade.</p> <p><i>This does not mean that if a student is consistently absent without an excuse they will be provided the opportunity to complete tasks or take assessments until the end of the quarter.</i></p> <p>Students have pre-planned opportunities for re-engagement and skill attainment throughout the quarter. This does not mean students can turn in random, revised, and other work in the last week of the quarter.</p> |                                                                                                                                                                                                                    |       |     |     |     |                                                                |     |     |                                                               |     |     |                                                                                                                                                                                                                    |

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# Departments



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## **Athletics Department**

Participation in interscholastic athletics promotes the development of physical, mental, and social skills, a positive self-image, an understanding of teamwork and cooperation, and sharing of personal experiences. Everyone involved in the Innovation athletic program, both coaches and athletes, possess a unique opportunity to teach other participants positive life skills and values.

Like our academic colleagues, we take our coaching roles seriously. Our coaches seek to instill in individual athletes the dedication, discipline, desire, and the spirit of commitment and personal sacrifice that a successful team depends upon. Making such a commitment helps nurture integrity, pride, loyalty, and character in our students.

In order for students to be eligible to participate in Athletics at Innovation, they must meet the following criteria:

- Academic - Student-athletes must be on track for graduation. Innovation will be offering a study hall for students who need extra assistance. Student-athletes who are not on track for graduation will be mandated to attend study hall and will have additional requirements as mandated by the Athletics team.
- Attendance/Punctuality – Student-athletes must maintain a minimum attendance rate of 80%. All excused absences must be reported to our Attendance Coordinator and will not count against the student. Students are also expected to be on time to every class, all day, every day.
- Behavior – Student-athletes must not have any negative behavior anecdotes.

The Athletics Coordinator, Coaches, and the Student Support Team will determine consequences for not meeting these standards.

The Athletics Department publishes a Student-Athlete Handbook that is provided to student athletes and can be found on the Students and Parents page of Innovation's website.

## **Counseling Department**

The mission of the Innovation counseling department is to assist students with their social and emotional well-being to promote academic success. Our services include

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group and individual mandated counseling, at-risk counseling, crisis intervention, and student and family support.

Our goals are to promote lifelong learning, personal and academic growth, and to aid students in becoming responsible, socially aware and productive members of society.

We believe that collaboration among school counselors, educators, outside service providers and parents will ensure that the needs and goals of every student are addressed so that each student can achieve success.

## **Special Education Department**

The success of all students, regardless of disability, is a high priority at Innovation High School. Innovation will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student's individualized education plan (IEP).

At Innovation, our special education program reflects a full-inclusion model, known as Collaborative Co-Teaching (CTT), where there is a Special Education teacher paired with a certified content teacher in all core classes. We refer to these teacher pairs as clusters. Each special education student will be assigned a special education Case Manager, who is responsible for meeting with the student regularly to track progress toward meeting annual goals, and parents will be informed of student progress prior to the IEP meeting.

Related services, as mandated on the IEP, are provided in collaboration with the DOE (Department of Education). We provide in-house mandated Counseling and partner with the DOE to ensure that students receive other related services such as speech, occupational therapy and paraprofessional support. If the DOE cannot provide a related service provider a Related Service Authorization (RSA) will be sent out by the district and Innovation will assist you in finding an outside provider at the public expense.

If your child does not receive special education services and your child is not progressing, parents or the school can initiate the process of referring your child for Special education services. Parents may request, in writing, that the CSE (Department of Education Committee on Special Education) evaluate your child for eligibility for special education services. Innovation will collaborate with parents to intervene when

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they have academic or behavioral concerns that may require more intense support or a special program. Teachers and parents will monitor the student's response to intervention and if the student still exhibits a need, the school will work with the parent to make a request for services to the CSE.

If your child is found to have a disability but is ineligible for special education services, Innovation will work with you to create a 504 Accommodation Plan, which will provide support for your child in the general education setting.



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# Programs



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## College & Career Readiness Program

### CCR 9th to 12th Grade Class

- CCR class provides a supportive space where students can explore their skills, interests, aspirations and start thinking about life after high school. This academic program works to develop soft skills.
- Students develop a NYS Career Plan where they begin to identify career and college interests and map out their plans.
- Students develop a post-secondary portfolio - college lists, personal statements, brag sheets, etc.
- Students participate in a Service Learning Research Paper and receive PSAT/SAT prep.
- College Access Opportunities
- Annual college and vocational school trips (2 year & 4 year schools)
- College courses offered at Hunter College and onsite with University of Delaware
- College application reviews onsite / Financial aid support onsite
- College counseling and support 1:1 for seniors and families
- Career Readiness Opportunities
- Summer Youth Employment Program (SYEP) & Work, Learn, & Grow
- COOP Tech Partnership
- ACCES-VR Partnership
- Work readiness and enrichment program workshops in school

## Enrichment Week

Innovation High School's Enrichment Week Program is dedicated to empowering students through a transformative week of experiential learning each Spring. This program focuses on equipping students with critical skills essential for lifelong success, including critical thinking, effective communication, cultural and social-emotional competence, innovative problem-solving, literacy across content areas, and global citizenship. The aim is to shape confident, resilient individuals prepared to thrive in our modern world.

Our mission is to provide an immersive learning experience that fosters personal and academic growth. Through hands-on activities, collaborative projects, and real-world

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challenges, students develop key skills. By promoting literacy, social-emotional learning, and global citizenship, the program prepares students to excel in their future endeavors and make meaningful contributions to society.

Enrichment Week is centered on experiential learning, a teaching method that incorporates real and hypothetical experiences into conventional instruction. This approach is highly versatile and adaptable, enhancing students' ability to grasp complex learning tasks, gain valuable insights into real-world challenges, and establish direct connections with professionals in their chosen fields. The program offers diverse opportunities, including field trips, role-playing, experiments, and workshops.

During this special one-week all-school program, students engage in experiential learning on a single topic, developed collaboratively by teachers and students based on student interests and needs. Students share their top four class choices, and every effort is made to place them accordingly, considering eligibility, school policy, and their overall graduation plan. This credit-bearing class is required for all students and is designed to center field learning, excursions, and expert-led workshops. Students demonstrate their learning through a final project, performance, or product, gaining hands-on experience while discovering new interests, talents, and career options.

### **NYS CTE Culinary Arts**

- Offering a 4 year culinary arts program to provide students with hands-on experiences in a commercial kitchen.
- Prepare students for careers in front and back-of-house operations, including cooking, baking, restaurant management, and hospitality.
- Support onsite catering for staff and student events
- Students graduate with a NYS CTE endorsement on their diploma and industry recognized certification.

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# Student Handbook



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## **Academic Integrity Policy**

Academic integrity is an ethical code, whereby a student guarantees that all work submitted is the student's own work. When students submit an assignment that is not their own original work, students earn credit for learning material for which they have not demonstrated mastery and they are violating the policies of our school.

Plagiarism: To steal and pass off the ideas or words of another as one's own.

- Copying and pasting a report from the Internet and representing it as your own work
- Copying any other work and not properly citing authorship
- Cheating: To influence or lead by deceit.
- To practice fraud or trickery to violate rules dishonestly.
- Providing questions/answers/ work to another student
- Receiving questions/answers/work from another student

Consequences of Violation of this Policy:

Final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted.

