

Icahn Charter Schools



Family Handbook
2026-2027



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Our Mission

The mission of Icahn Charter Schools is to cultivate a climate of collaborative excellence among students, staff, families, and the community. Our Four Pillars of Transformative Education guide Icahn educators as they adopt a holistic approach to teaching and learning that addresses the academic, social, and emotional needs of our students. The student-centered learning experience is defined through individualized learning environments that empower Icahn students to take ownership of their education. Our Core Knowledge Curriculum and instructional practices promote learning through innovation and creativity to meet the needs of our diverse learners. Through strategic partnerships among all stakeholders, Icahn students graduate equipped with the skills, knowledge, and personal confidence to participate successfully in the most rigorous academic environments and demonstrate a sense of personal responsibility as global citizens.

Four Pillars of Transformative Education

Define the Student-Centered Learning Experience



We believe in **defining** the learning experience for Icahn students by empowering them to take ownership of their education. Students are engaged as leaders and decision-makers in learning environments that are individualized to meet the needs of diverse learners inclusive of English Language Learners and Students with Disabilities. In an ever-changing world, the development of public speaking, self-confidence and advocacy are essential skills for our students to develop through the support of Icahn stakeholders. These navigational skills guide our students to graduate armed with a plan for advancing their secondary education and future pathways.

Adopt a Holistic Approach to Teaching and Learning



We believe in **adopting** a holistic approach to support the development of Icahn students. In preparation for global citizenship, our students participate in experiential learning, leadership opportunities and civics education. Icahn students gain hands-on experiences to learn, understand and reflect on the diversity that exists in their community. Our Core Knowledge curriculum lays the groundwork to build strong foundations through a specific body of knowledge and facts necessary for cultural literacy. This strengthens later learning and open doors to develop mutual understanding in society

Transform Instructional Practices through Innovation and Creativity



We believe in **transforming** instruction by providing our educators and leaders with professional development that leverages today's innovations for tomorrow's practices. The Icahn community fosters a culture where transformative innovation is recognized, shared and celebrated. All educators are equipped with the skills and strategies needed to cultivate an environment for students to own their learning. Icahn teachers are active participants in a professional learning community committed to providing our students with a world-class educational experience.



Build a Nurturing Community through a Strategic Partnership among the Stakeholders



We believe in **building** a supportive network through a strategic partnership of family, school and community. Our commitment to families is to provide a series of workshops and educational opportunities that equip them with the tools and skills needed to support learning at home. Collaboration and communication are essential among stakeholders to ensure the success and preservation of Icahn's shared vision of the Four Pillars of Transformative Education.

CONTACT INFORMATION

Icahn Charter School 1	
Address	1525 Brook Avenue, Bronx, NY 10457 1506 Brook Avenue, Bronx, NY 10457
Main Office	(718) 716 – 8105
Principal	Shawanda Wright , swright@ccics.org
Administrative Support	Natalie Ellis, nellis@ccics.org
Icahn Charter School 2	
Address	1640 Bronxdale Avenue, Bronx, NY 10462
Main Office	718-828-6107
Principal	Brenda Carrasquillo-Silen, bcarrasquillo@ccics.org
Administrative Support	Magdalena Crespo, mcrespo@ccics.org
Icahn Charter School 3	
Address	1500 Pelham Parkway Bronx, NY 10461
Main Office	718-828-0034
Principal	Kaitlyn O'Connor, koconnor@ccics.org
Administrative Support	Judith Gabriel, jgabriel@ccics.org
Icahn Charter School 4	
Address	1500 Pelham Parkway Bronx, NY 10461
Main Office	718-828-0034
Principal	Michelle Allen, mallen@ccics.org
Administrative Support	Daisy Vivar, dvivar@ccics.org
Icahn Charter School 5	
Address	1500 Pelham Parkway South Bronx, NY 10461
Main Office	(718) 828-0034
Principal	Eleni Petropoulos eptropoulos@ccics.org
Administrative Support	Keisha Sindab-Sumpter, ksindab@ccics.org
Icahn Charter School 6	
Address	1701 Fulton Avenue Bronx, NY 10457 Elementary School 1776 Mansion Street Bronx, NY 10460 Middle School
Main Office	718-294-1706 Elementary School 718-502-3301 Middle School
Principal	Jason Cartagena, jcartagena@ccics.org



Administrative Support	Angela Mercado, amercado@ccics.org
Icahn Charter School 7	
Address	1535 Story Avenue Bronx, NY 10473 Elementary 1695 Steward Avenue Bronx, NY 10473 Middle School
Main Office	718-328-5480
Principal	Nicole Duhaney, nduhaney@ccics.org (Elementary school) Chandarat Motie, cmotie@ccics.org (Middle School)
Administrative Support	Diana Espinal, Despinal@ccics.org

ICAHN CHARTER SCHOOLS YEARLY CALENDAR

Please follow this [link: icahncharterschools.org](http://icahncharterschools.org) to access our calendar for the year. If you would like a physical copy, please reach out to your school who can provide that for you.

PARENT, GUARDIAN AND FAMILY INVESTMENT

Schoolwide Parent Involvement Policy

The Board of Icahn Charter Schools believe that all parents and families want the best for their children and acknowledges research showing that children do best when parents are enabled to play four key roles in their children's learning:

- Teachers - Helping children at home
- Supporters - Contributing their skills to the school
- Advocates - Helping children receive fair treatment
- Decision Makers - Participating in joint problem-solving with the school

The Board recognizes parents/guardians are full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. A strong program of communication between home and school must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways.

General Expectations

Icahn Charter Schools in its Charter School-Wide Parental Involvement Policy establishes the school's expectations for parental involvement [Section 1118 (a)(2), ESEA.] The policy is the outcome of joint development, and agreement, between school leaders and parents of participating children.

Icahn Charter Schools agree to implement the following statutory requirements:

- Will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, Icahn Charter Schools will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include, as a component, a [student-parent compact](#) consistent with section 2228(d) of the ESEA.



- Icahn Charter Schools will incorporate this school wide parental involvement policy into its plan developed under section 1111 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Icahn Charter Schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1111 of the ESEA, is not satisfactory to the parents of participating children, Icahn Charter Schools will submit any parent comments with the plan when it submits the plan to the State Department of Education.
- Icahn Charter Schools will involve the parents of children served in decisions about how the 2 percent of Title I, Part A funds reserved for parental involvement is spent, should the Title I Part A allocation exceed \$500,000, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.
- Icahn Charter Schools will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The carrying out of other activities, such as those described in [section 1118 of the ESEA](#).

Title 1 Parent, Guardian and Family School Compact

Icahn Charter Schools and the parents of students participating in activities, services, and programs funded by [Title I, Part A of the Elementary and Secondary Education Act](#) (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement; and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school [parent compact](#) is in effect during the current school year.

The school will:

- Acknowledge individual student accomplishments.
- Address individual student needs with progress/report cards reports and parent meetings as needed.
- Attend to cultural diversity while promoting the development of the whole child.
- Offer flexible scheduling of parent meetings, training sessions, and school functions to maximize parent participation.
- Promote open communication between home and school.
- Provide translations of written notifications and interpreters as needed.
- Provide quality instruction and programs that identify activities that parents, staff and students



will undertake to share responsibilities for improved academic achievement.

- Send progress report four (4) times a year giving a snapshot of progress, a chance to celebrate growth, and flagging areas needing support before the marking period ends.
- Send report card four (4) times that will give final grades for the marking period
- Send home a monthly syllabus that will let you know what the children will be learning in all core subject areas.
- Use technology via email, telephone, voicemail & telephone conference to facilitate parental involvement in the instruction of our children.

As a **parent/guardian** I will:

- Be supportive of our school, including attending Family/Teacher Conferences, school-wide functions, programs and activities in which my child is participating.
- Encourage good student habits.
- Ensure that my child attends school for the full day, every day.
- Read to my child regularly and be an interested listener as they read to me.
- Seek information from my child's teacher regarding their progress.

As a **student** I will:

- Carefully complete my work.
- Come to school prepared.
- Engage in civil discourse with my teacher and classmates.
- Show respect for fellow students and adults.
- Show respect for my school and school property.

PROCEDURES AND GUIDELINES

Arrival and Dismissal

Arrival and Dismissal policies and procedures are school-specific. Please contact your school for information.

Arrivals: Each Icahn Charter School establishes its own morning arrival time and will communicate to families the time when its doors open - families cannot leave children until then.

Note, across all seven schools, for dismissal from afterschool programming, you must pick your child up at the designated time. If your child is picked up late an excess of three times, your child will be removed from afterschool programming. Consequences and reinstatement are determined by your school's leadership.

Attendance and Lateness Policy

Students are required to be present in school 90% of the school year. Each student's permanent transcript indicates the number of unexcused absences and lateness per school year. Note, excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.

Absences: If your child is going to be absent from school, contact the school administration no later than **8:35 AM**.



In the event that a parent/guardian or person in the position of locus parentis causes a student to be absent from school in contravention of the school's absence policy other than for illness of family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notified in writing that this is improper, could lead to a student being retained in grade, and may be considered to be evidence of neglect. Students with 20 consecutive unexcused absences may be disenrolled in accordance with state law provisions, which include the convening of an informal conference with parents/guardians to address the truancy. In addition, the Principal will notify, as may be required, the Administration for Children's Services of educational neglect, pursuant to the Principal's requirement as a mandated reporter.

Currently, the following conditions require exclusion from school:

Fever: Students with a temperature over 100 degrees F must be kept or sent home from school and must remain home until the temperature measures under 100 degrees Fahrenheit without the use of fever-reducing medication for a minimum of 24 consecutive hours.

COVID-19 or Other Infectious Disease Diagnosis: Students diagnosed with a serious infectious disease such as COVID-19 must remain home in accordance with guidance from the Department of Health. Written clearance from a medical provider is required in order for the child to return to school. If your child or anyone in your family is diagnosed with any infectious disease, including COVID-19, it is essential that you inform your school Nurse.

Cough/Congestion: Children with persistent coughing or congestion must be kept home from school until symptoms have resolved. Children must be able to tend to their respiratory symptoms with minimal assistance, maintaining proper hygiene practices in the classroom, in order to attend. Students who require a nebulizer at school may use one with assistance from the school nurse, so long as both a physician's order and written parental consent are on file at the school.

Vomiting or Diarrhea (without other symptoms): Students With these symptoms must remain home for at least 24 hours (about 3 days) after the last episode and be able to tolerate a regular diet and fully participate in all activities before returning to school.

Conjunctivitis: Children must be symptom-free/drainage free for 24 hours prior to return to school. If antibiotics are prescribed at least 24 hours of antibiotics must be completed.

Strep Throat: Children must be symptom-free and fever-free for a minimum of 24 hours and on antibiotics for a minimum of 24 hours prior to return to school if diagnosed by testing. If the diagnosis was made via telemedicine or without testing, the child must be symptom and fever-free for 72 hours (about 3 days) prior to returning to school.

Lice: If a child is found to have live lice or nits, they must be picked up immediately and treated.

It is important that an adult be available during the school day to pick up your child in the event of illness or injury. Students who need to go home must be picked up within one hour. Students will remain in the nurse's office until they are picked up.

Dismissals before Holiday Weekends and Breaks: For three-day weekends and major holidays, we ask that you honor the school hours around dismissal.

Other Excused Absences: To be excused for a nonmedical absence other than a religious holiday, parents should contact school administration in advance. Students must be in school the day before and the day following holidays: Thanksgiving, Winter Break, three-day weekends, Spring Break, etc. Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that



explains the reason for the absence. A doctor's note is requested when the reason for absence includes an appointment; without a note, the absence is marked as "unexcused." Absence without permission on those days is considered unexcused.

