

Parent Handbook

AWAKENING THE LEARNER WITHIN

Bronx Charter School for Better Learning 1
3740 Baychester Ave-Annex
Bronx, NY 10466
Principal: Dr. Aderemi Ogundiran
718-655-6660 x1

Bronx Charter School for Better Learning 2
2545 Gunther Ave-3rd Floor
Bronx, NY 10469
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www.bronxbetterlearning.org

TABLE OF CONTENTS

	<u>Page #</u>
1. Welcome	1
2. School-Parent Compact	2-3
3. School Mission and History	4
4. Our Approach	5
5. Academics	6-8
6. School Culture	9-12
7. School Day	13-15
8. Transportation	16
9. Uniform Guidelines	17-18
10. Student Support	19
11. After School Programs	20
12. Health and Safety	21
13. Student Privacy and Records	22-23
14. Appendices	
a. Breakfast	24
b. Code of Conduct and Behavioral Policies	25-36
c. BBL Electronics Policy	37
d. Bullying and Cyberbullying	38-40
e. FERPA Parent Letter	41
f. Administrators and Directors	42
g. Board of Trustees	43

Welcome from the Principals

We welcome you with great enthusiasm to the Bronx Charter Schools for Better Learning. We anticipate many exciting and new developments this school year.

As principals, we look forward to learning from and growing with our students; working with our professional development staff to enrich our teachers; and of course, continuing to partner with our parents to ensure that we meet the needs of every child. One of our top priorities is to ensure that we provide each student with a solid foundation for academic success in a safe, supportive and productive learning environment.

As this winning team (administration, staff, parents and students) works together, we are committed to nurturing "*the learner within*" for all of our community: adults and children alike.

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School-Parent Compact

The Bronx Charter School for Better Learning (BBL) and the parents of students participating in BBL's activities, services, and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for enhancing student academic achievement. This document also describes how the school and parents will build a partnership to help children develop to their fullest potential and in turn achieve the State's high standards. The school-parent compact is in effect during the entire year.

School Commitment

The Bronx Charter Schools for Better Learning will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to develop to their fullest potential and in turn meet the State's student academic achievement standards. Our pedagogy is learning-centered and firmly rooted in the knowledge that every child learns by developing their own understanding. Therefore, all staff will subordinate their teaching to students' learning to always meet the needs of all students.

The School will:

- Ensure that all teachers are undergoing continual training in the methods and materials associated with the Subordination of Teaching to Learning approach.
- Hold frequent observations and discussions between classroom teachers and staff developers to continually monitor the progress of students.
- Ensure that designated professional staff meet frequently in small groups with at-risk children to address their individual learning needs and adjust instruction to their pace.
- Use quantitative and qualitative data to assess student progress in an on-going way and modify curriculum presentations to meet all students' needs.
- Provide access to technology and technical support for all families so that students are digitally savvy and responsible.

The Bronx Charter Schools for Better Learning will partner with parents and keep open communication to foster a healthy and robust home-school relationship.

The School will:

- hold parent-teacher conferences for all students twice a year (in late fall and early spring). For students in special populations (Special Education, MLL, PAT) conferences will be held at least three times a year, as part of the Pupil Assistance Team's effort to accelerate and intensify the learning experience of all student populations.
- provide parents with frequent reports on their child's progress, through email and telephone calls home, progress reports and parent conferences as needed.
- provide parents reasonable access to staff. Staff will be available to discuss student progress after school or at a minimum within a week of a request being made.
- provide parents opportunities to volunteer and participate in their child's class activities.

Parent Commitment

We, as parents/guardians, will support our children's learning in the following ways:

- **Y.E.S.** - I will model and practice the **Y.E.S.** initiative (Respect and Take Care of **Y**ourself, **E**ach other, and the **S**chool) while on campus and engaging with the School community.
- **Timeliness/Attendance** - I understand that it's my responsibility to make sure my child is punctual every day. I commit to taking my child to school every day on time at 8:00 am.
- **Support & Homework** - I will participate, as appropriate, in decisions relating to my child's education. I commit to assisting my child the best way I know how, to increase my child's learning opportunity. I will help my child to study, and review my child's work each week.
- **Independent Reading** - In conjunction with the school's initiative on reading, I will insist that my child read every night.
- **Communication** - I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received via my child or email, and respond in a timely way, as appropriate via email or phone call.
- **Uniform** - I will send my child to school every day in the BBL uniform. I understand that if my child is not in uniform, he or she may not be allowed in class and someone from my family will have to come to the school with the required clothing.
- **School Rules** - I understand that BBL has very high behavior standards. I commit to making every effort to communicate and discuss these rules with my child and make sure that my child lives up to the standards. I understand that the purpose of these rules is to protect the safety and rights of all individuals.
- **Attendance at Parent/Guardian Meetings** - I commit to attending all required parent/guardian meetings, including those scheduled to discuss my child's behavior. I will also make every reasonable effort to attend parent trainings and workshops offered by the School.
- **Volunteering** - I will serve, to the extent possible, on the school's advisory groups and PTA, and attend monthly PTA meetings and Coffee and Conversation meetings

Student Commitment

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards.

I will:

- follow the **Y.E.S.** initiative. I will practice our school creed throughout the school day (Respect and Take Care of **Y**ourself, **E**ach other, and the **S**chool) both on campus and when using technology.
- abide by the [School's Electronics Policy and Bullying and Cyberbullying Policy](#).
- **always** try my hardest in all that I do. I will think and work hard the best way I know how. I will follow the directives of my teachers, administrators, and all other adults the first time I am asked.
- come dressed appropriately every day in my **BBL uniform**. I commit to keeping my uniform perfect throughout the school day.
- commit to completing my **homework** assignments the best way I know how every night. My work will be neatly done and submitted on time.
- commit to **reading** every day outside of school time.
- raise my hand and ask questions when I don't understand something. I commit to always communicating with my teachers and school administrators in a respectful manner (no talking back or rolling my eyes). I will give my parents or the adult responsible for my welfare all notices and information that I receive from my school every day. I will, to the best of my ability, speak to my teachers or guidance counselors and advocate for my own safety and well-being

Mission

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested, especially in mathematics and language arts.

Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility, and a sustained love of learning, all of which contribute directly to high academic achievement.

History

The Bronx Charter School for Better Learning was founded in 2003 by experienced teachers and school administrators, each of whom had worked in schools serving low-income communities. Several of our founders gave up managerial positions and returned to the classroom to achieve a long-held goal: to demonstrate the value of an educational approach, known as *the Subordination of Teaching to Learning* that can dramatically improve the school experience of any child, regardless of socio-economic background.

The majority of our students are African-American, many from families that include recent immigrants. We also have a growing number of Hispanic students. Nearly 80 percent of our students are from low-income families. We currently serve students in Pre-K through 5th Grade.

At the Bronx Charter School for Better Learning, we strive to create an atmosphere where each child's innate ability to learn is nurtured, protected and directed toward mastering all traditional subjects. Our pedagogy, *the Subordination of Teaching to Learning*, was developed by Dr. Caleb Gattegno (1911-1988). Dr. Gattegno's precise techniques and materials enable students to master new skills with minimal interference from the teacher. As a result, learning continues to be a joyous experience for the children, instead of the drudgery they might otherwise encounter in more conventional schools.

During our first 12 years, BBL had an increasingly large waiting list of students seeking this educational opportunity. The need to create more seats for students was especially evident when the Board received over 2,400 student applications for approximately 60 available seats. In response to this overwhelming need, the Board moved to create a second charter school in 2015, the Bronx Charter School for Better Learning 2 (BBL 2).

BBL 2 is a direct replication of the program currently provided to the students at BBL, now called BBL 1. The program at BBL has proved effective and has resulted in the students performing on the annual State assessments in English Language Arts (ELA), Mathematics and Science at a level superior to comparable traditional public schools and charter schools throughout the State.

BBL is committed to providing each student with a comprehensive, rigorous and individualized course of study in English Language Arts and Mathematics. The curriculum is aligned to the current New York State Next Generation Learning Standards. We are delighted that our students have performed so well over the years and we look forward to continual gains.