## **Academic Intervention Services Eligibility**

Students are considered for Academic Intervention Services when data indicates they are not yet meeting proficiency benchmarks in English Language Arts, Mathematics, Science or History. Eligibility is determined through multiple measures including:

- State Assessments - ie Regents and other standardized assessments
- Schoolwide Diagnostics - iReady, Lexia English, Wilson Reading and other literacy/math screeners.
- Classroom Performance - Grades, teacher input, and evidence from daily assignments and assessments.
- Progress Monitoring - Ongoing review of growth against individualized goals and cut scores.

Students identified through this process are provided tiered supports that may include small-group intervention, targeted skill-building and personalized instructional tools. The goal is to accelerate learning, close gaps and ensure every student is on track for academic success and graduation.

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## Advanced Coursework Information

Our high school offers advanced coursework designed to challenge and enrich motivated students. Eligibility for these courses is based on academic performance, teacher recommendations, and a demonstrated readiness for rigorous study. We proudly offer Advanced Placement (AP) courses in Computer Science and Literature and Composition, College Math and College Now. Additionally, students have the unique opportunity to enroll in an entrepreneurship class offered through the University of Delaware, providing valuable college-credit and experience.

## AI Student Use Policy

Innovation Charter High School understands that Artificial Intelligence (AI) is becoming a big part of learning and everyday life. These guidelines explain how you can use AI tools to help you learn, while also being honest and responsible.

1. **Using AI to Help You Learn:** You can use AI tools like grammar checkers, calculators, research assistants, and study apps to help you with your schoolwork, make assignments better, and solve problems.
2. **Your Work Must Be Your Own:** You can use AI for research, analysis, or to proofread your work, unless your teacher says otherwise. However, any work you turn in for a grade must be completely your own original creation. Using AI to write whole essays, projects, or answers without saying you used it is considered cheating.
3. **Always Tell Us When You Use AI:** If you use an AI tool to help with an assignment, you need to say so when you turn it in (for example, "AI assistant used for grammar checking").
4. **Be Smart About AI Information:** Remember that AI tools can sometimes have biases. It's your job to think critically about whether the information AI gives you is accurate and fair. You should not share harmful stereotypes or wrong information you get from AI.
5. **Teachers and AI:** Your teachers might use AI tools in class to make learning better. They will make sure these tools fit our learning goals and ethical rules.
6. **Protect Your Privacy:** Use AI tools responsibly and don't share your personal information or data that could put your privacy or others' privacy at risk. Don't share sensitive information like your personal ID, money details, or medical

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records with AI tools unless it's absolutely necessary and your parents approve.

7. **No AI During Tests (Unless Allowed):** You cannot use AI tools during tests, quizzes, or other assessments unless your teacher specifically says you can. Using AI to get an unfair advantage during tests is cheating.
8. **Teachers Can Set Limits:** Your teachers have the right to limit or restrict the use of AI in any assignments or class activities.
9. **Parents Can Help:** Your parents can help you understand how to use AI ethically, encourage honesty, and find a good balance between using AI as a tool and developing your own thinking and creativity.
10. **Consequences for Not Following the Policy:** If you don't follow this AI Use Policy, there could be consequences, including:
  - Having to redo and resubmit your work.
  - Lower grades or penalties for cheating or dishonesty.
  - Disciplinary action if you misuse AI tools in a way that breaks school rules, especially concerning privacy, bias, bullying, harassment, or cheating.

\*GeminiPro used in editing this handbook for formatting, clarity, tone and style.

## **Bathroom Policy**

Innovation has four student bathrooms on the 2nd and 3rd floors. You need permission from your teacher to leave the classroom to use them. Bathrooms on the main floor can only be used during breakfast, lunch, and dismissal.

Expectations:

- Only one student can leave class at a time.
- Students shouldn't be out of class for more than 5 minutes.
- No bathrooms during the first and last 10 minutes of each class period.
- Students are not allowed to use first-floor restrooms except during specified times.
- Students are not allowed to use restrooms during class changes.
- A Smartpass digital pass must be created before leaving the classroom and students are restricted to using the restrooms on the same floor their class is scheduled

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## **Bullying and Harassment Policy**

At Innovation High School, we want everyone to feel safe and respected. This means no bullying or harassment between students, parents, staff, or anyone else connected to our school. We are committed to creating a place where everyone can learn and grow without feeling scared, intimidated, or singled out.

Bullying, harassment, and cyberstalking mean hurting someone physically or emotionally, or sending mean messages or images online that cause distress and serve no good purpose.

If you or someone you know experiences or sees any bullying or harassment, report it to any staff member and our Restorative Action Department will look into it right away. We take this seriously, and there will be consequences for anyone who breaks these rules.

## **Code Of Conduct And Student Responsibilities**

The Innovation Charter High School seeks to cultivate a sense of mutual respect among students, parents and staff. With the cooperation of all members of our school community, students can reach educational excellence while enjoying a rich learning experience. This document serves as a guide for students as they strive to become college and career ready graduates. Responsible behavior by each student is the only way in which an effective learning experience can be preserved. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society.

Students have a responsibility to:

1. Attend school regularly and punctually and make every effort to succeed in all areas of their education;
2. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. Follow school regulations regarding entering and leaving the classroom and school building;
4. Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;

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5. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Show respect for school property and respect the property of others, both private and public;
9. Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
10. Behave in a polite, truthful and cooperative manner toward students and school staff;
11. Promote good human relations and build bridges of understanding among the members of the school community;
12. Use non-confrontational methods to resolve conflicts;
13. Participate and vote in student government elections;
14. Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
15. Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
16. Observe ethical codes of responsible written work;
17. Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
18. Express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
19. Assemble in a peaceful manner and respect the decision of students who do not wish to participate;
20. Bring to school only those personal possessions which are safe and do not interfere with the learning environment;

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21. Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories, enrichment activities and workshops;
22. Be familiar with the school Discipline Code and abide by school rules and regulations;
23. Provide leadership to encourage fellow students to follow established school policies and practices;
24. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmission to their parents.

### **Dignity for All Students Act Policy**

Innovation is committed to providing our students a learning environment that is free from harassment and bullying of all kinds. Therefore, we are fully committed to enforcing the Dignity for All Students Act, which provides that students have the right to feel safe and respected, and to work and learn in an environment that is free from harassment and bullying of all kinds, including sexual harassment and bullying. It applies to harassment and bullying between students, and harassment of students by adults (teachers, administrators and staff). For more information regarding your rights, please see our complete policy on the Students and Parents page of Innovation's website.

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## **Discipline Measures**

### **Short-Term Removal and Suspensions (5 days or less)**

All suspensions and removals from the classroom must be done substantively and procedurally in accordance with relevant school policies and procedures, State Education Law and Federal laws. The RAD or other designee of the Head of School may impose suspensions of less than six days for students committing discretionary infractions (Level 1-4 infractions).

A student (or his/her parent/guardian) who receives a short-term suspension (5 days or less) may request an informal conference with a member of the RAD or SMT at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's decision to suspend him/her.

### **Due Process Procedures, Safeguards, and Appeals**

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 of the proposed suspension within 24 hours of the suspension's proposal. To ensure receipt by the parent, delivery must be made by overnight courier or personally by an authorized representative of the school. If possible, a member of the Restorative Action Department or his or her designee will telephone the parent to communicate the content of the notice letter after it is sent. Innovation's Restorative Action Department will make reasonable and diligent efforts to notify the parents by telephone as soon as is reasonably possible, when a student is recommended for suspension. Oral notification may only be used to supplement, not substitute, the requisite written notice.