Lateness: Lateness is treated strictly. All students should arrive before 8:30 am. Breakfast will be offered upon arrival or students who seek it, and school sites independently decide the time at which breakfast starts and ends. Any student entering the school at 8:35 am or later is considered "tardy." If a student arrives after 10:00 am, without a doctor's note, they will be marked as absent for the day. Students who arrive after school begins must sign in and receive a late arrival slip before going to class. Please refer to your specific school's norms on where to access your late arrival slip.

Early Pick-Ups

Being picked up early negatively impacts a child's education as they are missing valuable learning time. An early pick-up is any time a student is picked before 3:40 pm. We excuse early pick-ups for medical appointments only with a doctor's note.

Late Pick-Ups

Students should be picked up promptly at dismissal time. Any student who is not picked up within 10 minutes of dismissal will be considered a late pick-up and must be signed out from the main office by an authorized adult. This ensures that all students remain safe and properly supervised at the end of the school day.

All late pick-ups are recorded. If a student has **more than 5 late pick-ups**, a **mandatory meeting** will be scheduled with school leadership to address the pattern and discuss steps to support timely pick-up moving forward.

We understand that occasional delays happen, and we appreciate families communicating with the school when those situations arise. However, repeated late pick-ups can create supervision challenges and disrupt school operations. If the issue continues beyond the meeting, additional steps may be taken, including a referral to support services.

Thank you for partnering with us to ensure a safe and smooth dismissal process for all students.

Birthday and Holiday Celebrations

Birthday Celebrations in the Classroom: Birthdays may be acknowledged in the homeroom with a simple celebration. Please coordinate with your child's classroom teacher prior to the day. If planning on sharing any food or snacks, they must be nut-free. Note, birthday celebrations will not start earlier than 3:15 PM.

Non-uniform days: Children can also be unintentionally excluded, and have their feelings hurt, in less direct ways. We discourage students from coordinating group costumes for spirit-week or non-uniform



days. We know that their motivation is generated by enthusiasm for celebrating with friends, but other students can easily feel left out.

Boundaries and Personal Space

We're committed to an environment of respect, safety and comfortable boundaries for all students. If any student, parent, visitor or staff member has an experience or observes an experience related to a student-adult interaction that seems questionable, as it relates to comfortable and healthy boundaries, then that person should go to a trusted adult. This trusted adult could be a classroom teacher or any teacher, school counselor, any staff member and/or any administrator. That adult will notify the school administration to determine the next steps.

CONDUCT

As part of our high expectations for all students that attend Icahn Charter Schools, we are committed to ensuring the social, emotional, and physical well-being of everyone in our school community. We know that our students thrive in community and in collaboration with one another. We believe that learning is only productive and effective in safe environments and recognize that our students play an equal role in creating and maintaining safe learning environments alongside our staff. To do this, our students are responsible for and held accountable to demonstrating respect for themselves, respect for each other and respect for the environment and climate around them.

The Icahn Charter Schools Code of Conduct

- Respect for learning;
- Respect for the feelings of others;
- Respect for the property of school and others;
- Respect that there are multiple and appropriate ways to solve problems with peers.

See Title 1 Parent/Guardian School Compact for more information.

Policy for Maintenance of Public Order on School Property

While occupying facilities operated under the auspices of the Carl C. Icahn Charter School, all persons including students, staff, invitees, and others regardless of invitation status, are expected to uphold the high standards of respect maintained throughout the school day. This section describes the high expectations held by the Icahn Charter School community and seeks to make clear behaviors and actions which may be harmful to our community. In the spirit of trust and transparency, we aim to clearly outline prohibited behaviors, and the course of action Icahn Charter School administrators will take if any person chooses to engage in such behavior. These regulations and expectations are in no way exclusive of, nor do they preclude in any way the prosecution or conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided therein. Please also note that individual school behavior expectations and student bill of rights are expected to be upheld alongside Icahn Charter School network policies.

Prohibited Conduct



No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person or threaten to use force that would result in such injury.
- Physically restrain, or detain, any other person, nor remove such person from any place where they are authorized to remain.
- Willfully damage, deface or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.
- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Possess on school property any weapon that could be used to inflict physical or emotional harm on others, whether the person has a license to possess such weapons. Further, it is the duty of the principal to inform the police of the presence or use of any such weapons or implements used as weapons on school property.
- Commit acts that threaten the safety and welfare of persons on school property.
- Possess, use, be under the influence of or distribute alcohol, drugs or drug paraphernalia.
- Engage in behavior that intimidates, bullies, or that intends to coerce any person.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

Discipline Policy

Icahn Charter Schools believes in the communities created within each of our seven school buildings. Therefore, in most cases, responses to student behavior will be maintained within the student's learning environment. In each school building and classroom there is an expectation that transparent and reasonable standards for behavior are understood and agreed upon between students, families and school staff so that the safety and well-being of all students can be upheld in all Icahn Charter School spaces.

When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally, it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary (e.g. out of school suspension, expulsion). In such cases, the school response to student behavior will be outlined explicitly to the student and their family.

Levels of Behavior Concerns, Violations, and Responses:

Note: Lowest level infractions are noted below. In situations where behavior continues and may become persistent, infractions progress to higher levels.

Level One | Infractions



- Engaging in minor disrespectful behavior
- Failing to follow the code of conduct
- Violating the dress code
- Littering on school grounds or causing minor damage to school property
- Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times

Level One | Possible School Responses, Interventions, and Consequences

- Verbal or nonverbal warnings by school staff
- Reminders about appropriate behavior and the task at hand
- Other consequences or interventions deemed appropriate by the school

Level Two | Infractions

- Committing repeat Level 1 Infractions
- Misuse or unauthorized use of school equipment (e.g., computers, tablets, phones)
- Unauthorized possession or use of a cell phone
- Verbally or physically disrespecting a fellow student, whether in person or using the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in a similar behavior
- Verbally or physically disrespecting faculty, staff, other Icahn community members, or other adults, whether in person or using the Internet, social media, or other technology, by being disrespectful or rude, disobeying instructions, refusing to accept a consequence, or engaging in a similar behavior
- Leaving class, a school-related activity, or the school premises without the school's authorization
- Posting, viewing, or distributing inappropriate or offensive materials in a way that negatively impacts the school community.

Level Two | Possible School Responses, Interventions, and Consequences

- A conversation with the principal or a school administrator
- Meeting with Icahn staff, the scholar, and a parent or guardian
- A verbal or written apology to the community
- Non-participation in a school activity (which includes but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
- Letter of Reprimand
- Other consequences or interventions deemed appropriate by the school

Level Three | Infractions

- Committing repeat Level 2 Infractions
- Seriously disrespecting fellow students, faculty, staff, or other Icahn community member, whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures
- Exhibiting blatant and repeated disrespect for school policies, community, or culture
- Violating the Scholar Technology, Internet Safety, and Social Media Acceptable Use Policy



- Forgery
- Lying or providing false or misleading information to school personnel
- Engaging in academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding or engaging in fraudulent collaboration)
- Tampering with school records, documents, or materials
- Falsely activating a fire alarm or other disaster alarm
- Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology
- Vandalizing or misusing school property or property belonging to any member of the Icahn community (which includes but is not limited to writing on desks, writing on schoolbooks, damaging property)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects
- Engaging in physically aggressive behavior (which includes but is not limited to play fighting or horseplay)
- Repeatedly failing to attend class, school, or any school activity or event, or repeatedly violating the school's attendance policy, including missing mandatory academic intervention

Level Three | Possible School Responses, Interventions, and Consequences

- A conversation with the principal or a school administrator
- Meeting with Icahn staff, the scholar, and a parent or guardian
- A verbal or written apology to the community
- Non-participation in a school activity (which includes but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
- Detention
- Letter of Reprimand
- Long-term or Short-term Suspension
- Expulsion
- Other consequences or interventions deemed appropriate by the school

Level Four | Infractions

- Committing repeat Level 3 Infractions
- Committing an infraction after repeated suspensions or other disciplinary actions
- Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property or property belonging to any member of the Icahn community
- Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited to, sexual harassment, sexual misconduct, and physical or sexual assault
- Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the Icahn community
- Using social media, technology, or any web-based tool to impersonate, create false profiles or personalities, access systems without authorization (hack), or engage in similar deceitful behaviors on any platform or school-issued or personal device in ways that impact the



school community.

- Threatening violence or harm (including by claiming to possess a weapon)
- Engaging in behavior that creates a substantial risk of injury or results in the injury or assault of any member of the Icahn community
- Gambling in school or on Icahn technology
- Illegally possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, e-cigarettes, and vaping), or illegal or controlled substances
- Participating in an incident of group violence
- Possessing anything that could be considered a weapon in school, on school-related transportation or at a school-related event
- Engaging in any criminal or illegal activity

Level Four | Possible School Responses, Interventions, and Consequences

- Meeting with Icahn staff, the scholar, and a parent or guardian
- Non-participation in a school activity (which includes but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
- Long-term Suspension
- Expulsion
- Other consequences or interventions deemed appropriate by the school

Discipline and Students with Disabilities

In addition to the discipline procedures applicable to all students, the Icahn Charter Schools shall implement the following disciplinary policy procedures with respect to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior, which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. Icahn schools shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be



immediately referred to the CSE where the school is located for consideration of a change in the guidelines.

Parents or guardians will receive written notification prior to any manifestation team meeting. This notification will inform the parent or guardian of (1) the purpose of the meeting, (2) the names of the individuals expected to attend, and (3) his or her right to have relevant members of the multidisciplinary team participate at the parent or guardian's request.

The MDR will include a review of all relevant information in the scholar's file including their IEP, any teacher observations, and any relevant information provided by the parent or guardian. If the manifestation team determines that the scholar's conduct was a manifestation of their disability, the multidisciplinary team will (1) conduct a functional behavioral assessment and implement a behavioral intervention plan; and (2) return the scholar to the placement from which the scholar was removed, unless the parent or guardian and the School agree to a change of placement as part of the modification of the behavioral intervention plan. If the MDR team determines the conduct in question was the direct result of the school's failure to implement the IEP, the School will take immediate steps to remedy those deficiencies. Lastly, if the scholar's conduct is ruled not to have been a manifestation of their disability, School personnel may apply the relevant disciplinary procedures to scholars with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

Policy on Harassment and Bullying

Icahn Charter Schools pride themselves on being safe spaces for learning and development. As such, there is no place for the harassment or bullying of peers. Bullying is defined as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. The school will respond as appropriately to protect the safety of the targeted student(s). To repair harm caused, schools will engage in conversations with all parties and with the class community with the goal of centering the emotional safety of students. The disciplinary response to such occurrences will be scaffolded based on the severity of the incident(s). Every incident of bullying or harassment will be carefully documented, shared with parents and referenced in conversation with parents. These documentations will be available in the student records for reference in the event that future incidents occur. The primary goals of Icahn Charter Schools in responding to incidents of harassment and/or bullying is to a) protect the safety of students within the school building, b) repair harm done to the school and/or classroom community, and c) establish cycles of preventative conversation in order to build student relationships and create supports for self-management by students moving forward. ([See The Dignity for All Students Act \(DASA\) section](#) for additional information and [forms](#)).

Intervention for Student Well-Being

Student well-being is of utmost importance to Icahn Charter School communities. It is emphasized as a focal point for classroom educators, school support staff and school administration. It is the goal of Icahn Charter Schools to create safe spaces in which students feel ready to engage in rigorous learning alongside a team of supportive staff and peers. Using tactics to support the reduction of student stress, elevate the purpose behind classroom experiences and increase engagement in the classroom our teams of educators aim to enhance student satisfaction with their own educational experiences and promote conversation about their experiences both in and out of the classroom. Throughout the school year, educators will engage students in stress management techniques such as journaling, meditative



breathing and self-reflection. It is our goal that students develop the self-regulation and self-awareness skills necessary to independently recognize their bodies response to stress and engage in the structures that best meet their needs. However, we understand that self-awareness and regulation are not always developmentally or socially available to all of our students. In the event that an educator or school support staff suspects or has evidence that a student is struggling to self-manage and is emotionally challenged either in or out of the school building they will report their understanding to school administration. The administration team will then engage the student in conversation with a school counselor. From here, the counselor is responsible for developing a support plan in collaboration with the student and their family. The counselor will regularly update classroom teachers on the structures working to support that student and how those can be utilized in the classroom. At any time, if a parent or family recognizes that their child is struggling emotionally, they should feel open to contact the school who will work in partnership with that family to develop the support and monitoring structures necessary to ensure continued success.