Our Approach

Awakening the Learner Within

Some schools look at their students as empty vessels, waiting to be "filled-up" with words coming from a teacher standing in front of the classroom. We don't. At the Bronx Charter School for Better Learning, we know that every child comes to us already equipped with a remarkable power to learn. Our job is to nurture that power, to let it grow and develop, so it stays strong and vibrant, not only for the next lesson or the next test, but for a lifetime.

Based on the work of educator Caleb Gattegno, our philosophy recognizes that by the age of two or three we learn to speak, perhaps life's most challenging intellectual task. And we do so essentially by ourselves! That incredible feat pays tribute to the powerful *learner within us*.

The *learner within us* can thrive in a school environment or it can atrophy. We do not let the latter happen at our school. A school day dedicated to drilling and endless memorization can provide children with the "right answers," but it comes at a great price: a duller mind and a diminished desire to learn. However, when school days encourage curiosity and exploration, students stay connected to their intrinsic power to learn, and they feel the sheer joy that comes from such learning. Those are the days we endeavor to create.

Far from easy, our approach requires that the teacher commits to meeting each child where he or she is at every moment. Only then can the teacher become aware of how the student is approaching the task put in front of him or her. Our teachers do not interfere with the learning process by simply supplying answers, asking overly leading questions or depriving the student of the time needed to reflect on the given challenge. Aware of students' natural ability to self-teach, teachers give only what students would not be able to figure out for themselves. In that way, our children become responsible for their *own* academic learning. Of course, they do arrive at the "right answers," but far more important, in the process they develop a better understanding and a sustained awareness of *the learner within*, which will serve them for the rest of their lives.¹

¹ Marvin Waldman (2013), founding member of the Board of Trustees, Bronx Charter School for Better Learning.

Academics

Our Curriculum

Our school's educational focus is an approach called *the Subordination of Teaching to Learning*, created by Dr. Caleb Gattegno (1911 – 1988), an Egyptian-born mathematician who developed materials and techniques for teaching languages, literacy, mathematics and other subjects. Dr. Gattegno's basic principle is that if teachers encourage children's innate curiosity through well-designed, multi-sensory learning activities, the teachers can step out of the way and the students will learn far more than they would in traditional classrooms.

As educators, we know that by the time students enter Kindergarten, they have already proven themselves to be outstanding learners, able to master such complex tasks as learning their mother tongue. Our mission is to help the students make efficient use of the learning powers they already have, to meet academic challenges with ease and confidence.

All of our teachers meet weekly throughout the academic year to discuss how each student is learning and to improve our teaching skills.

Reading and Writing

To teach reading and writing skills, we use Gattegno's *Words in Color*. This effective reading program focuses on these elements of reading and writing one's native tongue: phonemic awareness, phonics, fluency in decoding, vocabulary expansion, text comprehension, spelling, and self-expression through writing. Our reading and writing curriculum is closely aligned with the Next Generation Learning standards.

Mathematics

Gattegno Mathematics is firmly rooted in well-established methodology. By relying heavily on the use of manipulatives, primarily Cuisenaire rods, teachers ensure, even in the earliest stages, that students develop models for thinking mathematically. This provides children with a sound basis for accomplishing two essential goals: (1) they become swift and accurate in their computation skills and (2) they focus on problem-solving activities that involve real world application of those skills. The approach is particularly well suited to helping students master the proficiencies outlined in Next Generation Learning standards, since the children must not only arrive at correct answers, but must show an awareness of the mathematical processes that lead to them.

Other Subjects

We supplement these approaches with hands-on curricula in Science and Social Studies, and with Reader's and Writer's Workshop in ELA. In addition, students engage in other subjects such as Physical Education, Art and Music. As anyone can see by viewing the ever-changing, vibrant walls in our hallways and classrooms, our students design beautiful artwork, write in a wide variety of genres, and create illustrations that exemplify simple and complex mathematical relationships.

To learn more about *the Subordination of Teaching to Learning*, please watch our YouTube Channel or visit our webpage:

<https://www.youtube.com/watch?v=icpNDTDU1d8&list=UUxsWbXBP8YPqTfayorGV5LA>

www.bronxbetterlearning.org

Assessments

In addition to mandated New York State assessments, the Bronx Charter Schools for Better Learning undertakes a number of steps to evaluate student progress in achieving the New York State Standards in the targeted core curriculum areas.