The written notice shall:

Describe the basis for the suspension;

1. Advise the parent of the right to request an informal conference with a member of the Restorative Action Department to discuss the incident giving rise to the discipline;
2. And inform the parent of his/her right to question witnesses against the student.

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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 notice and 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. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Head of School may establish. If the parent chooses to ask questions of the complaining witness(es), the parent must advise the school two days in advance of the conference date so that the school can make the witness(es) available; provided, however, that if the conference is scheduled less than two days from the date of the incident or conduct suspension for which suspension is proposed, the parent must advise the school of the desire to question the complaining witness(es) as soon as practicable and in advance of the conference. If the student's parent intends to question a complaining witness who is a minor student, prior to the hearing day Innovation shall notify the parent of the complaining witness that his or her child may be questioned by the parent of the accused child at the informal conference.

After the conference, the Restorative Action Department shall advise the parents in writing of his or her right to an appeal of the decision of the Restorative Action Department. The appeal must be made to the Head of School. All appeals to the Head of School must be in writing and submitted to him or her within 10 calendar days of the date of the decision by the Restorative Action Department, unless the parents can show that extraordinary circumstances precluded them from doing so. The Head of School will make his or her decision based solely upon the record before him or her.

After the conference, the Head of School shall advise the parents in writing of his or her right to an appeal of the decision of the Head of School. An appeal of the decision of the Head of School may be made to the Board of Trustees, in writing to the Board President or Secretary, within 10 calendar days of the Head of School's decision, unless the parents can show that extraordinary circumstances precluded

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them from doing so. The Board may adopt in whole or in part the decision of the Head of School. Final decisions of the Board may be appealed to the New York State Commissioner of Education within 30 calendar days of the decision.

### **Extended Removals and Suspensions (6-10 days)**

All extended suspensions and removals from the school must be done substantively and procedurally in accordance with relevant school policies and procedures, State Education Law and Federal Laws. The RAD or other designee of the Head of School may impose extended suspensions for a variety of reasons but usually for students who repeatedly commit discretionary infractions (Level 1-4 infractions).

A student (or his/her parent/guardian) who receives an extended suspension (6-10 days) is entitled to a formal hearing at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's decision to suspend him/her.

### **Due Process Procedures, Safeguards, and Appeals**

The parent of a student who is considered for a suspension greater than five days shall receive, at the last known address, written notification of the proposed suspension within 24 hours of the suspension's proposal. To ensure receipt by the parent, delivery must be made by overnight courier or personally by an authorized representative of the school. If possible, a member of the Restorative Action Department or his or her designee will telephone the parent to communicate the content of the notice letter after it is sent. Innovation's Restorative Action Department will make reasonable and diligent efforts to notify parents by telephone as soon as is reasonably possible, when their student is recommended for suspension. Oral notification may only be used to supplement, not substitute, the requisite written notice.

The written notice, pursuant to N.Y. Education Law §3214(c) shall:

1. Describe the basis for the suspension;
2. Advise the parent of the right to request a formal hearing before a member of the Restorative Action Department to discuss the incident giving rise to the discipline;

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3. Inform the student and his/her parent of his/her right to counsel and indicate the student's right to question witnesses against the student at the hearing;

The notice and formal hearing 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 notice and formal hearing shall take place as soon after the suspension as is reasonably practicable.

The parent/student may bring an attorney to the formal hearing. At the hearing, the student, parents, or their attorney shall be permitted to ask questions of complaining witnesses under such procedures as the Head of School may establish. If the parent chooses to ask questions of the complaining witness(es), the parent must advise the school two days in advance of the hearing date so that the school can make the witness(es) available; provided, however, that if the hearing is scheduled less than two days from the date of the incident or conduct for which suspension is proposed, the parent must advise the school of the desire to question the complaining witnesses as soon as practicable and in advance of the hearing. If the student's parent or attorney intends to question a complaining witness who is a minor student, prior to the hearing day the student's attorney shall notify the parent of the complaining witness that his or her child may be questioned by the parent of the accused child at the formal hearing.

A member of the Restorative Action Department shall hear and determine the proceedings or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and issue subpoenas in conjunction with the proceedings before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Restorative Action Department. The report of the hearing officer shall be advisory only, and the Restorative Action Department may accept all or any part thereof.

After the hearing, the representative of the Restorative Action Department shall advise the parents in writing of his or her decision and the right to an appeal of the decision of the Restorative Action Department. The appeal must be made to the Head of School. All appeals to the Head of School must be in writing and submitted to him or her within 10 calendar days of the date of the decision by the Restorative Action Department, unless the parents can show that extraordinary circumstances precluded them from doing so. The Head of School will make his or her decision based solely upon the record before him or her. The Head of School may adopt, in whole or in part, the decision of the hearing officer.

After the decision is made, the Head of School shall advise the parents in writing of his or her decision and their right to an appeal of the decision of the Head of School. An appeal of the decision of the Head of School may be made to the Board of Trustees, in writing to the Board President or Secretary, within 10 calendar days of the Head of School's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Head of School. Final decisions of the Board may be appealed to the New York State Commissioner of Education within 30 calendar days of the decision.

#### **Summary Of Disciplinary Responses For Discretionary Infractions (Level 1-4)**

The following discipline responses must be imposed in accordance with all the procedural requirements of the school's policies and procedures governing behavior management.

|                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Removal From A Classroom by a Teacher:</p> <p>The teacher for up to 1 day may remove a student, who engages in behavior that is substantially disruptive of the education process or substantially interferes with a teacher's authority over the classroom, from his/her classroom.</p>                                                    | <p>Removed students will be sent to an alternate location within the school where they will be provided with continued educational services including classwork and homework. The teacher must provide compensatory instruction to this student during the removal. In addition, the teacher must participate in a conference with the student and a member of the Restorative Action Department.</p> <p>After a student is removed from any classroom by any teacher three (3) times during a semester a parent conference must be scheduled if the student engages in subsequent misbehavior that would otherwise result in a removal by a teacher.</p> |
| <p>Suspension (5 days or less):</p> <p>The SMT and RAD have the authority to suspend a student from school for 1-5 days when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities.</p>      | <p>Suspended students must be provided with alternate instruction including homework and classwork. Innovation must provide compensatory instruction to this student during the suspension.</p> <p>Students (or parents) may request an informal conference to question the suspension.</p>                                                                                                                                                                                                                                                                                                                                                               |
| <p>Extended Suspensions (6-10 days)</p> <p>The SMT and RAD have the authority to suspend a student from school for 6-10 days when a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities.</p> | <p>A student who receives an extended suspension must be provided with the opportunity for a formal hearing at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's witnesses. This hearing must take place before the extended suspension is executed. Innovation will provide compensatory instruction to this student during the removal.</p>                                                                                                                                                                                                                                        |

### **Long-Term Suspensions and Expulsion:**

All long-term suspensions and expulsions from the school must be done substantively and procedurally in accordance with relevant school policies and procedures, State Education Law and Federal Laws. The RAD or other designee of the Head of School may impose removals or expulsions up to a year for students committing a number of discretionary infractions (Level 1-4) or a mandatory removal infraction (Level 5).