Short-Term Suspension Procedures

The principal may impose a short-term suspension. Short-term suspension is defined as a suspension lasting from one to nine days in duration. Before imposing a short-term suspension, the principal shall verbally inform the family and the student of the suspension, the reason(s) behind the decision, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges in the presence of their parent or guardian.

The principal also shall immediately notify the parent(s) or guardians(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) that resulted in the suspension and shall offer the opportunity for an immediate informal conference with the principal. The notification and informal conference shall be in the dominant language by the parent(s) or guardian(s). Alternative instruction will be provided during the length of suspension, one or two days. Alternative instruction will be provided within 24 hours of the commencement of the suspension and will be provided through asynchronous learning opportunities.

Long-Term Suspension and Expulsion Procedures

The principal may seek a long-term suspension or expulsion. Long-term suspension is defined as a period of ten days or more. Expulsion is a permanent removal from the school. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the principal shall verbally inform the student and the students' parent(s) or guardian(s) that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. This information will also be provided to the family in writing. Such removal may be imposed only after a disciplinary hearing. A date for the hearing will be collaboratively determined with parents to ensure the student is supported during the session.

Notice shall be provided via phone or email with a verbal or written confirmation of understanding documented by the school administration.



Such notice shall provide a description of the incident or incidents at issue, the sections of the disciplinary code which the student is alleged to have violated and shall indicate that a hearing will be held on the matter, which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the hearing, the student shall have the right to be represented by counsel, call and cross-examine witnesses, and present evidence. A record will be kept of the hearing.

The Superintendent or Superintendent's designee(s), as an objective hearing officer, shall personally hear and determine the proceeding. The Superintendent can serve as hearing officer but cannot do so in situations where he or she has been involved with the matter prior to the hearing. The objective hearing officer shall render a ruling. In instances where the Superintendent appoints a designee to serve as hearing officer, the designee will be familiar with the disciplinary code of the Icahn Charter Network and will follow protocol to ensure an equitable response to student actions. The decision after the hearing to impose a long-term suspension may be appealed to the school's Board of Trustees.

Appeals

If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of the Board of Trustees in writing within 5 school days of the issuance of the written decision (email address: superintendent@ccics.org). If there is such an appeal, the Board of Trustees will select three members to hear the case. A hearing will occur as soon as practically possible. If not satisfied with the decision on appeal to the school's Board of Trustees, where there is an allegation that the school has violated applicable law or the terms of its charter, the matter may be further appealed to the school's authorizer, the SUNY Board of Trustees, through its Charter Schools Institute (see Complaint Process).

For students who are suspended or expelled, the school shall provide the student with alternative instruction of at least two instructional hours per day for the duration of the suspension or until the student is enrolled in a new school (for cases of expulsion). Students will be permitted to take any citywide or state examinations that are administered during the suspension period for which no make-up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily before the scholar returns to school.

Alternative instruction will provide the student with an opportunity to continue to earn academic credit and will meet the individual needs of the student. All Individuals with Disabilities Education Act ("IDEA") mandates must be followed for students with disabilities during alternative instruction. In determining the alternative instruction for a scholar with a disability and for a scholar who has a Section 504 of the Rehabilitation Act of 1973 plan ("504 Plan"), consideration will be given to the student's IEP, BIP, or 504 Plan.

Contacting and Communicating with Teachers

It is best to contact Icahn faculty by email or designated school communicate tool. We ask that you not expect a response from teachers during school hours, as they are teaching, nor over the weekend. Please be mindful that teacher time is devoted to planning for the classroom and teaching your children. Teachers cannot be available for lengthy email exchanges. If you need to get an urgent message to a



teacher during school hours, [please contact the school secretary](#).

Counseling and Nursing Support

At its discretion and in collaboration with families, the school/Network may require that a student receive appropriate counseling in order to remain at Icahn. As available, such counseling will be provided at the school. Any request for a student to receive outside services will be supported by the school who will share necessary resources that are accessible to the student and their family.

School nurse hours vary by school; families should inquire directly with their school regarding availability of nursing support.

Lunch and Food

Families may not use third-party delivery services (e.g., Door Dash, Uber Eats) to provide food to students at school. Families may drop off a meal only where a student has forgotten to bring it. Students may not microwave food to heat it.

Digital Citizenship Agreement

Students review the Digital Citizenship Agreement in their homerooms, and we also ask families to review them together at home. ([see Digital Citizenship Agreement](#))

Elevator

Students are not allowed to use the elevator unless for medical reasons which are documented by a doctor's note on file in the Health Office or an IEP or 504 Plan calling for such accommodation. Students using the elevator for medical purposes will travel with an adult when necessary.

ELECTRONIC DEVICES AND TECHNOLOGY

Acceptable Use Policy (AUP)

Networked resources, including Internet access are available to all students in the school. All users are required to follow the conditions laid down in the policy. Any breach of these conditions will be considered a disciplinary matter and may lead to the withdrawal of the user's access, an investigation of the user's use of services, and in some instances could lead to criminal prosecution. The school expects that students will use new technologies as appropriate within the curriculum.

Account Security

Users are responsible for the protection of their own network account and should not divulge passwords to anybody. Users should not choose passwords that are easy to guess. Users shouldn't download, store or install software to school computers.



Cell Phone Use

We recommend that students not be given cell phones with internet access because young children do not yet possess the perspective and maturity to safely and appropriately navigate the online world on their own. New York state law now prohibits students having cell phones during the school day. If a family chooses to provide their child with a cell phone, it must remain in the student's backpack or locker, powered down, or pouches for the entire school day.

Computing Facilities

Users are expected to make use of the school's computing facilities for educational purposes. All users are expected to act responsibly and to show consideration to others.

Regulations for Use of Facilities

It is the expectation of Icahn Charter Schools that students refrain from:

- Attempting to download, store or install software to school computers.
- Attempting to introduce a virus or malicious code to the network.
- Attempting to bypass network or system security.
- Attempting to access another user's account.
- Attempting to gain access to an unauthorized area or system.
- Connecting devices to the network that acts as a Wireless Access Point (WAP), bridge or router.
- Connecting devices to the network that has access to the Internet via a connection not provided by the school.
- Accessing, downloading, creating, storing or transmitting material that is indecent or obscene, could cause offense or anxiety to others, infringes copyright or is unlawful and/or brings the name of the school into disrepute.

Internet Access

The school's Internet service is filtered to prevent access to inappropriate content and to maintain the integrity of the computer systems. Students should be aware that the school logs all Internet use.

- The use of public chat facilities is not permitted.
- Students may not plagiarize, or present material found on the internet as their own.
- The use of the Internet is solely for educational purposes. The use of the Internet for any other purpose is strictly prohibited. Students who use the Internet for any other purpose will be subject to disciplinary procedures.

Those who misuse the computer facilities and break the [Acceptable Use Policy \(AUP\)](#) will be subject to disciplinary procedures.

Artificial Intelligence (AI) Use

Students may use artificial intelligence tools only when an assignment or activity has been explicitly assigned or approved by a teacher. Use of AI tools outside of teacher assignment or approval — including on assessments, homework, or written assignments — is considered a violation of the school's Academic



Integrity policy.

Teachers will provide clear guidance when AI tool use is permitted for a given task, including any expectations for citing or disclosing AI assistance.

Email and Google Classroom Access

Automated software scans all email and blocks messages and attachments that could compromise the integrity of the computer systems or contain unsuitable/offensive content.

All students have a @ccics.org account to support in accessing Google suite that facilitates their ability to utilize Google classroom. If a student forgets their password or cannot access their Google account, they should contact the teacher or front office personnel. The technology department will be looped in as needed. In most cases, the classroom teacher or other school staff can support students in accessing their cases. If there is an issue beyond password access, please speak to the school who will assist in contacting the network outsource department.

Privately Owned Electronic Devices

Personal laptops, desktops, and other electronic devices are NOT allowed to be connected to the school's network.

Network Access and Security

All members of the school community are expected to use internet resources responsibly. Any inappropriate use of internet resources should be reported. Students should ensure that they do not either inadvertently or intentionally – visit sites that might contain objectionable content using any Icahn account, device, or network.

All network traffic is logged by Icahn, and those logs may be monitored for inappropriate use. Icahn also monitors devices for the installation of applications that are in violation of this [AUP](#).

Icahn blocks websites and web-based services that the administration deem to pose a threat to the safety, security, and well-being of its community members, facilities, network, and resources. Categories that are blocked include but are not necessarily limited to pornography and sexually explicit material, spyware and malicious software. The devices and/or network firewall restricts access to sites based on content and sometimes mistakenly flags sites as appropriate or inappropriate. If a website is mistakenly blocked or unblocked, direct any questions to the IT Department at Support@networkoutsource.com; you can also request support via their website, link [here](#).

Icahn students will not use the Icahn network to access sexually explicit, violent, obscene or unlawful material or otherwise restricted content. Students will not use an Icahn device for distribution of inappropriate or illegal material including text, audio, images, or video. Students will not use the Network to engage in any other illegal act, such as arranging the purchase of drugs or alcohol, engaging in criminal activity, or threatening the safety of others. Students will not access devices, accounts, and data belonging to others without permission. This includes using someone else's device and accessing any School web accounts without the owner's knowledge or permission.



Liability

Use of the School's devices is at your own risk. The school is not responsible for the loss of data, files, or other information for any reason, including the intentional or unintentional removal of files or web accounts by any user or loss due to equipment failure. Icahn will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the network.

Violations

Violations of the [AUP](#) will result in disciplinary action as determined by the appropriate Division representative. Anyone who becomes aware of misuse of the school's devices or accounts should report the matter to the Classroom Teacher, Counselor, Principal, or Superintendent.

Privacy and Personal Protection

Users must, at all times, respect the privacy of others. Privacy will be respected unless there is reason to believe that the [AUP](#) or school guidelines are not being followed.

- Students should not supply personal information about themselves or others to any individual, via any means of transmission, including web, email, texting, etc.
- Students must not attempt to arrange meetings with anyone they met via the web or email.
- Students should make sure they have read the school's E-Safety policy.
- Users should not forward private data without permission from the author.
- Users should realize that the school maintains the rights to all user accounts and may access said accounts should the school have a reasonable suspicion that students are participating in activities which violate the school's Code of Conduct or the law.

Damage to School Property

Icahn Charter schools ensure that all students have all necessary and up to date texts, as well as each child having their own computer, called a Chromebook. Students will regularly take Chromebooks home; we ask that families support them in returning to school with them every day.

Care and Return of School Property

Students are responsible for all school-owned materials, electronics, and equipment issued to them during the school year. All property must be returned in good condition upon request, at the end of the school, year, or upon withdrawal from the school. If a student fails to return school property by the designated deadline, the school may take the following actions:

- Financial Liability: The student and parent/guardian will be billed for the full replacement cost of the unreturned item.
- Loss of Privileges: Students with outstanding property or fees may be barred from participating in extracurricular activities, sports, field trips, prom, or graduation ceremonies.

EMERGENCY PROCEDURES

The comprehensive Icahn School Safety Plan includes safety drills that require participation by students, faculty, staff, safety sweep teams and safety observers. Safety drills serve as a means of training and



preparation for responding to an actual emergency or unusual occurrence. All drills are managed by the Building Response Team (BRT) and conducted by Safety Drill Coordinator.