Description of Assessment Components

Mini-Tests are short quizzes, usually no longer than a single page in length, which are administered one or more times a week by the teacher or an instructional assistant, under the teacher's direction. Some Mini-Tests are teacher-created; others are available commercially or on various teacher-oriented websites, including a number of New York State Education Department's Core Curriculum websites. Comprehensive sets of Mini-Tests are published for reading and mathematics by Educational Solutions, Inc., to coincide with the literacy program we use ("Words in Color") and the mathematics program ("Gattegno Mathematics").

Assessments are administered throughout the school year. Progress is actively monitored, and instruction is tailored according to the needs of the students.

These assessments include but are not limited to*:

- Cloze Assessments-Reading comprehension assessment
- Educational Vistas
- NWEA (Northwest Evaluation Association)
- STAR (Standardized Test for the Assessment of Reading)

*Information on student progress is shared with the parents through quarterly progress reports, and bi-annual parent-teacher conferences.

Unit Tests are mostly self-explanatory, representing the typical, more long-range assessment that is administered at planned intervals to coincide with the completion of study of a designated set of skills or knowledge base.

Performance Demonstrations/Exhibits are the observable results of projects assigned to small groups or individual students. Examples include: the construction of a representation of the students' community; the performance of a puppet show scripted by the students and including puppets they have crafted; the design and implementation of an experiment to test hypotheses regarding the effects of light, water, etc., on the growth of plants; the formulation and presentation of a mock trial to resolve typical areas of classroom disputes; and creating a model of the solar system or a cell or a shoreline. The teachers provide students with clear criteria for the summative evaluation of such projects before they embark on them, and assess the results based on those criteria.

Portfolios are used to collect samples of work recorded on paper, in addition to Mini-Tests and Unit Tests, which demonstrate student performance, including, for example, writing assignments, drawings, charts, and the answers to open-ended questions. Teachers maintain student portfolios, with example of math, ELA and Science/SS assessments, as well as rubric writing assignments.

For more information on assessments and dates administered, please refer to the assessment schedule in the school calendar. If you need an additional copy, please contact the main office at your child's school: 718-655-6660 x1 (BBL 1) x2 (BBL 2), your child's teacher or the school principal.

Please refer to page 20 for our Response to Intervention process for students who are not making adequate academic progress.

Assessments Cont'd

Please see the chart below for a list of assessments per grade:

Grade	Assessment
Kindergarten	<ul style="list-style-type: none"> • Cloze Assessment • NWEA • STAR*
1 st Grade	<ul style="list-style-type: none"> • Cloze Assessment • NWEA • STAR* • NYSESLAT**
2 nd Grade	<ul style="list-style-type: none"> • Educational Vistas • Cloze Assessment • NWEA • STAR* • NYSESLAT**
3 rd Grade	<ul style="list-style-type: none"> • Educational Vistas • Cloze Assessment • NWEA • NYS ELA Exam • NYS Math Exam • STAR* • NYSESLAT**
4 th Grade	<ul style="list-style-type: none"> • Educational Vistas • NWEA • NYS ELA Exam • NYS Math Exam • STAR* • NYSESLAT**
5 th Grade	<ul style="list-style-type: none"> • Educational Vistas • NYSESLAT* • NWEA • NYS ELA Exam • NYS Math Exam • NYS Science Performance Exam • STAR* • NYSESLAT**

*Special Populations – Special Education, Pupil Assistance Team, Multilanguage Learners

**Multilanguage Learners only.

School Culture

At the Bronx Charter Schools for Better Learning we strive to maintain a positive school culture. We believe that optimal learning occurs when students feel safe and supported. We have adopted a two-pronged approach to maintaining order in our classrooms and all other areas of our school: **Effective Classroom Practices** and our “**YES**” initiative. In combination, they ensure a safe, productive learning environment for all.

Effective Classroom Practices combine the teaching of academic skills with social skills. We understand that a clear social curriculum helps create a classroom and school that is a learning community, resulting in high social and academic success.

Our “**YES**” initiative supports **Effective Classroom Practices**. We use the “**YES**” to help students understand the importance of “taking care of Yourself, Each other and the School.” We guide them through activities to help them learn how to assume personal responsibility for good behavior, rather than simply complying with imposed restrictions.