A student, who commits a Level 5 Infraction, poses a persistent threat to safety and security, or who is significantly or persistently disruptive to the learning environment, may be permanently removed from Innovation by expulsion. A student, who is recommended for an expulsion, must be provided with the opportunity for a formal hearing at which the student and his guardian has the opportunity to present evidence and witnesses on his/her behalf and to question the school's witnesses. This hearing must take place before the long-term suspension is executed.

### **Due Process Procedures, Safeguards, and Appeals**

The parent of a student who is considered for a suspension greater than five days or an expulsion shall receive, at the last known address, written notification of the proposed suspension or expulsion within 24 hours of the suspension's proposal. To ensure receipt by the parent, delivery must be made by overnight courier or personally by an authorized representative of the school. If possible, a member of the Restorative Action Department or his or her designee will telephone the parent to communicate the content of the notice letter after it is sent. Innovation's Restorative Action Department will make reasonable and diligent efforts to notify parents by telephone as soon as is reasonably possible, when their student is recommended for suspension/expulsion. Oral notification may only be used to supplement, not substitute, the requisite written notice.

The written notice, pursuant to N.Y. Education Law §3214(c) shall:

1. Describe the basis for the suspension or expulsion;
2. Advise the parent of the right to request a formal hearing before a member of the Restorative Action Department or an appointed hearing officer to discuss the incident giving rise to the discipline;

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3. Inform the student and his/her parent of his/her right to counsel and indicate the student's right to question witnesses against the student at the hearing;

The notice and formal hearing shall take place before the student is suspended or expelled 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 notice and formal hearing shall take place as soon after the suspension/expulsion as is reasonably practicable.

The parent/student may bring an attorney to the formal hearing. At the hearing, the student, parents, or their attorney shall be permitted to ask questions of complaining witnesses under such procedures as the Head of School may establish. If the parent chooses to ask questions of the complaining witness(es), the parent must advise the school two days in advance of the hearing date so that the school can make the witness(es) available; provided, however, that if the hearing is scheduled less than two days from the date of the incident or conduct for which suspension/expulsion is proposed, the parent must advise the school of the desire to question the complaining witnesses as soon as practicable and in advance of the hearing. If the student's parent or attorney intends to question a complaining witness who is a minor student, prior to the hearing day the student's attorney shall notify the parent of the complaining witness that his or her child may be questioned by the parent of the accused child at the formal hearing.

A member of the Restorative Action Department shall hear and determine the proceedings or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and issue subpoenas in conjunction with the proceedings before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Restorative Action Department. The report of the hearing officer shall be advisory only, and the Restorative Action Department may accept all or any part thereof.

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After the hearing, the representative of the Restorative Action Department shall advise the parents in writing of his or her decision and the right to an appeal of the decision of the Restorative Action Department. The appeal must be made to the Head of School. All appeals to the Head of School must be in writing and submitted to him or her within 10 calendar days of the date of the decision by the Restorative Action Department, unless the parents can show that extraordinary circumstances precluded them from doing so. The Head of School will make his or her decision based solely upon the record before him or her. The Head of School may adopt, in whole or in part, the decision of the hearing officer.

After the decision is made, the Head of School shall advise the parents in writing of his or her decision and their right to an appeal of the decision of the Head of School. An appeal of the decision of the Head of School may be made to the Board of Trustees, in writing to the Board President or Secretary, within 10 calendar days of the Head of School's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Head of School. Final decisions of the Board may be appealed to the New York State Commissioner of Education within 30 calendar days of the decision.

### **Compensatory Education**

Suspended students will be offered compensatory instruction (2 hours of direct instruction and all exams, class assignments, and homework) at a designated location for the duration of the suspension. Expelled students will be offered compensatory instruction at a designated off-site location until they are enrolled in a new school or otherwise removed from Innovation's enrollment roster. In either case, the student shall not be marked absent or denied academic instruction if he/she reports to the alternative instruction site for compensatory education services.

### **Appeals**

As explained above, parents and students may appeal any suspension or expulsion. All suspensions and expulsions may be appealed to the Head of School or another designee when the Head of School is unavailable. The appeal must be delivered to the Head of School or his/her designee in writing within 10 days of the informal conference, in the case of short-term suspensions, and within 10 days of the

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rendering of a decision in a formal hearing of a long-term suspension or an expulsion.

### **Special Procedures For Students With Disabilities**

Innovation is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. Innovation 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 Innovation students, the following specific procedures must be taken when students with or suspected of having a disability are disciplined. 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 child is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days, additional safeguards are implemented to ensure that the child's behavior is not a product, or a "manifestation" of, his or her disability.

Specifically, when a change of placement of greater than ten days is made, a manifestation team consisting of (1) someone from the NYCDOE Committee on Special Education ("CSE") who is knowledgeable about the child and can interpret information about child behavior generally, (2) the parent, and (3) relevant members of the child's CSE IEP Team (as determined by the parent and CSE), shall convene immediately if possible, but in no event later than 10 days after the decision to change placements, to determine whether the conduct was a manifestation of the child's disability.

The parent must be given written notice prior to any 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 CSE will convene the manifestation team to review the child's IEP together with all relevant information within the student's file and any information provided by the parent.

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If the CSE manifestation team concludes that the child's behavior resulted from his disability, 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 will remain at Innovation HS (i.e., the placement from which he was removed), unless: (1) the parent and CSE representative agree to another placement as part of the newly created or revised BIP, or (2) in cases where the child carries 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; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency.

#### Discipline Code

| Level 1 Infractions                 |                        |                                                                                            |
|-------------------------------------|------------------------|--------------------------------------------------------------------------------------------|
| Uncooperative/Noncompliant Behavior | Guidance Interventions | Possible Disciplinary Responses<br>(To Be Used in Conjunction with Guidance Interventions) |

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B01 Unexcused absence from school<br>B02 Inappropriate dress<br>Cutting class<br>B03 Excessive tardiness<br>B04 In appropriate use of an electronic device<br>B05 Minor classroom disruption (making noises, distracting others)<br>B06 Verbally aggressive behavior<br>B07 Failing to provide identification when asked by school professionals<br>B08 Using school equipment without appropriate permission<br>B09 Insubordination | G01 Parent outreach<br>G02 Counseling<br>G03 Guidance conference<br>G04 Team intervention<br>G05 Restorative Approach<br>G06 PBIS<br>G07 Peer mediation<br>G08 Mentoring/coaching<br>G09 Conflict resolution<br>G10 Behavior contract<br>G12 Behavior progress report<br>G11 Referral to RAD<br>G12 Referral to CBO<br>G13 Grade team conference<br>G14 RAD Guided Mediation<br>G15 Individualized Behavior Plan<br>G16 Other school-based intervention | C01 Loss of privileges<br>C02 Student/teacher conference<br>C03 Parent/teacher conference<br>C04 In-school disciplinary action (detention, exclusion from extracurricular activities, in-school suspension, etc.)<br>C05 Removal from classroom by teacher (after the 3 <sup>rd</sup> teacher removal, a parent/teacher conference must be held) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Level 2 Infractions                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disorderly Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Guidance Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Disciplinary Responses<br>(To Be Used in Conjunction with Guidance Interventions)                                                                                                                                                                                                                                                       |
| B10 Smoking/possession of matches or lighter/ Vaping<br>B11 Gambling<br>B12 Use of profane, obscene, vulgar, or lewd language, gestures, or behavior towards another student<br>B13 Use of profane, obscene, vulgar, or lewd language, gestures, or behavior towards an adult<br>B14 Theft<br>B15 Engaging in a pattern of persistent Level 1 behaviors<br>B16 Leaving school premises without proper permission<br>B17 Eating in class<br>B18 Falsifying information, forgery | G01 Parent outreach<br>G02 Counseling<br>G03 Guidance conference<br>G04 Team intervention<br>G05 Restorative Approach<br>G06 PBIS<br>G07 Peer mediation<br>G08 Mentoring/coaching<br>G09 Conflict resolution<br>G10 Behavior contract<br>G12 Behavior progress report<br>G11 Referral to RAD<br>G12 Referral to CBO<br>G13 Grade team conference<br>G14 RAD Guided Mediation<br>G15 Individualized Behavior Plan<br>G16 Other school-based intervention | C01 Loss of privileges<br>C02 Student/teacher conference<br>C03 Parent/teacher conference<br>C04 In-school disciplinary action (detention, exclusion from extracurricular activities, in-school suspension, etc.)<br>C05 Removal from classroom by teacher (after the 3 <sup>rd</sup> teacher removal, a parent/teacher conference must be held) |