Annual safety drills include Fire/Evacuation (12 per year, eight (8) by December 31st.) and modified Lockdown Drills (two (2) per year). Schools must conduct eight (8) Evacuation and four (4) Soft Lockdown Drills each year.

Protocols in the event of an actual emergency such as a Fire/Evacuation:

1. If fire or smoke is discovered, staff and students should get away from the area.
2. If no alarms are sounding, faculty or staff should pull the nearest pull-station.
3. The building will be evacuated according to the Icahn School evacuation plan. At the first sound of the alarm, everyone (students, employees, visitors) must exit the building in silence — **with no stopping for coats, sweaters or handbags**. Walk, do not run. If a student is unable to use stairs, an adult will remain with the student and notify School Safety.
4. Faculty will lead students during the evacuation, assisted by designated safety sweep teams or members of the school's BRT.
5. Once evacuated, students and staff will congregate at designated rally points AWAY FROM THE SCHOOL BUILDING where attendance is verified.
6. Students, faculty and staff return to the building once FDNY has given its safety clearance.

Other Emergency Responses

At Icahn Charter Schools, we follow the general guidelines and protocols that are set out and adhered to by the New York City Public School system. In order to ensure all schools are prepared in the event of an emergency, schools train and drill all staff and students in the General Response Protocol, which describes what to do in an **Evacuation, Shelter-In Place, or Lockdown**. The training is presented in a differentiated manner for different grade levels so that students are not upset by the information. Please use this handbook and the information included on the General Response Protocol to help talk to your children about emergency readiness in school. The protocol gives schools instructions to follow when an emergency happens and uses common language to identify the steps to take until first responders arrive.

In every incident, school administrators will first call 911. Then they will look at the unique situation and decide:

- whether to lock down (soft or hard), shelter-in, or evacuate
- if any instructions should be shifted to fit the specific circumstances

Please review the General Response Protocol outlined below:

- **Soft Lockdown: *No Imminent Danger***

- Administrative teams and School Safety Agents will meet at the designated command post for further direction.

- **Hard Lockdown: *Imminent Danger***

- No one should sweep the school in a hard lockdown. All individuals, including School Safety Agents, will take appropriate lockdown action and await the arrival of first responders. In a Hard Lockdown, there may be instances where additional action is needed to minimize the danger to individuals. Adults and students will also need to consider all available options during an incident. They may need to run out of the building to remain safe and contact 911 if they are in an area that allows them to do so. They may need to hide (remain in lockdown)



to ensure that they are behind a locked door and remain silent, or if faced with an imminent threat in their room or office, they may need to confront their attacker.

- **In ANY Lockdown:**

- A Public Notice over the PA system will be made two times: *Attention- we are now in soft/hard lockdown. Take proper action.*
- Students are trained to move out of sight and keep silent.
- Teachers are trained to:
 - Check the hallway outside of their classrooms for students, lock classroom doors, and turn off the lights.
 - Move out of sight and keep silent.
 - Wait for first responders to open door, or for the message:
 - *The Lockdown has been lifted*
 - *Followed by specific directions*
 - Take attendance and account for missing students by contacting the main office/school administration.

- **Evacuation:**

- Often, the fire alarm system alerts staff and students to start an evacuation
- However, there may also be times when a whole school PA announcement starts an evacuation
 - Announcements will begin with “attention” followed by specific directions
 - Announcements are made two times.
- Students are trained to:
 - Leave belongings behind
 - Form a single file line
 - However, students wearing exercise or gym clothes will not return to lockers or classrooms
 - Students without winter coats will be taken to safe, warm locations as soon as possible
- Teachers are trained to:
 - Take an evacuation folder (with attendance sheet and Assembly cards)
 - Lead students to evacuation location as identified in Fire Drill protocol and postings
 - Always listen for additional directions
 - Take attendance and account for students
 - Report injuries, problems or missing students to school staff and first responders

- **Shelter-in-Place:**

- There is an announcement that is made to the whole school two times:
 - This is a shelter-in. Secure the exit doors.
- The Shelter-In directive stays in effect until it is ended by a whole school announcement:
 - The Shelter-In has been lifted.
- Students are trained to:
 - Remain inside the building
 - Conduct business as usual
 - Respond to specific staff directions
- Teachers are trained to:
 - Be more aware of their surroundings
 - Conduct business as usual
- Building response team members and other assigned staff will secure all exits and report to



specific location assignments

- **Hold**

- The Hold response calls for no movement throughout the building until the “all clear” is given by the principal or a designee. While in Hold response, instruction and office tasks may continue as normal but no one may leave the room they are in until the Hold has ended.
- Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced.
- Hold might be initiated to manage an incident in the building that does not place the school community in danger or whenever directed by First Responders Hold does not replace a soft or Hard lockdown.
- The Building Response Team and School Safety Agents will sweep the building. Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.
- Announcements must be made to remind everyone to disregard any “end of class” signals. No one may enter or leave their room or office until the announcement is made indicating that the “All Clear” has been issued and the building can return to regular operation.
- During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the “All Clear” announcement is made

Emergency, Unusual Occurrences and Lockdown Drill Communications

In the event of an actual emergency, the school will communicate with families via email, the school’s website and/or the emergency communications channel (School Messenger) in order to provide pertinent alerts, incident details and or updates. Lockdown drills will be announced in advance, so students, parents, faculty and staff are aware before they happen.

Storms and Other Emergency School Closings

In the event of impending severe weather and/or unsafe travel conditions, the school will make a final decision by 5 a.m. on whether to delay the start or close the school. Please note that if New York City Public Schools are delayed or closed due to adverse weather conditions, Icahn Schools will also be delayed or closed. Icahn Schools, however, reserves the right to close even if the public schools remain open. In all cases, the following communication procedures will be used:

- The School Messenger System will be activated to call your phone number(s) and/or send a message to your emails on file.
- The school website will have an announcement on the homepage.
- WINS (1010 am) will broadcast school information at six minutes after the hour. Television station WNYW FOX 5 news will have school information scrolling. If there are no closing/delayed start messages, then the Icahn Charter Schools Network is open, and classes are held as scheduled.
- If an emergency forces Icahn to close in the middle of the day, the school will notify parents via the website and a message via the School Messenger Emergency System. Students will be kept at the school until the family can be contacted. The school will remain open until the last child has left for home. Ultimately, weather and road conditions may vary depending on different



locations and parents should not send a child to school if the travel conditions are not safe. Please note that in the event of delayed openings, students may not be dropped off earlier than the time announced by the school.

FIELD TRIPS

Field trips will continue during the 2026-2027 school year. We will continue to follow all health protocols at field trip sites. Teachers may decide on a specific day to walk to a local destination, for example to a playground or a local park. Parents are not notified ahead of time when these local trips take place.

Parent/Family Chaperone Guidelines

Thank you for volunteering to help with your child's field trip. We appreciate the role that you play as you support the teachers and the planning and organization they have done in preparation for the trip. It is important for you to know the guidelines below to help ensure field trips run smoothly. If you have any questions about the trip procedures, feel free to ask the teacher.

Field Trip Guidelines

- Be sure to follow the teachers' specific instructions and needs; they rely on you for field trip logistics.
- Chaperones are expected to accompany students to and from the field trip location and may not meet the class at the site or leave early.
- A school nurse will attend if feasible.
- Chaperones are responsible for the students' whereabouts—if you are assigned a group of students, you are responsible for always staying with them.
- Teachers often assign students as partners—please make sure they remain together, especially in high-traffic or congested areas.
- When crossing the street, please make sure that students and adults remain quiet.
- While on the trip, please do not make any purchases for your child or other students unless the teacher has asked you to do so.
- In an emergency, always call 911 before calling the school.
- Keep the school telephone number with you at all times. (see school contact sheet)

Field Trip Permission Slip Form

Please review the [Field Trip Letter and Consent Form](#). Each teacher may use this form to seek confirmation that student's families are aware and giving permission for students to attend.

HOMEWORK

At Icahn Charter School we believe in providing demanding opportunities for students to exercise their growing knowledge and understanding in accessible and engaging ways at home. Therefore, any homework assigned to students:

- Provides students with the opportunity to reinforce concepts and independently practice skills learned in the classroom.



- Allows students time to think and explore ideas in more depth.
- Helps students to remember what they are learning in the classroom.
- Promotes the development of responsibilities and habits that will serve students well throughout their school years.
- Offers students the opportunity to reflect on a new concept, which will help inform the teacher's understanding of what they already know.
- Provides teachers with feedback about how children understand their schoolwork, and the opportunity to change plans if there are areas of the curriculum that need reinforcement.
- Allows parents to see what and how children are learning at school.
- Homework will not be assessed by teachers as a way to gauge student understanding of content.

General Guidelines by Grade

The following guidelines are in place for homework:

Daily Independent Reading:

- Grade K- Beginning with 5 minutes, 15 minutes by January
- Grade 1- Beginning with 10 minutes, 20 minutes by January
- Grade 2- Beginning with 15 minutes, 25 minutes by January
- Grade 3- Beginning with 15 minutes, 30 minutes by January
- Grades 4-5- Beginning with 30 minutes, 45 minutes by January
- Grades 6-8- Beginning with 30 minutes, 60 minutes by January

In addition to independent reading:

- Grades K-2 - homework should take no longer than 20 minutes.
- Grades 3-5 - homework should take no longer than 30 minutes.
- Grades 6-8 - homework should never take longer than an hour.
- Children will not receive additional homework over the weekends; however, they are required to read independently and complete their reading logs.

Please note: These are general guidelines and depending on your individual student homework might take them a little more or a little less time to complete. These guidelines are meant to support students and parents in managing their time and expectations.

We, at ICS, expect our teachers to be communicating across content areas to ensure adherence to these guidelines and appreciate your feedback as you work with your students throughout the year.

If you and your child would like additional materials to support their understanding and provide more practice time at home, please reach out to your student's teacher. Additional materials are solely for student support and will not be reflected in your student's grade.

What Does it Mean to Read for Homework?

We often ask that children read at home as part of their homework. We want children to continue to develop their love of reading and help them find opportunities to read for pleasure. Reading at home could mean reading a book, a magazine, poetry or information on the internet (with adult supervision). We can provide books at school or children can read a book that they pick out with you. We understand that our students have access to multiple modalities for reading and believe that you know your child best therefore, as needed, we encourage you to experience audiobooks and podcasts with your child.



What do we Expect when Children are Sick or Away from School?

Homework does not replicate classroom time. Therefore, we don't send work home when children miss school for illness or other reasons. When children return to school, we will assess what they need in order to move forward with the group. When children are sick or away from school, their grades will not be impacted by missing homework. If your child is sick or away from school for a prolonged period of time, please work with your child's teachers to ensure that your child has access to the most current work.

What are Students' Responsibilities?

Students are responsible for noting and understanding the homework assignment, completing it and submitting it on the required day. If homework is taking much longer than the time outlined in the guidelines above, the student should stop working and write a short note to the teacher, including the time they did spend on their work. Students in upper grades experiencing classes in multiple content areas are responsible for tracking homework assignments across classes, managing deadlines and ensuring understanding of individual assignment responsibilities.

What are Parents' Responsibilities?

Parents are responsible for setting a specific time and place for the student to do homework and for checking to make sure the student completes her homework assignments. Parents may help with directions and may check the work, but they should refrain from doing their child's homework with them. If at any time parents have a concern about their child's homework, they should contact their child's teacher. If the homework is taking much longer than the suggested time, parents should help their child write a short note to their teacher letting him or her know what was difficult or time-consuming.

What are Teachers' Responsibilities?

Teachers are responsible for assigning homework to students and for providing the explanation and direction required to ensure that students can accomplish the work with reasonable success. Teachers are also responsible for checking students' work and notifying families if students are having problems with assignments. Each teacher will set specific homework guidelines for each class depending on the students' needs and abilities. The guidelines may differ from class to class. Teachers will share their homework guidelines with parents. Teachers across grade levels are responsible for communicating with one another to ensure that they, as a collective grade, are adhering to the homework guidelines. Teachers are encouraged to refrain from including homework scores as part of student final grades.

What Happens when Homework is Not Done?

Sometimes life gets in the way of homework. In those cases, parents can send in a note explaining that they were out late, or that the homework was taking too long or that it was confusing. When students are confused by homework, it is imperative that the teacher knows so that she or he can reinforce concepts or simply clarify the directions. Teachers can do their best work when students are open about difficulties they are having with their schoolwork.



Library

Students visit the library weekly with their class and are always welcome to visit the library to research, explore and borrow books/eBooks. For any questions or assistance, the Library Specialist, Ms. Rottler can be reached by email at mrottler@ccics.org.

Lost and Found

Please be sure to mark all clothing and personal items with the student's name. Students are expected to bring only necessary items to school, keep them in the classroom, and bring them back home at the end of each day. Lost and found bins are located in the main office of each school unless otherwise noted by school administration. All labeled items will be returned quickly.

Mandated Reporting Policy

All Icahn employees are legally considered mandated reporters. Therefore, any employee who has reasonable cause to suspect that a student has been abused, mistreated or neglected is required by New York State law to report suspected child abuse and/or neglect to the New York State Central Registry of Child Abuse & Maltreatment. Reports are then managed by the Administration for Children's Services (ACS) in New York City.

All reports must be made in strict confidence, following the dictates of the law. The identity of the student and family, as well as of the person who reports, cannot be released under any circumstances. All Icahn employees understand that they are not required to share their report with anyone. It is policy that mandated reporters do not inform the student or family prior to making the report and are not required to confirm whether such a report was or was not made. It is also the policy that if we learn of a pending report, we will not call families ahead of time. If your family becomes the subject of such a report, you will be contacted by ACS, and they will manage all aspects of the process.

There is no obligation for you to contact or inform the school post-report. If your child or family is experiencing increased stress or needs support, we encourage you to partner with the school counselor or principal once the investigation is closed. You are of course not obligated to share the fact of or any details about the report made to ACS. Our goal is to make sure we provide guidance and care for you and your family with whatever information you decide is needed for us to do so.

MEDICAL POLICIES

If medication is needed during the school day, parents/guardians will have to pick up the medication and return it the next day if they need to have the medication at home after school. Over-the-counter medication will be administered in the nurse's office upon the written parent/guardian request and a 504 form, which will indicate the type of medication (Tylenol, etc.), amount and frequency.

Medical Absences: Attendance and Absence Policy See the handbook section called "Attendance and Absence Policy" for important information.

Medication Sent to School

Only the School Nurse may dispense medication. For safety reasons, children are not to have over the counter or prescription drugs on their person. In the event that a child requires prescription medication,



and a doctor's note is on file, the medication will be kept in the nurse's office for the child to take.

If your child requires prescription medicine during the school day, it must be sent with:

- A doctor's order written on a prescription form specifying medication, dosage and frequency.
- The original pharmacy container that is clearly labeled (no envelopes or plastic bags).
- Written instructions (consent) signed by parent/guardian.
- Medication also needs to be divided by the pharmacist, so that one bottle stays at school and one at home. Medication should not be transported back and forth daily.

The same guidelines apply if your child has allergies and/or asthma and needs to have an EpiPen at school. Please make sure an action plan, signed by the physician and parents, is on file at the Nurse's office. Forms are available from your doctor or at the Nurse's office. Please be aware that teachers may not dispense medication.

Participation in Classes/Activities

If a student shows symptoms of illness during the school day, families will be contacted to pick your child up within one hour. In the meantime, they will wait in isolation at school. Any child who has a fever, with or without symptoms, will need to be in isolation and be picked up by a parent. Parents are required to have plans in place for emergency pick-up to ensure students are not waiting for extended periods of time in isolation.

Limited Activity

The School Nurse may grant permission for limited participation in a scheduled activity, following a discussion with the student's family and physician. If an injury prevents your child's full participation for the day, please make contact, in person or by phone, with the Nurse before 8:30 a.m.

A physician's note is required if limited participation will continue for more than one day. The note should specify what activities should be avoided and should include specific dates. The student's treating physician must write all medical notes; parent physician notes are not acceptable.

Serious Illness or Injury

Whenever possible, emergencies regarding injury or illness will be referred to the School Nurse. When the Nurse is unavailable, another adult will assume responsibility. The School Nurse will notify the parent/guardian. If the parent/guardian, physician and/or designated emergency contacts cannot be reached, the Nurse and/or representatives of the school will authorize medical decisions in the student's best interest. The student may be dismissed to the care of the parent/guardian if, in the best judgment of the School Nurse, the injury/illness is serious and/or warrants further medical attention. In this case, Icahn may require the family to arrange for any medical examinations deemed appropriate.

Policy on Nuts and Allergens

In each Icahn Charter School, we recognize that there are unique students with unique needs and concerns. At the beginning of the year, it is the parent's responsibility to inform the school nurse and school administration of any student allergy that may impact their engagement in school-wide activities or their health in communal settings. The school nurse will build a comprehensive understanding of



student health needs and issues and as needed, develop school and classroom wide mandates for the removal of specific materials or food products. If a student is entering an Icahn Charter School with a severe allergy or one that may be triggered by proximity, please let the school nurse know at registration. We encourage parents to avoid sending their students to school with nut and nut-based products as an added precaution.

MONEY AND VALUABLES

Icahn discourages students from bringing money and valuables to school and is not liable or responsible for their loss.

Mobile Devices

In order to encourage full engagement with our learning community and to comply with state law, there is a strict mobile device policy. No student has access to their personal mobile phones during the school day, and families should assume that contact may occur only through the school's main office. Students are not permitted to have access to their phones during the school day for any reason. Parents and guardians are responsible for overseeing student mobile devices outside of school hours (see DASA policy).

Toys and Gadgets

We discourage students from bringing small toys or gadgets to school (including fidget toys, small games, etc.). These items are not allowed in classrooms. Slime and putty are not permitted in school.

Monthly Syllabus

All children will receive a monthly syllabus; it will list what the children will learn in science, social studies, mathematics, reading, art, music, geography and all the other subjects. We encourage parents and families to review this syllabus with their child to increase general awareness and promote academic conversation at home.

Parent & Family Conferences

Parents meet with their homeroom teachers to discuss their child's progress several times each year. Parents will be given the opportunity to sign up for a conference time and can choose to meet virtually or in person. If you have specific questions for your child's teacher, please send them an email.

Progress Reports & Report Cards

Progress Reports

All parents will receive a Progress Report four (4) times a year. The Progress Report is designed to inform parents about how their child is doing in all subject areas and will include the child's attendance and lateness.



Parents are encouraged to make appointments with their child's teacher to discuss their child's grades at any point during the school year.

Report Cards

Report Card are issued four (4) times a year at the end of each marking period and reflect your child's final grades for that period in all subject areas. Unlike Progress Reports, which offer an informal snapshot of ongoing progress, Report Cards represent the official, final record of your child's academic performance for the marking period and become part of your child's academic record.Fm

Promotional Requirements

Promotion to the next grade requires children to demonstrate a satisfactory level of proficiency in all subject areas. In addition, students in grades 3-8 must achieve level 3 or higher on all New York State exams, including ELA, Math, Science, and relevant Regent exams. Students in grades K-2 are expected to demonstrate continual progress toward academic standards-based benchmarks and demonstrate progress toward the social and developmental benchmarks necessary to succeed in future grades. Additional factors such as attendance and teacher assessment of student performance, as well as IEP requirements will also impact their promotion.

Security and Visitors

One of our most important responsibilities as a school is to make sure your children have a safe and secure environment. We consider safety and security to be of the utmost importance. We are fortunate to have a community that supports our efforts. The security procedures include:

- Parents and Caregivers will be issued Icahn visitor passes. Passes will be issued for individuals who wish to go beyond the lobby, and photo identification will be required.
- Should you need to update your Emergency Home Contact information over the course of the year, please submit a request to change the information on your Emergency Home Contact by sending an email to the school's secretary, cc'ing your child's teacher. Changes can also be done in person in the main office.
- Any visitors to the building must be announced before leaving the lobby. The main office will contact a staff member to let them know who is coming to the floor. If the person is not available, the visitor may be asked to wait.
- Any administrator, teacher or staff member who judges a visitor's behavior to be inappropriate may ask the visitor to leave the building.
- In the event that a parent or caregiver needs to deliver an item to a student, the item should be left within the school's main office.

Uniforms & Other Accessories

All items should be clearly marked with the student's first and last name.

All students at Icahn Charter Schools are required to wear a school uniform each day. All students must be in compliance with the Icahn Uniform Policy to be allowed to attend classes. Students who fail to meet compliance will not be permitted to attend classes until their clothing meets policy guidelines



below.

Uniforms should be purchased from <https://www.globalschoolwear.com>

Shoes and Footwear: Students must wear closed-toe only dress or athletic shoes secured with Velcro or laces at all times. Boots may be worn on snowy days for recess, but otherwise dress or athletic shoes should be worn. Please keep them simple, no sneakers with accessories.

Backpacks, Water Bottles, Accessories

Backpacks should be spacious enough to contain all personal items.

Water Bottle: Each student should bring a personal water bottle (filled) to school and bring it home at the end of the day. Please make sure that water bottles are labeled.

Accessories, Hats, and Head Coverings: We ask that students do not wear accessories to school. All hairbands and head coverings must be simple, small and in solid colors. Hats are not permitted to be worn in school. No other head covering may be worn except for religious reasons.

Makeup: The use of makeup by students is prohibited in school.

Jewelry: Students may not wear jewelry except for non-dangling pierced earrings.

SCHOOLWIDE INFORMATION, POLICIES AND GUIDELINES

Custody

At Icahn Charter Schools we understand that family dynamics may shift across the course of the school year and that all families exist under differing circumstances. Although this is personal to you and your individual situation, it is essential that you communicate with the school issues of custody, parenting schedules, court mandated stay-away or restraining orders and court-mandated communication norms. It is our policy that unless there is a legal notification submitted to the school stating otherwise that both parents, regardless of relationship status, have a right to be informed of, and involved in, their child's education. As such, ICS assumes parents have joint legal custody unless otherwise notified. Please note, it is the family's responsibility to notify the school of any changes to family circumstances and provide copies of any relevant court orders or legal agreements. Additionally, we cannot follow the directives of one parent without legal paperwork to support any requests regarding communication or custody.

Enrollment

The school expects both parents to sign the enrollment contract and be bound by the school's rules and regulations.

Communications

Both parents are entitled to receive report cards, progress reports, disciplinary notices, and other communications from the school regarding their child's progress.

- The school will send such communications to the parent with physical custody of the child with the expectation that the custodial parent will share all such communications with the other parent, except when a different agreement is in place. In that case, and with a written request



from the parents, the school will separately communicate the same information to the other parent.

- The school will not engage in ex parte email conversations with one parent. If a parent sends an email to any school employee, the school expects that the parent copies the other parent.

Communication and Meetings with Teacher, School Staff, and School Principal

At Icahn Charter Schools, we believe that open, respectful communication between families and school staff is essential to student success. To support collaboration and ensure a safe, professional school environment, we ask all families to follow the communication guidelines below.

Initial Contact

Parents and guardians are encouraged to contact their child's teacher first through their school's preferred communication channel (e.g., email, school messaging app, or main office phone) to discuss academic progress, classroom concerns, or other school-related matters. School staff are not permitted to communicate with parents via personal cell phones or engage in text messages.