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| Level 3 Infractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disruptive Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Guidance Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Disciplinary Responses<br>(To Be Used in Conjunction with Guidance Interventions)                                                                                                                                                                                                                                                                                                                                                                                                                 |
| B19 Defying or disobeying a directive in a way that substantially disrupts the learning environment<br>B20 Attempting to intimidate or threaten another student<br>B21 Use of slurs based upon race, ethnicity, color, national origin, sexual orientation, disability, weight, religion, immigration status, gender identity or expression, or sex<br>B22 Minor physical altercation (pushing, throwing objects, spitting, horse playing)<br>B23 Bringing an unauthorized person into the school<br>B24 Engaging in a pattern of behaviors associated with gang activity<br>B25 Tampering with or altering an official record or document of the school<br>B26 Vandalism of school property<br>B27 Stealing from staff<br>B28 Engaging in sexual misconduct on school grounds or at school-related activities and functions<br>B29 Engaging in a pattern of persistent Level 2 behaviors | G01 Parent outreach<br>G02 Counseling<br>G03 Guidance conference<br>G04 Team intervention<br>G05 Restorative Approach<br>G06 PBIS<br>G07 Peer mediation<br>G08 Mentoring/coaching<br>G09 Conflict resolution<br>G10 Behavior contract<br>G12 Behavior progress report<br>G11 Referral to RAD<br>G12 Referral to CBO<br>G13 Grade team conference<br>G14 RAD Guided Mediation<br>G15 Individualized Behavior Plan<br>G16 Other school-based intervention | C01 Loss of privileges<br>C02 Student/teacher conference<br>C03 Parent/teacher conference<br>C04 In-school disciplinary action (detention, exclusion from extracurricular activities, in-school suspension, etc.)<br>C05 Removal from classroom by teacher (after the 3 <sup>rd</sup> teacher removal, a parent/teacher conference must be held)<br>C06 Short-Term Suspension 1-5 days (Informal Conference should be scheduled)<br>C07 Extended Suspension 6-10 days (Formal hearing should be scheduled) |

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|                   |  |  |
|-------------------|--|--|
| B30 Mutual combat |  |  |
|-------------------|--|--|

| Level 4 Infractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disruptive Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Guidance Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Disciplinary Responses<br>(To Be Used in Conjunction with Guidance Interventions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| B31 Making sexually suggestive comments, advances, gestures, contact, or propositions, and sexual harassment of staff or students<br>B32 Bullying/Cyber-bullying<br>B33 Physical assault resulting in injury<br>B34 Engaging in acts of coercion or threatening violence, injury, or harm to others<br>B35 Engaging in behaviors that jeopardize the safety and security of others<br>B36 Possession of illicit and/or controlled substances, illegal drugs, or alcohol<br>B37 Falsely pulling the fire alarm, making terroristic threats<br>B38 Arson<br>B40 Inciting/causing a riot<br>B41 Falsifying a claim against school personnel that substantially threatens the staff member's employment status/career<br>B42 Engaging in a pattern of persistent Level 3 behaviors | G01 Parent outreach<br>G02 Counseling<br>G03 Guidance conference<br>G04 Team intervention<br>G05 Restorative Approach<br>G06 PBIS<br>G07 Peer mediation<br>G08 Mentoring/coaching<br>G09 Conflict resolution<br>G10 Behavior contract<br>G12 Behavior progress report<br>G11 Referral to RAD<br>G12 Referral to CBO<br>G13 Grade team conference<br>G14 RAD Guided Mediation<br>G15 Individualized Behavior Plan<br>G16 Other school-based intervention | C01 Loss of privileges<br>C02 Student/teacher conference<br>C03 Parent/teacher conference<br>C04 In-school disciplinary action (detention, exclusion from extracurricular activities, in-school suspension, etc.)<br>C05 Removal from classroom by teacher (after the 3 <sup>rd</sup> teacher removal, a parent/teacher conference must be held)<br>C06 Short-Term Suspension 1-5 days (Informal Conference should be scheduled within 24 hours)<br>C07 Extended Suspension 6-10 days (Formal hearing must be scheduled within 24 hours)<br>C08 Long-term Suspension 11 days or more (Formal hearing must be scheduled within 24 hours)<br>C09 Expulsion (Formal hearing must be scheduled within 24 hours) |

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|                                                                 |  |  |
|-----------------------------------------------------------------|--|--|
| B43 Possessing/using a weapon of any kind, other than a firearm |  |  |
|-----------------------------------------------------------------|--|--|

| Level 5 Infractions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seriously Dangerous or Violent Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Guidance Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Disciplinary Responses<br>(To Be Used in Conjunction with Guidance Interventions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| B44 Robbery<br>B45 Assault/battery of school personnel<br>B46 Using extreme force against others with the intent to cause serious bodily harm, injury, or death<br>B47 Engaging in acts of group violence<br>B48 Engaging in gang related behaviors that are threatening and/or violent<br>B49 Selling or distributing illegal drugs, controlled substances, or alcohol<br>B50 Possessing, using, or selling any weapons classified as a firearm<br>B51 Arson that results in injury or harm<br>B52 Inciting/causing a riot that results in injury or harm<br>B53 Falsifying a claim against school personnel that results in a staff member's employment wrongful termination<br>B54 Engaging in a pattern of persistent Level 4 behaviors | G01 Parent outreach<br>G02 Counseling<br>G03 Guidance conference<br>G04 Team intervention<br>G05 Restorative Approach<br>G06 PBIS<br>G07 Peer mediation<br>G08 Mentoring/coaching<br>G09 Conflict resolution<br>G10 Behavior contract<br>G12 Behavior progress report<br>G11 Referral to RAD<br>G12 Referral to CBO<br>G13 Grade team conference<br>G14 RAD Guided Mediation<br>G15 Individualized Behavior Plan<br>G16 Other school-based intervention | C01 Loss of privileges<br>C02 Student/teacher conference<br>C03 Parent/teacher conference<br>C04 In-school disciplinary action (detention, exclusion from extracurricular activities, in-school suspension, etc.)<br>C05 Removal from classroom by teacher (after the 3 <sup>rd</sup> teacher removal, a parent/teacher conference must be held)<br>C06 Short-Term Suspension 1-5 days (Informal Conference should be scheduled within 24 hours)<br>C07 Extended Suspension 6-10 days (Formal hearing must be scheduled within 24 hours)<br>C08 Long-term Suspension 11 days or more (Formal hearing must be scheduled within 24 hours)<br>C09 Expulsion (Formal hearing must be scheduled within 24 hours) |

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## **Distraction Free School Policy**

In May 2025, a new law was enacted that prohibits students from using non-school issued internet-enabled devices during the school day while on school grounds. The law applies to all school districts, Boards of Cooperative Educational Services, and charter schools, including Innovation Charter High School. This policy was developed in consultation with Innovation Charter High School stakeholders, including school leadership and staff, parents and students.