Scheduling Meetings

Informal meetings and conferences can be arranged before or after school, during non-instructional hours, at a mutually agreed-upon time. If an in-person meeting is not feasible, phone or video conferences may be arranged.

To meet with a school leader (e.g., principal, staff developer), parents must schedule an appointment through the school's main office. Please note that school staff and administration may not always be immediately available, and the best way to ensure time to address your concern is to schedule in advance.

Our staff aims to return calls or emails within 24 hours, and we appreciate your patience as we prioritize instructional time during the school day.

Expectations for Family Conduct

Icahn Charter Schools are committed to maintaining a safe, welcoming, and peaceful learning environment for all students, staff, and families. Parents, guardians, and visitors are expected to

- Treat all members of the school community with respect.
- Work collaboratively with staff to resolve concerns.
- Allow the school an opportunity to address concerns before sharing criticisms publicly.

The following behaviors are strictly prohibited:



- Abusive, threatening, profane, or harassing language or behavior in person, by phone, email, voicemail, text, or other communication methods.
- Disruptive conduct that interferes with classroom learning, school operations, or staff responsibilities.
- Threats to the safety of students, staff, or other community members.
- Damage or destruction of school property.
- Excessive, repeated unannounced visits, or an overwhelming volume of unscheduled emails or phone calls.
- Defamatory, offensive, or derogatory public comments about the school or staff, including on social media platforms.

Campus Access and Conduct

The Network leadership reserves the right to deny access to the school building or grounds to any individual—including a parent or guardian—who poses a disruption to the learning environment or a threat to the safety and wellbeing of students or staff.

Depending on the severity of the incident, a visitor may be:

- Given a verbal or written warning.
- Restricted from attending school-sponsored events.
- Temporarily or permanently banned under criminal trespass laws.

Please note: No restriction will prevent a parent or guardian from participating in required school meetings, such as IEP meetings or legally mandated conferences, or from working with the school to meet their child's educational needs.

Events

Unless there is a court order providing otherwise, both parents will be invited to attend school events, sporting games, performances, extracurricular activities, trip chaperoning, etc.

Resources and Services

Unless otherwise stipulated by separation or divorce agreement or by court order, all recommended teacher conferences, education evaluation, counseling, or referrals will require permission of both parents.

Dismissal

Unless there is a court order providing otherwise, both parents are entitled to collect their child from school or school events. Parents are encouraged to share weekday custodial schedules with the school to avoid confusion as to who is supposed to pick up a student on particular days. Please notify the school immediately if there is a new or existing stay-away or restraining order so that we can ensure staff is



aware and able to support the enforcement of that regulation.

Behavior

While the school recognizes the sensitivities and difficulties of a contentious marital or custody situation, the school's expectations for appropriate behavior by parents, including but not limited to those set forth in the school's enrollment contract and family handbook must be followed. Disruptive behavior on or near school property or at school events will not be tolerated.

Student/Parent Information

Unless indicated otherwise by court order or legal agreement, each parent may input their own parent information into the school's portal or website as appropriate. In the event of a change to the parents' marital status, a written request, signed by both parents and separate written requests signed by each parent, to change the student's records will need to be sent by mail to principal. The request(s) will need to identify one and the same address as the child's legal residence. The school's student record, which is the source for all school directories, will not be amended unless the change of status and address is corroborated in writing by both parents.

Disputes

If parents have joint legal custody and cannot agree about educational decisions with respect to their child, the school will attempt to work with the parents, including arranging a meeting to discuss the situation.

Litigation

The school does not get involved in divorce or custody disputes, including in litigation or other forms of dispute resolution. The school will not choose sides or offer support to one parent. Nothing herein alters the school's right to prevent any parent from participating in an event, entering the school's campus, or picking up a child if the school is concerned about the safety of the child or of anyone else in the school community.

STUDENT ASSESSMENTS

Policy and Procedures

For all tests, including classroom and schoolwide periodic assessments, students will be placed in a supportive environment designed for quality test-taking. Ahead of any formal testing both students and parents will be aware of the test, the testing process and the expectations for setting, time and materials. If a student has an Individualized Education Plan (IEP) with accommodations related to testing materials, timing or process those accommodations will be honored in all assessment settings. For questions on testing policy and procedure, please reach out to the school administration at your Icahn Charter School.

NYSESLAT



The [New York State English as a Second Language Achievement Test](#) (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools. The test provides the State and schools with important information about the English language development of ELLs and is part of the State’s compliance with federal laws that mandate the annual assessment and monitoring of the English language proficiency of all ELLs. The results of the NYSESLAT will determine the levels of service ELLs will receive in Bilingual Education and English as a New Language programs for the school year as prescribed in Commissioner’s Regulations Part 154-2 and 154-3.

For more information including sample tests and rubric information please follow the link at the top of this section.

Mandated State Testing

Please note that we follow the NYS and NYC Public School’s guidance and schedule for the administration of mandated state testing. For the grades 3-8 Math and ELA state test the NYC Public School guidance is included here.

The annual New York State English Language Arts (ELA) and Mathematics tests for students in grades 3-8 will be administered to all students later this spring. These tests are required by the federal Every Student Succeeds Act (ESSA) and are designed to provide important information about whether students are prepared to progress through school and graduate with the critical thinking, problem-solving, and reasoning skills they need for long-term success in school, college, and careers, and to support students in their pursuit of economic security and a choice-filled life.

These tests are just one of several measures our schools use to assess student progress: grades, report cards, writing samples, projects, assignments, and other performance-based student work are equally important. If you have additional questions, please contact your child’s school.

When are the State Tests for grades 3-8?

This year the ELA and Math tests will be administered in two sessions on two consecutive days. Schools will share those dates once shared by the State.

How do State Tests benefit my child?

You and your child benefit from State tests because they:

- Provide detailed information about whether your child is learning what is expected of them for their grade levels.
- Help schools determine how students are progressing and performing compared to their peers, and which students or teachers may need more support.
- Allow you to learn how your child’s school is doing compared to other schools.

What do the tests entail? How long does my child have to complete a State Exam?

Each test consists of two untimed sessions and is administered over two days (one session per day). Session 1 and 2 for ELA include multiple-choice and open-ended questions. Session 1 for Math is multiple-choice only. Session 2 for Math includes multiple-choice and open-ended questions. State tests are untimed. Students who need more time will be able to work at their own pace to better demonstrate what they know and can do.

What should my child do to prepare for the test?



- Help your child get a good night's sleep the night before the exam and have a good breakfast in the morning.
- Acknowledge your child's feelings about testing and boost their confidence.

When will I find out how my child performed on their tests?

- New York State usually releases test scores during the summer
- We encourage you to reach out to your child's teacher or principal to discuss State test scores and overall academic progress.

What happens if my child is not in school when the State Test is administered?

It is important for your child to take the test. Please do all you can to support your child and ensure they are at school on testing days. Students who are absent for any reason will have a second chance to take the test during the make-up period. If your child is also absent during the make-up period, there will be no additional chances to take the test. Students will not be penalized or retained in the same grade solely for not taking a state test.

Does my child have to take the State Test if they are also taking a Regents exam?

Some students take high-school-level Regent's exams in middle school. If your child is in grade 8 and will take a math Regents exam this school year, your school will not administer the grade 8 State math test to them. You may choose to have your child take the grade 8 math test for more information about their progress, even though it is not required. Contact your school if you would like your student to take the grade 8 math test in addition to taking a math Regents exam.

Can my child opt out of state testing?

States are required by federal law to administer math and ELA (English Language Arts) tests to every public-school student in 3rd-8th grade. However, parents have the right to refuse these tests on behalf of their child.

A parent/guardian will need to write a simple letter to our testing coordinator, [NAME] at [EMAIL ADDRESS] and be sure to cc the student's classroom teacher as well. Please state that you are choosing to opt your child out of the upcoming NYS exams. Include the child's first & last name, classroom teacher's name and class number. Include your name and relationship to the student. Please note that you can refuse to have your child take specific exams or all state exams – so please be specific in your letter: name ELA, Math, Science, or all state exams.

Regents Testing

Regents Examinations are achievement tests that are aligned with New York State's learning standards. Prepared by teacher examination committees and Department subject and testing specialists, Regents Examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and students a guide to important understandings, skills, and concepts. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents Examinations in English, mathematics, science, and



social studies satisfy the State testing requirements for a high school diploma.

At Icahn Charter schools we offer Regents in Algebra I, and World Language, Spanish. For more information about the Regents courses available at your individual school please reach out to the school administration. All Grade 8 students must take Algebra I and U.S. History Regents exams.

For more information, please visit [Regents Examination General Information](#) linked here.

STUDENT PRIVACY AND RECORDS

Family Education Rights and Privacy Act (FERPA)

The primary federal law regarding the confidentiality of students' education records is the Family Education Rights Privacy Act, known as FERPA.

Please be aware that all student records are maintained in the main office of the school and may be accessed by requesting the record from the school secretary, and signing the page attached to the record card, indicating your review of the record card.

No information regarding a child may be given to any person, agency or organization without signed parental permission, except for certain exceptions in FERPA and instances in which the school must comply with a court-ordered subpoena. Please refer all requests for information to the school principal.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

FERPA affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a



disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA

Protection of Pupil Rights Amendment (PPRA)

The [Protection of Pupil Rights Amendment](#) (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) was enacted in 1978, and applies to student surveys, instructional materials or evaluations funded by the federal government that deal with highly sensitive issues.

What rights do parents have under the PPRA?

1. Parents have the right of written consent before their children are required to participate in any federally funded survey, analysis or evaluation dealing with information concerning:
 - Political affiliations;
 - Mental and psychological problems potentially embarrassing to the student and his/her family;
 - Religious affiliations and beliefs;
 - Sex behavior and attitudes;
 - Illegal, anti-social, self-incriminating and demeaning behavior;
 - Critical appraisals of individuals with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers;
 - or
 - Income (other than that required by law to determine eligibility for a program).
2. If the survey, analysis or evaluation that deals with issues listed above are not federally funded, written consent is still required, and parents must be notified in advance of the survey and have the right to opt their children out of participating.
3. In either case, schools and/or their contractors must make these instructional materials or surveys available for inspection by parents ahead of time, to allow them to decide whether to consent or opt out. The PPRA also grants parents the right to receive notice and an opportunity to opt their children out of any non-emergency, invasive physical exam or screening administered by the school unnecessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
4. Activities involving collection, disclosure, or use of personal information obtained from students for



marketing or to sell or otherwise distribute the information to others.

RECORDS ACCESS POLICY

In the unlikely event that Icahn Charter Schools were to dissolve, Icahn Charter Schools will implement the transfer of students and student records to the home school district of each student. This section will describe the structures in place for the transfer of students and student records to the school district of residence.

Icahn Charter Schools will assist children and their parents/guardians to find other appropriate and desirable schools if requested by the family. Any assets belonging to the Carl C. Icahn Charter School Bronx North will be transferred to an appropriate charter school.

ICAHN CHARTER SCHOOLS CONFIDENTIAL RECORDS POLICY

The purpose of this policy is to ensure the Icahn Charter Schools compliance with the federal Family Educational Rights and Privacy act (FERPA) and the confidentiality provisions of the Federal Individual with Disabilities Education Act (IDEA) by setting forth Icahn Charter School policies and procedures with respect to requests to review records.

Mr. R. Santiago is currently the Icahn Charter Schools, FERPA Administrator. The FERPA Administrator oversees compliance with FERPA and the confidentiality provisions of IDEA. Icahn Charter Schools reserves the right to change the FERPA Administrator and will communicate any such change to the school community.

The FERPA Administrator has exclusive authority to process all requests for records pursuant to FERPA and/or IDEA's confidentiality provisions. Electronic requests will be honored. Electronic requests may be sent to rsantiago@ccics.org.

The FERPA Administrator will follow the protocols set forth below when requests are made:

- Shall request photo identification of individuals identifying themselves as parents and/or legal guardians and shall maintain a copy of all such photo identification.
- Shall maintain a master calendar to track each request to review records and the deadlines to make such records available.
- With the exception of records kept by individual teachers, the FERPA Administrator shall store educational records in a central, secured location, access to which is limited to designated members of the administration. Prior to or at the beginning of each school calendar year, the FERPA Administrator shall mail its form - Annual Notification - to the parent(s) and/or legal guardian(s) of each student.

Request to Review Records

All requests for review of a student's records must be submitted in writing to the FERPA Administrator.

The FERPA Administrator shall:

- Make all responsive records available for inspection and review within 45 days of receipt of a written request to review records or within any shorter period prior to the meeting of a Committee of Special Education or a due process hearing.
- Respond to reasonable requests for explanations and interpretations of the records. If a requested



education record contains information on more than one student, the parent and/or legal guardian may only review and inspect information pertaining to their child. The FERPA Administrator may redact copies of education records accordingly.

Requests for Amendments to Records

A parent and/or legal guardian (Parent) has the right to request that the Icahn Charter Schools amend their student's record if the Parent believes the information in their student's records is inaccurate or misleading or that the information violates the student's right to privacy or other right.

The FERPA Administrator in consultation with the appropriate Icahn Charter School official and/or employee shall decide whether to amend the information within two (2) weeks of the receipt of a request for an amendment to records. If Icahn Charter Schools decide not to amend the information as requested, it shall inform the Parent of its decision in writing and advise the Parent of the Parent's right to a hearing in writing.

Disclosure of Educational Records and Personally Identifiable Information

In many cases when an individual other than a Parent submits a request to review records, the FERPA Administrator shall obtain the Parent's signed and dated written consent prior to the disclosure of educational records and personally identifiable information. Personally identifiable information is information that includes the name of the student, parent or other family member, the address of the child, a personal identifier number, and a list of characteristics or other information that would make it possible to identify the student with reasonable certainty.

Written consent from the Parent is required unless the FERPA Administrator, in consultation with Icahn Charter Schools' attorney, determines that the written consent requirement is not required under FERPA or IDEA. In cases where written consent is required, the FERPA Administrator shall provide information to the Parent about the nature of the records that are contemplated for release, the reason for the request and to whom the records would be released. If the Parent so requests, copies of the records that have been requested for release will be provided to the Parent. The FERPA Administrator shall use Icahn Charter Schools' form - Consent for Release of Student Information - to obtain the Parent's written consent.

Record of Access

The FERPA Administrator shall:

- Maintain a record of all parties (other than Parents and school officials) that have requested and/or received personally identifiable information from a student's education records and indicate the legitimate interest each such party had in obtaining access to the records.
- Use Icahn Charter Schools for - Record of Access - for this purpose. The FERPA Administration shall maintain a copy of the record of access with the education records of each student.

The FERPA Administrator shall keep the record of access confidential and shall not disclose it to individuals other than parents and/or legal guardians, Icahn Charter School 1 officials and employees with a legitimate interest and authorized representatives of governmental officials charged with auditing the record keeping system.



List of Education Records

The FERPA Administrator shall maintain a list of the types and locations of education records collected, maintained or used by Icahn Charter School on its form - Records Maintained. Upon a request from a Parent, the FERPA Administrator shall provide a copy of its list of records maintained to the Parent.

List of Employees with Access

The FERPA Administrator shall:

- Maintain a list that contains the names and positions of those Icahn Charter Schools employees who may have access to personally identifiable information of Icahn Charter School students.
- Provide a copy of this list to any member of the public requesting a copy.

Destruction of Personally Identifiable Information

The FERPA Administrator shall:

- Inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to their students.
- Upon written request by the parent, such information shall be destroyed. However, Icahn Charter Schools may maintain a permanent record of a student's name, address and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed without time limitation.

GUIDELINES FOR HANDLING COMPLAINTS

Any individual or group (complainant) may bring a complaint to the Board of Trustees, alleging a violation of the New York Charter Schools Act, the school's charter, or other concerns relating to the management or operation of the school. In order to address the matter to the satisfaction of the complainant, the following procedures will be followed:

1. As part of its handling of such matters, the Board delegates to the Principal the authority and responsibility to receive, consider and respond to all regular complaints relating to the management or operation of the school (Informal Complaint). However, any complaint alleging a violation of applicable law or the school's charter (Formal Complaint) should bring their Formal Complaint to the President and Secretary of the Board, who have been assigned the authority to handle complaints in their capacity as officers. The President and Secretary may delegate investigation of a complaint to counsel or other individuals.
2. Any Complaints that allege the Principal has violated a law or has engaged in misconduct must be brought directly to the Secretary.
3. Responses to complaints handled by the Superintendent or the Principal must be provided within two weeks of receipt of the Complaint, unless extenuating circumstances prevent the same.
4. The person investigating a complaint will do so impartially, considering the statements of the complainant, the school personnel and any other persons whose contributions may be relevant.
5. The person or entity hearing a complaint will respond in writing, if applicable, to the complainant within the time frame set forth above, and, in the case of a Formal Complaint, provide a



determination together with a copy of the "Guidelines of the Charter School Institute for Handling Complaints Received Pursuant to Education Law§2855(4)" available on the link below including a copy of its "Grievance Form." <http://www.newyorkcharters.org/forms/guidelinesGrievances.pdf>

6. If a complainant determines that the Board did not adequately address the Formal Complaint, the complainant may bring the complaint to the Charter Schools Institute, as representative of the Trustees of the State University of New York, if a violation of law or the school's charter is alleged.
7. If the complainant determines that the Charter Schools Institute has not adequately addressed the Formal Complaint, the complainant may bring the complaint to the State Education Department, which handles complaints for the Board of Regents.
8. The Trustees of the State University of New York and the Board of Regents have the authority, under the Charter Schools Act, to take appropriate action. Upon a determination being made by either body or their representatives, a copy of the determination will be transmitted to the complainant by the school.

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250
Charters@suny.edu

NYSED Charter Schools Office
New York State Education Building
89 Washington Avenue
Albany, NY 12234
(518) 474-1762
charterschools@nysed.gov

Complaint Contact Sheet

REGULAR COMPLAINT

COMPLAINT CONTRACT	IN WRITING (MAILED OR HAND DELIVERED)	VIA E-MAIL
To: Principal Shawanda Wright % Natalie Ellis	Icahn Charter School 1 1525 Brook Avenue Bronx, NY 10462	resolutionicahn1@ccics.org
To: Principal Brenda Carrasquillo-Silen % Maggie Crespo	Icahn Charter School 2 1640 Bronxdale Avenue Bronx, NY 10462	resolutionicahn2@ccics.org
To: Principal Kaitlyn O'Connor % Judy Gabriel	Icahn Charter School 3 1500 Pelham Parkway S. Bronx, NY 10461	resolutionicahn3@ccics.org
To: Principal Michelle Allen % Daisy Vivar	Icahn Charter School 4 1500 Pelham Parkway S. Bronx, NY 10461	resolutionicahn4@ccics.org
To: Principal Eleni Petropoulos	Icahn Charter School 5 1500 Pelham Parkway S.	resolutionicahn5@ccics.org



% Keisha Sinbad	Bronx, NY 10461	
To: Principal Jason Cartagena % Matthew Beltran	Icahn Charter School 6 1701 Fulton Avenue Bronx, NY 10457	resolutionicahn6@ccics.org
To: Principal Chandarot Motie % Diana Espinal	Icahn Charter School 7 1535 Story Avenue Bronx, NY 10473	resolutionicahn7@ccics.org
To: Superintendent Lawford Cunningham % Migdalia Melendez	Icahn Charter Schools 1500 Pelham Parkway S. Bronx, NY 10461	resolutionicahnnl@ccics.org

FORMAL COMPLAINT

COMPLAINT CONTACT	IN WRITING (MAILED OR HAND DELIVERED)
To: President, Gail Golden-Icahn	16690 Collins Avenue, PF-1 Sunny Isles Beach, FL 33160
To: Secretary, Yalitza Vasquez	1500 Pelham Parkway South Bronx, NY 10461

Freedom of Information Law (FOIL)

Icahn Charter Schools will comply fully with New York State's Freedom of Information Law (FOIL). The only individuals with authority to release proprietary information about the school, its activities, or the activities of its employees are the Principal and the Board of Trustees. The Principal, or Board of Trustees, may authorize another employee to release such information in specific cases.

When the school receives a request for information and it is determined it must be disclosed under FOIL, the school will make that information available to the person requesting it within the later of the time frame required by law or five business days. Generally, the school will respond to those requests by mail, although the two parties may arrange a mutually convenient alternative. The school may charge duplication costs to the extent permissible under FOIL. Electronic requests may be sent to rsantiago@ccics.org.

In cases where the school cannot provide the person making the request with the requested information within five business days, the school will provide a written acknowledgment of the request, along with an approximate date on which the request will be granted or denied.

If the school determines that it is going to provide some or all of the records sought by a FOIL request and the school is unable to provide the FOIL requestor such records within 20 days of the date of the school's acknowledgement of the request, the school will state in writing both (i) the reason the school is not able to provide the record within 20 days, and (ii) a date certain by which the school will provide some or all of the records requested, which will be reasonable under the circumstances.

The school may decline the request to release a registered record as permitted by law, including under



Section 87 (2) of FOIL.

Appeals of Principal's decisions regarding the Freedom of Information Law shall be made to the Board of Trustees and follow the appeals procedure in FOIL.

DIGNITY FOR ALL STUDENTS ACT (DASA)

DASA Policy

What is The Dignity for All Students Act (DASA)?

The Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. The intent of the Dignity Act is to provide all public-school students with an environment free from discrimination and harassment, including bullying, taunting or intimidation, as well as to foster civility in public schools. The Dignity Act took effect on July 1, 2012.

What kind of conduct or behavior does the Dignity Act prohibit?

The Dignity Act prohibits harassment against students by students and/or employees on school property, or at a school function. The Dignity Act further prohibits discrimination against students by students and/or employees on school property or at a school function based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex.

The Dignity Act also creates a framework for promoting a more positive school climate through, among other things, training/professional development and classroom curricula.

Who is protected under the Dignity Act?

The Dignity Act protects all New York State public school students from discrimination and harassment by students and/or employees on school property or at a school function.

What is the relationship between bullying and harassment?

Bullying is a form of harassment.

Does the Dignity Act address issues related to cyber bullying and/or conduct that occur off school property?

The Dignity Act prohibits discrimination and harassment of students on school property, including at school functions, by any student and/or employee. However, harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber bullying. Although the Dignity Act does not specifically address cyber bullying, it, like bullying, is considered a form of harassment.

What does The Dignity Act require schools to do to meet this new mandate?

- Develop policies intended to create a school environment that is free from discrimination or harassment.
- Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:
- Raise awareness and sensitivity of school employees to potential discrimination or harassment and;
- Enable employees to prevent and respond to discrimination or harassment.



- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations issues.

DIGNITY ACT COORDINATOR

The school principal will designate the appropriate Guidance Counselor (lower or upper grade) as the **Dignity Act Coordinator** who will complete and receive the BULLYING COMPLAINT FORM and/or any other related DASA document.

In addition, all principals, assistant principals, and staff developers have received the training and may address Dignity Act issues.

What is the role of the Dignity Act Coordinator?

The Dignity Act Coordinator is the point person for the Dignity Act in the school. Parents whose children have been subjected to such behavior or other students or staff who observe such behavior, are encouraged and expected to make a report to the Dignity Act Coordinator.

Where can I find additional information concerning The Dignity Act?