Students shall not use internet-enabled devices during the school day on school grounds unless such use is subject to an exception set forth in this policy. This policy does not preclude the use of (i) non-internet-enabled devices; or (ii) internet-enabled devices supplied by the school for educational services that are used for an educational purpose.

### **Exceptions**

If authorized by a teacher, principal or school for a specific educational purpose;

- Where necessary for the management of a student's healthcare;
- In the event of an emergency;
- For translation services;
- On a case-by-case basis, upon review and determination by a school psychologist, school social work or school counsel, for a student caregiver who is routinely responsible for the care and wellbeing of a family member;
- Where required by law.

Students must be permitted to use an internet-enabled device where the use is documented on an: a) Individualized Education Program (IEP); or b) Section 504 Plan.

A parent may make a request under one of the above exceptions to the Head of School. Any healthcare related exception must also include documentation from a healthcare professional affirming such need.

### **On-Site Storage of Internet-Enabled Devices Including Cell Phones**

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good

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working condition.

### Daily Process

As students arrive to school, they will:

Turn their phone off.

Place their phone inside their Pouch and secure it in front of school staff.

Store their Pouch in their backpack for the day.

At the end of the day, students will open their Pouch, remove their phone, close their Pouch and put it in their backpack. Students must bring their Pouch to school with them each day.

The Head of School will communicate the procedures for storing and retrieving devices, ensuring that students understand their responsibilities in using the on-site storage facilities provided.

### **Methods for Parents to Contact Students During the School Day**

To accommodate necessary communication from parents, parents may use the following methods to contact their student during school hours while adhering to this policy:

Call the Main Office at 212-722-5871

Email the Main Office at [office@innovationhighschool.org](mailto:office@innovationhighschool.org)

### **Student Discipline for Accessing Internet-Enabled Devices During the School Day**

Innovation Charter High School is prohibited from suspending a student solely for accessing internet-enabled devices in violation of this policy. If a student is caught on their phone, a Dean will collect the phone/Pouch and call home. The phone will remain inside the school's safe until the end of dismissal. The second time a student is caught with a phone, a parent must pick up the phone from the RAD team.

If a student forgets or damages their Pouch, their phone will be collected and stored in a safe. A call home will be conducted to remind the Parent of the policy. The phone will be returned to the student after dismissal is complete. The replacement Pouch fee is \$20 in the event of a lost or damaged pouch.

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Some uses of internet-enabled devices will constitute a separate violation of the Code of Conduct, other School policies, or in some the most serious cases, the law. Innovation Charter High School will cooperate with law enforcement officials as appropriate.

### **Security of Devices**

Innovation Charter High School will exercise reasonable care to maintain the security of devices that are held by the School but cannot guarantee the devices will be secure. Innovation Charter High School shall not be responsible for any personal device that is lost, stolen or damaged during the School Day or at school-sponsored activities. Any lost, stolen or damaged personal device should be reported immediately to the Head of School.

### **Posting and Translation of Policy**

As required by law, this policy will be available in a clearly visible and accessible location on Innovation Charter High School's website. Translations of the policy into the 12 most common non-English languages spoken by limited-English proficient individuals in the state will be provided upon request by a student or parent.

### **Reporting and Mitigation Action Plan**

Beginning September 1, 2026 and annually thereafter, Innovation Charter High School will publish an annual report on its website detailing enforcement of this policy during the prior school year. This report will include non-identifiable demographic data of students who have faced disciplinary action for non-compliance and analysis of any demographic disparities in enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a mitigation action plan.

### **Diploma Assessment Exemption for Major Life Events**

If you've had a serious illness, medical condition, or a life-changing event that stopped you from taking a required diploma test like a Regents Exam, Innovation Charter High School might be able to excuse you from it. This means you could still get your diploma and even honors, as long as you were enrolled in the course, met the learning goals, and the major life event truly prevented your participation. The school's Head of School approves these exemptions, and you or your parents can start the request, with written consent required. For more information regarding this process, please see our complete policy on the Students and Parents page of Innovation's website.

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## Dress Code Policy

Innovation students are not required to wear a uniform; however, clothes for school should be neat, clean, appropriate to the weather, and should not disrupt the educational environment as determined by the Restorative Action Department or another administrator.

Our student dress code is designed to accomplish several goals:

1. Let students wear comfortable clothes they choose.
2. Let students wear clothes that show their gender identity.
3. Let students wear religious clothing without trouble.
4. Stop students from wearing clothes with bad pictures or words (like profanity, hate speech, or pornography).
5. Stop students from wearing clothes that suggest or show alcohol, drugs, or any illegal activities.
6. Stop students from wearing clothes that will interfere with school operations, learning, or other people's rights.
7. Stop students from wearing clothes that are racist, rude, vulgar, or obscene, or that could start fights, encourage illegal actions, or threaten others.
8. Make sure everyone is treated fairly, no matter their race, gender, sexual orientation, background, religion, income, or body type.

You CAN wear:

- Religious headwear.
- Hooded sweatshirts, but don't wear the hood on your head in the school building.
- Fitted pants, opaque leggings, yoga pants, and skinny jeans.
- Pajamas.
- Ripped jeans, as long as underwear and buttocks are not showing.
- Tank tops, including spaghetti straps.
- Athletic clothes.

You CANNOT wear:

- Clothes that are sagging, backless, strapless, see-through, or partly see-through
- Clothes or accessories with sexually, racially, or ethnically offensive content
- Hoods inside the building.

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- Clothes or accessories that promote gang-related or any illegal activities.

If your clothing is considered inappropriate, too revealing, or distracting, you must cover it, take it off, or not wear it. The hemline of shorts or skirts must extend to or past the fingertips of the wearer while standing with their arms relaxed. If you come to school dressed inappropriately, you won't be allowed in class and will go to the Restorative Action Office. You might have to change clothes, put on more clothes, or have your parents pick you up to change before returning to school.

## **Drug And Alcohol Policy**

Innovation Charter High School is a drug-free school. This policy is to keep everyone safe and help you be productive. It applies to all students. This includes alcohol, illegal drugs, inhalants, and prescription or over-the-counter drugs.

You are "under the influence" if any substance:

- Changes your behavior or makes it unsafe for you to work.
- Causes a physical or mental condition that puts your safety or others' safety at risk.

Innovation prohibits the use, possession and/or distribution of any drug or alcohol on school premises, and at any school event away from the school campus. Compliance with a drug-free standard of conduct at all school functions is mandatory for all students. Students suspected of being under the influence of drugs or alcohol will be identified, evaluated, and reported in accordance with the law. Assessment will be provided by our school nurse or by individuals who are appropriately trained in alcohol and other drug abuse prevention. A student who uses, possesses, or distributes drugs or alcohol on school premises or while attending school-sponsored activity will be subject to discipline that may include suspension or expulsion, and may be reported to appropriate law enforcement personnel.