<http://www.o12.nysed.gov/dignityact/resources.html>

DASA Reporting Forms

- [Bullying Anonymous Reporting Form](#)
- [DASA: Bullying Complaint Form](#)

Title IX

Title IX of the Educational Amendments of 1972 ("Title IX") states, "No person in the United State shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." These protections extend to sex and gender-based discrimination that deprives a student of their right to the educational process.

Complaint Process and Investigation

Reporting an Incident of Sex and/or Gender-Based Discrimination/Harassment

Students who believe they or another scholar have been the target of sex or gender-based discrimination or harassment by a student, staff member, employee, or agent of Icahn should report the behavior to the Title IX Coordinator. Title IX Coordinators are school specific, please contact your school's principal. Confidentiality will be maintained to the extent permissible, and no retaliation will be allowed to occur as a result of a good faith report of sex or gender-based discrimination.

Informal Complaint vs. Formal Complaint

An informal complaint may occur when the complaint is received through oral or written communication. If the complaint is received in written format, the complainant must elect for the complaint to be treated as an informal complaint. The complainant may choose to resolve the complaint through informal channels, including mediation, restorative justice, etc., which Icahn will facilitate. Should the complainant elect to proceed informally, this does not preclude them from submitting a formal complaint and going through the formal complaint process outlined below.

A formal complaint must be submitted in writing by the complainant or by the Title IX coordinator. Upon



receiving a formal complaint, the Title IX coordinator will appoint an investigator, who may be a member of Icahn staff or the School's legal counsel. Formal complaints will result in a formal investigation of the alleged behaviors to determine the following:

- 1) Whether the alleged behaviors have deprived the student of their educational process at Icahn;
- 2) Whether Icahn has jurisdiction of the individual alleged to have engaged in the discriminatory/harassing behavior;
- 3) Whether it is more likely than not that the alleged behaviors directly caused the deprivation of the student's educational process at Icahn.

At the conclusion of the investigation, the complainant will be informed of the decision-maker's findings of the investigation. Should the complainant disagree with the findings of the investigation, the complainant may appeal the decision to the Title IX Coordinator, via written appeal. The Title IX Coordinator will allow the respondent 7 days to respond, via written statement. At which time both statements will be considered by the appeals decision-maker, and a final ruling will be made.

Gun Free Schools Act

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

Any such expulsion must be consistent with the requirements of the Individuals with Disabilities Education Act ("IDEA") and its implementing regulations, for a student with or presumed to have disabilities. "Firearm," as used in this law, is defined by 18 U.S.C. §921(a), and includes firearms and explosives. The definition of "firearm" includes but is not limited to:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- The frame or receiver of any weapon described above
- Any firearm muffler or firearm silencer
- Any destructive device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar devices

The school principal shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. "Weapon" as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than two and a half inches in length.

Mckinney-Vento Act

New York's Education for Homeless Children and Youth program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other New York children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:



- Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
- Living in motels, hotels, trailer parks, camping grounds,
- Living in emergency or transitional shelters,
- Abandoned in hospitals,
- Living in a public or private place not designed for sleeping,
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above

Every school district, BOCES and charter school is required to have an LEA liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. Reach out to your student's Director of Operations to be connected with the McKinney Vento liaison for your school.



FORMS AND DOCUMENTS

Permission to Photograph/Record Audio/Video

Please print, complete and submit the following form:

Consent to Photograph, Film, or Video/Audiotape a Student

Dear Parents/Guardians:

I am writing to request your permission for photographs and /or filming of your child to be taken during school activities. This would be for the purpose of educating students, promoting the school, or promoting public charter education. I am also seeking your permission for the school to publish filming and /or photographs and/ or samples of your child's work.

If you give permission, the school may publish photographs/filming of your child and /or samples of work done by your child in a variety of ways, including, but not limited to, online and hard copy school newsletters, Icahn's web sites, school annual publications, television and local newspapers, If published, third parties would be able to view the photographs and work.

If you sign the attached form, it means that you agree to the following:

1. The school is able to publish photographs/filming of your child and samples of your child's work as many times as it requires in the ways mentioned above.
2. Your child's photograph may be reproduced either in color or in black and white.
3. The school will not use your child's photograph or samples of your child's work for any purpose other than for the education of students, or for the general promotion of public charter education and the school.

Any photographs/filming taken by the school will be kept for no longer than is necessary for the above-mentioned purposes and will be stored and disposed of securely.

If you agree to permit the school to take photographs/filming of your child, and to publish photographs/filming of your child, or samples of your child's work, in the manner detailed above, please complete the consent form and return it to the school.

This consent, if signed, will remain effective until such time as you advise the school otherwise.

Student Name: _____ Grade: _____

Signature of Parent(s)/Guardian(s): _____

Signature of Student: _____

Icahn Charter School # _____ Date: _____



Damage To School Property

Please print, complete and submit the following form:

DAMAGE TO SCHOOL PROPERTY

Icahn Charter Schools ensure that all students have all necessary and up to date texts, as well as each child having their own computer, called a Chromebook.

Unfortunately, in the past, a few children vandalized and thereby destroyed their Chromebooks. Parents had to reimburse the school to replace the Chromebook.

This is a reminder that parents will be responsible for ensuring that their child takes proper care of all school materials.

Student Name: _____ Grade: _____

Signature of Parent(s)/Guardian(s): _____

Signature of Student: _____

Icahn Charter School # _____ Date: _____



TITLE 1 Parent/Guardian School Compact | SY 2026-2027

Please print, complete and submit the following form:

TITLE 1 PARENT/GUARDIAN SCHOOL COMPACT | SY 2026-2027

Icahn Charter Schools and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement; and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the current school year.

The **school** will:

- Acknowledge individual student accomplishments.
- Address individual student needs with progress reports and parent meetings as needed.
- Attend to cultural diversity while promoting the development of the whole child.
- Offer flexible scheduling of parent meetings, training sessions, and school functions to maximize parent participations.
- Promote open communication between home and school.
- Provide translations of written notifications and interpreters as needed.
- Provide quality instruction and programs that identify activities that parents, staff and students will undertake to share responsibilities for improved academic achievement.
- Send progress report four (4) times a year.
- Send home a monthly syllabus that will let you know what the children will be learning in all core subject areas.
- Use technology via email, telephone, voicemail & telephone conference to facilitate parental involvement in the instruction of our children.

As a **parent** I will:

- Be supportive of our school, including attending Parent/Teacher Conferences, school-wide functions, programs and activities in which my child is participating.
- Encourage good student habits.
- Ensure that my child attends school for the full day, every day.
- Read to my child regularly and be an interested listener as they read to me.
- Seek information from my child's teacher regarding their progress.

As a **student** I will:

- Carefully complete my work.
- Come to school prepared.
- Engage in civil discourse with my teacher and classmates.
- Listen when the teacher or a classmate is speaking.
- Show respect for fellow students and adults.
- Show respect for my school and school property.

Student Name: _____ Grade: _____

Signature of Parent(s)/Guardian(s): _____

Signature of Student: _____



Icahn Charter School # _____

Date: _____

Digital Citizenship Agreement

Please print, complete and submit the following form:

DIGITAL CITIZENSHIP AGREEMENT

Dear Parents and Guardians,

This Digital Citizenship Agreement aims to help every student when using Chromebooks, iPads, computers and other internet-connected devices. We ask that you read this document together with your child, then sign and return it to school.

The school will issue Chromebooks to support student learning which will be used only at school and at home. This device will be set up with age-appropriate applications and configured to meet the learning needs of each grade level. There is no need for a student to possess any other internet-connected device. We recommend that students not have their own internet-connected smartphones.

AI tools may be used only as appropriate and as permitted by the teacher for given assignment; unauthorized use is treated as academic dishonesty (see Code of Conduct).

CARING FOR MYSELF:

- I will use the internet and devices with a grown-up nearby. That way I can always get the help I need.
- I will protect my privacy by not sharing passwords or personal information.
- I will tell a grown-up right away if I come across anything online that makes me feel uncomfortable or isn't respectful.
- I will not text or chat online with anyone I don't know in real life.
- I will use the internet as a tool for learning, connecting with family and friends, and having fun.

CARING FOR OTHERS:

- I will treat other people the way I want to be treated, both online and in person.
- I will always ask for permission before taking or posting anyone's picture.
- I will not log onto anyone else's account, or act as anyone other than myself, when using the internet, apps, or devices.
- I will not use the internet or devices to insult or hurt anyone's feelings, just like I wouldn't do these things in person.
- During classes, I will focus on the activity assigned by my teacher. I will not use any apps to chat privately with friends during a class.

RESPECTING OUR SCHOOL COMMUNITY:

- While at school, I will use my school-owned Chromebook only with my teacher's permission.
- If my parents allow me to bring a phone or additional internet device to school, I will leave it turned off in my backpack for the whole school day.
- I will treat technology and devices with care and respect.

By signing this document, I understand and agree to follow these guidelines for using internet-connected devices at Icahn and with members of my Icahn community.



Student Name: _____ Grade: _____

Signature of Parent(s)/Guardian(s): _____

Signature of Student: _____

Icahn Charter School # _____ Date: _____

Uniform Policy

Please print, complete and submit the following form:

All items should be clearly marked with the student's first and last name.

All students at Icahn Charter Schools are required to wear a school uniform each day. All students must be in compliance with the Icahn Uniform Policy to be allowed to attend classes. Students who fail to meet compliance will not be permitted to attend classes until their clothing meets policy guidelines below. Note that required branded/logo uniform items must be purchased from our sole vendor

<https://www.globalschoolwear.com>

Shoes and Footwear: Students must wear closed-toe only dress or athletic shoes always secured with Velcro or laces. Boots may be worn on snowy days for recess, but otherwise dress or athletic shoes should be worn. Please keep them simple, no sneakers with accessories.

Backpacks, Water Bottles, Accessories

Backpacks should be spacious enough to contain all personal items.

Water Bottle: Each student should bring a personal water bottle (filled) to school and bring it home at the end of the day. Please make sure that water bottles are labeled.

Accessories, Hats, and Head Coverings: We ask that students do not wear accessories to school. All hairbands and head coverings must be simple, small and in solid colors. Hats are not permitted to be worn in school. No other head covering may be worn except for religious reasons.

Makeup: The use of makeup by students is prohibited in school.

Jewelry: Students may not wear jewelry except for non-dangling pierced earrings.

Student Name: _____ Grade: _____

Signature of Parent(s)/Guardian(s): _____

Signature of Student: _____

Icahn Charter School # _____ Date: _____

Permission Slip Form

Please note: This form is a template your child's teacher will send home a form for each trip with detailed information.



Please Note: Each form may include new and additional information based on the nature of the trip. Please ensure you read each trip form thoroughly to ensure you understand before signing.

Student Name: _____

Class: _____

School: _____ Trip Date: ____/____/____

Trip Coordinator: _____

Destination: _____

Departure Site: _____

Departure Time: _____

Return Site: _____

Return Time: _____

Mode of Transportation: _____

Purpose of Trip:

In an emergency I can be reached at:

Day: (_____) _____

Additional Contact:

Name: _____

Day: (_____) _____

Evening: (_____) _____

I give my permission for my child to participate in this school trip.

(Signature of Parent/Guardian):

Network Disclaimer

Icahn Charter Schools is a network of seven schools. While we share a common mission, vision, and set of core values, **some policies and procedures may vary slightly from one school to another** based on school-specific needs and operations.

Families are encouraged to refer to the information provided by their child's school and to **contact the**



school principal directly with any questions or for clarification regarding school-specific procedures.

Receipt Of Handbook

Please print, complete and submit the following form:

I have received the Icahn Charter Schools Family Handbook for School Year 2026-27.

Name of Student: _____

Grade: _____

Icahn Charter School # _____

Print Name of Parent(s)/Guardian(s): _____

Signature of Parent(s)/Guardian(s): _____

Date: _____