## **English Language Learners**

The school is committed to supporting English Language Learners (ELLs) in their academic and linguistic development. We provide services, including integrated and standalone instruction, to help ELLs acquire English proficiency while mastering academic content. Our program is designed to meet the unique needs of each ELL student, fostering their success in all subject areas.

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## FERPA Policy

Innovation Charter High School protects the privacy of student records in accordance with the Family Educational Rights and Privacy Act (“FERPA”). For more information regarding your FERPA Rights, please see the Innovation FERPA Policy, Directory Information Notice, and FERPA Frequently Asked Questions on the Students and Parents page of Innovation's website.

## Graduation Requirements

To graduate in four years with a New York State Regents diploma, students must earn the following 44 credits.

Freshman 0 - 11 credits, Sophomore 11 - 22 credits

Juniors 22 - 33 credits and Seniors 33 - 44 credits

| Subject         | Credits   | Subject            | Credits           |
|-----------------|-----------|--------------------|-------------------|
| English         | 8 credits | Foreign Language   | 2 credits         |
| Social Studies  | 8 credits | Physical Education | 4 credits         |
| Math            | 6 credits | Health             | 1 credit          |
| Science         | 6 credits | The Arts           | 2 credits         |
| Other Electives | 7 credits | <b>Total</b>       | <b>44 credits</b> |

In addition to earning the required 44 credits, a student must pass New York State Regents Examinations across 5 subjects with a grade of 65 or higher to be awarded a Regents Diploma.

Innovation offers an additional Career & Technical Education (CTE) Endorsement to students who meet the following criteria:

(7) CTE credits

At least 54 hours of Work Based Learning

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## **High School Assessments**

### **Student Achievement and Growth on State Tests**

Our school aims to foster continuous academic growth for all students. We regularly analyze student performance on state assessments to identify areas of strength and areas needing additional support. This data informs our instructional practices and intervention strategies to ensure every student is making progress toward proficiency.

## **Internet Usage Policy**

At Innovation, all your internet activity on school computers is part of our official records and can be shared with parents or staff. We expect you and your parents to follow our internet rules. This means you can't send or receive anything online that's discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to anyone. This includes sexual comments, racial slurs, or anything that could offend someone based on their race, age, sex, religion, or other protected characteristics. Breaking these rules can lead to disciplinary action, such as sending or posting inappropriate messages, stealing passwords, illegally downloading software, viewing or sharing inappropriate materials, defaming others, trying to hack into systems, sending anonymous emails, recording classes or classmates without permission, cyberbullying, or cheating/plagiarism. For more information, please see our complete policy on the Students and Parents page of Innovation's website.

## **Student Electronics Policy**

You can't have your electronics visible in any classroom, including the gym, auditorium, art, and music rooms. If you're caught with your phone, it will be taken, and your parents will be informed. The school provides a personal Yondr Pouch for your phone; you need to turn off your phone, put it in the pouch, and lock it when you arrive at school, storing it in your backpack or locker for the day. At dismissal, you can unlock and retrieve your phone. If you arrive late or leave early, you'll pouch/unpouch your phone in the main office. If your pouch is damaged, lost, or you're caught using your phone, a dean will collect it, call home, and your phone will be stored until dismissal; you'll also be charged \$20 for a replacement pouch. If you forget your pouch, your phone will be collected, and your parents will be called. Remember, this policy applies to all electronic devices, not just phones, so no AirPods, smartwatches, tablets, or handheld video games are allowed in classrooms other than school-assigned Chromebooks.

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## **Student Medication Policy**

Students requiring medication during school hours, including over-the-counter medications, must have a completed "Medication Administration Form" on file, signed by both a physician and a parent/guardian. All medications must be kept in the nurse's office and administered by designated school staff. Self-administration of medication is generally not permitted, except in specific cases with prior approval and proper documentation for emergency medications like inhalers or EpiPens.

## **Student Money and Property**

Students are expected to contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property. Students have no reasonable expectation of privacy with respect to student lockers, desks, and other school storage places, and these may be searched at any time without prior notice to students and without their consent.

## **Student Participation in Mandated Assessments**

Students are required to participate in all state-mandated assessments. These assessments provide valuable data on student progress and school effectiveness. Refusal to participate may cause consequences as outlined by state education guidelines.

## **Trans and Gender Nonconforming Students Policy**

Innovation is committed to providing a workplace and school environment that respects the gender identity choices of all our staff and students, and is free from harassment and discrimination of any kind. The policy provides protocols to follow to protect the rights and privacy of trans and gender nonconforming students. The complete policy can be found on the Students and Parents page of Innovation's website.

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[Submit feedback here](#)

# Parent Handbook



This handbook is open for review, comments and feedback until October 5th, 2025.

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## Board of Trustees

Innovation is a 501(c)(3) nonprofit organization, governed by a volunteer Board of Trustees. The Board meets monthly and if you would like to attend a Board meeting, please check the calendar on the school's website for the next Board meeting or call 212-722-5871 to find out the next meeting date. You are welcome to attend and we have public speaking as a component of every meeting.

## Family Engagement Policy

As a recipient of Title I funding, we are committed to providing programs and activities that meet the Every Student Succeeds Act (ESSA) requirements for family engagement. These initiatives will be developed and executed with meaningful input from our students' parents.

Innovation will ensure our Family Engagement Policy aligns with ESSA requirements and includes a school-parent compact.

We strive to be inclusive of all parents, particularly those with limited English proficiency, parents with disabilities, and parents of migratory children. All required information and school reports will be provided in an accessible, consistent, and, whenever possible, comprehensible language. Alternative formats are available upon request.

Parents will be actively involved in decisions regarding the allocation of at least 1% of Title I, Part A funds designated for family engagement activities. We will ensure that at least 95% of these funds directly support our school.

### Support for Effective Family Engagement

Innovation High School provides comprehensive coordination, technical assistance, and support to plan and implement effective family engagement activities that enhance student academic achievement and school performance:

- Our full-time Dean of Family and Community Partnerships serves as a primary contact for parents, providing information on school activities, addressing concerns, identifying health and human service needs, and connecting families with community resources.
- Our full-time Associate Director of Student Services monitors attendance, punctuality, and truancy, identifying students at risk of academic difficulty or dropping out. This Associate Director frequently communicates with parents of at-risk students, inviting them to meetings with teachers, counselors, disciplinary staff, and administrators.

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- Innovation employs four full-time licensed counselors for mandated counseling, general support, and crisis intervention. Staff members can refer students needing support, and parents are welcome to contact our counseling staff at any time.

### **Building School and Parent Capacity**

Innovation High School is dedicated to strengthening the capacity of both our school and parents for robust family engagement. This fosters effective parent involvement and a strong partnership among the school, parents, and the community, ultimately improving student academic achievement. We achieve this through various activities and parent workshops covering:

- City and State academic standards
- College and career readiness
- Financial aid
- Student academic achievement standards
- Requirements of Title I, Part A
- Strategies for monitoring academic progress
- Effective collaboration with teachers
- Restorative practices
- Other topics identified by parents

Innovation High School offers information on a variety of topics to help parents support their children's academic success, overcome challenges, and prepare for life after high school, including:

- Understanding the financial aid process: We host financial aid workshops to assist parents in preparing college financial aid documents, including the FAFSA.
- Understanding IEPs: Individual meetings are offered to parents of students with disabilities to clarify their children's Individualized Education Plans (IEPs) and explore potential modifications.
- The role of the CSG: Parents are encouraged to participate in Innovation High School's Collaborative School Governance meetings to contribute to our strategic plan and charter goals.
- Use of apps and technology: Training is provided on the various applications and technologies used at Innovation High School, such as ParentSquare,

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PowerSchool, and Google Classroom.

- Relationship-building training: We offer workshops designed to enhance communication and strengthen relationships between teenagers and their parents.

### **Educating Staff on Parent Partnerships**

Innovation High School educates its staff on how to collaborate effectively with parents as equal partners. This includes fostering an understanding of the value and importance of parent contributions, and how to implement and coordinate parent programs to build strong ties between parents and our school. This is achieved by providing dedicated tools and training on family engagement principles and the tools used for family communication. The full-time Dean of Family and Community Partnerships acts as a crucial liaison between parents and staff, providing training on the fundamentals of family engagement.

### **Activities to Encourage Parent Participation**

Our school organizes activities such as parent resource centers, curriculum demonstrations, parent counseling, and college and career events to encourage and support parents in their active participation in their children's education.

Parents have opportunities to engage in school governance by serving on Innovation's Parent Teacher Organization or Board of Trustees.

On-site childcare and interpretation services are provided for parents visiting Innovation for any education or counseling-related purpose.

#### **Annual Evaluation and Improvement**

Innovation High School promotes parent participation in the annual NYC School Survey. The results of this anonymous survey are public, and the results guide program changes for the following school year.

- Discussions regarding family engagement activities and opportunities at our Collaborative School Governance, Board of Trustees, and Parent Teacher Organization meetings.
- Presentations by Innovation High School staff at our monthly PTO meetings on topics of interest to parents, including our academic programs and services, College and Career Readiness Program, and various programs for students with special needs.
- An annual poll conducted in the fall to identify parent health and human services

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needs. This may include, but is not limited to, medical and mental health services, after-school programs, family counseling, legal services, criminal justice services, immigration-related services, income maintenance services, and tax preparation services. We then engage community resources to address these needs.

### **Ensuring Accessible Information**

Our school takes proactive measures to ensure that information about school and parent programs, meetings, and other activities is consistently sent to parents of participating students in an understandable format. This includes providing alternative formats upon request and, whenever possible, in a language parents can comprehend. Information about these programs and activities is published on Innovation High School's website, sent home in the mail, sent home with students, posted on ParentSquare, posted on our school's Instagram page and our automated system calls all parents to inform them about current programs, upcoming safety drills and emergency events. Interpretation services are provided at all parent meetings.

#### **Involving Parents in School Review and Improvement**

Should the school be officially identified by the State for improvement, Innovation High School will involve parents in the school review and improvement process by:

- Clearly explaining what "identification" signifies for our school and how Innovation's academic achievement and progress compare to other elementary or secondary schools served by the State Education Department.
- Articulating the reasons for this identification.
- Outlining the actions our school is taking to address low achievement.
- Explaining the support provided by the local or State Education Department to help our school address the achievement challenge.
- Detailing how parents can become involved in addressing the academic issues that led to our school being identified for improvement.

This policy is distributed to all parents on or before October 1st of each school year.

### **Family Teacher Conferences**

Family Teacher Conferences are scheduled periodically during the school year. The campus is open for families to visit with our faculty along with our students. Virtual conferences are provided as requested. For more information or questions, contact the

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Main Office.

## **Formal Complaints**

### **Step 1: Familiarize yourself with the school's guidelines and contact the school's leadership.**

Begin by contacting school leadership to try to resolve any violations, issues or complaints. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, parent handbooks, student discipline policies related to your concern, dress code pamphlets, and school-issued memorandums. Determine whether the school's actions related to your complaint fall within the school's policies.

### **Step 2: Appeal to the school's Board of Trustees.**

If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the complaint, you may appeal to the school's Board of Trustees. The Board meets regularly in public. Parents are encouraged to either contact the Board directly to schedule items on the meeting agenda or contact the school/parent committee that deals with such matters. Charter schools must provide a way to contact the Board upon request.

### **Step 3: Appeal to the school's authorizer (the education organization in charge of your school).**

If after your appeal you are not satisfied with the Board of Trustees' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the school's authorizer (the education organization in charge of your school).

You can find your school's authorizer, and their contact information, on the Charter Schools Authorizers page.

### **Step 4: Appeal to the New York State Board of Regents**

If you are still not satisfied with the outcome after going through the first three levels of the complaint process, you may write to:

The NY State Board of Regents  
NY State Education Department  
Charter School Office, Room 465 EBA  
89 Washington Avenue,  
Albany, NY 12234  
518-474-1762

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Or email [charterschools @ nysed.gov](mailto:charterschools@nysed.gov) (subject line should include the name of the school and the word “Complaint”).

### **Formal Complaint Procedures for Students with Disabilities/IEPs**

Under the NY State Education Department 34 §300.508, you may file a due process complaint on any matter relating to a proposal or refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision Free and Appropriate Public Education (FAPE) to your child.

### **504 Grievance Process**

If a child has been deemed ineligible for 504 accommodations, the parent(s) have the right to appeal for a review of the decision made by the Special Education IEP Coordinator. Parents have 10 days of receiving a negative decision to appeal. Parents, who believe their child’s rights under Section 504 are being violated, may ask for a Section 504 Impartial Due Process Hearing. The hearing is a formal process during which parents will be able to contest the school’s decision. Parents have a right to bring an attorney or advocate, to represent them. An impartial hearing officer will decide your complaint.

### **To Request an Impartial Hearing**

You can request a hearing in writing by mailing a letter that includes:

- Your child's full name and the address where he or she lives
- His or her Student ID number
- His or her birth date
- The name of his or her school
- Your name and contact information, including email
- Your description of the problem, with as many facts as you know.
- The solution you want the NYC DOE to provide.

Make two copies of your letter. Send the original to:

Impartial Hearing Office

131 Livingston Street, Room 201

Brooklyn, NY 11201

Fax #: (718) 391-6181

Email: [HOQuest@schools.nyc.gov](mailto:HOQuest@schools.nyc.gov)

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## **Parent Teacher Organization**

The Parent Teacher Organization is a body of parents, guardians and Innovation staff that meets to discuss the needs of the school, its students and their parents.

The PTO also elects a Parent representative for a three-year term to serve on Innovation's Board of Trustees, which is the body that governs the school and ensures that Innovation acts to achieve its mission and its charter goals while remaining financially stable and operationally secure.

## **School Nurse**

There is a NYC Department of Health registered nurse present in our M099 building from the hours of 9am-3pm. Students who need to see the nurse must first go to Innovation's Main Office to receive a referral form. Innovation staff members are not permitted to dispense any medication to students - this function is reserved for the nurse. The M099 nurse is not an Innovation employee and any concerns or communication regarding the nurse should be made to the NYC Department of Health at (917) 492-6953.

## **Transportation**

Full-fare transportation means that if your child qualifies, their trip to and from school won't cost you anything. Students that are eligible for full-fare transportation receive a Student OMNY Card. Students with bus service on their Individualized Education Plan (IEP) are provided with free yellow bus transportation.

Innovation HS is responsible for giving out Student OMNY cards but does not determine eligibility. The Office of Pupil Transportation determines who receives Student OMNY cards and who receives bussing services. Should you have any questions about this, contact the Main Office.

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