Respect and take care of...

Yourself
Each Other
the School

Please refer to our Code of Conduct for more information on our behavior expectations.

Effective Classroom Practices

The following practices comprise the heart of the **Effective Classroom** approach:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students²

² <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>

Parental Involvement

At the Bronx Charter School for Better Learning, we understand that a child's education is a responsibility shared by the school and family. Parents, school and community must work collaboratively in a knowledgeable, caring, committed partnership. Throughout the school year, we offer many programs and opportunities for parents to get involved, including but not limited to:

- Back to School Night
- Coffee & Conversation with the school Principal
- Curriculum Nights
- Fun Day
- Math/ELA Nights
- Monthly Parent Involvement Days
- Parent-Teacher Conferences
- PTA Meetings
- Guidance Meetings
- Parent Workshops and Seminars

We encourage all parents to join the Parent-Teacher Association. For more information, please contact the main office at your child's school: 718-655-6660 x1 (BBL 1) or 718-655-6660 x2 (BBL 2) or send an email to the PTA directly:

BBL 1: pta@bronxbetterlearning.org

BBL 2: pta2@bronxbetterlearning.org

Guidance and School Counseling

Our Guidance Department provides a range of student support services. Our team of Guidance Counselors, School Social Workers and Parent Coordinators work in collaboration with students, faculty, and the entire school community, including parents and families. We are committed to the education and emotional development of all students. Our services are geared toward students' academic and personal/social/emotional well-being, as well as working with graduating students, parents and families toward securing appropriate middle school placement.

The Guidance Department hosts several parent workshops throughout the school year. Topics may include: Credit repair Resources, Healthcare Resources, Mental Health Resources, Afterschool Resources, Tutoring Resources, Summer Camp Resources, Co-Parenting together or apart, Child Custody Issues, Getting Kids to Eat Healthy Foods, Battling the Bedtime Blues, Practical Parenting for the 21st Century to name a few. Through the workshop sessions, we will work with parents on how to assist their school-age children across many areas, including homework, motivation to succeed, impulse control, working with children on how to manage their emotions, helping with structure, etc.

Guidance Presentations at PTA Meetings

One presentation per year in each school.

Other Guidance Department Responsibilities

The guidance department also manages the following:

Middle School Placement:

The Guidance Department assists parents with the middle school process. Every effort is made to have each student placed in a school which best suits his/her interest. The choices include public schools, public charters, independent, parochial and Christian schools. All students receive placement in a public school with many obtaining seats in gifted schools or programs.

Alumni Support:

Assisting our alumni is another component of the Guidance Department. Parents and students who request help receive it whether the student is in middle school, high school or in college. Students are referred to various schools or programs with the aim of enhancing their classroom experiences. We also assist students in securing studentships for college. Each year we reconnect with graduates at our annual reunion.

If you would like more information regarding student support, please contact our Senior Guidance Counselors:

BBL 1: LaChandra McPherson: lmcperson@bronxbetterlearning.org

BBL 2 : Salian Guerrier : sguerrier@bronxbetterlearning.org

Communication

We encourage an open dialogue between our teachers and families in order to provide optimal support for our students. Communication between teachers and parents is essential. Because we are working as a community to create a secure, nurturing environment for your child's development, we have much to offer one another through frequent and honest communication. Through email, phone calls, and face-to-face conversations, we seek to build relationships that foster an ongoing dialogue about each child and her or his development.

Methods of communication:

- E-mail: Teachers and parents often communicate via email. To obtain your child's teacher's email address please visit our school website.
- Robo calls: On occasion, families will receive phone calls from the school with important reminders and updates.
- Teacher-chosen communication Apps

If you need further assistance contacting your child's teacher, please feel free to contact the main office at your child's school: 718-655-6660 x1 (BBL 1) 718-655-6660 x2 (BBL 2).

If you have any questions, suggestions or complaints concerning the child program or school operations, please contact the school Principal directly:

Dr. Aderemi Ogundiran, BBL 1: aogundiran@bronxbetterlearning.org

Mrs. Anne Clarke-Raysor, BBL 2: araysor@bronxbetterlearning.org

School Day

School Hours

The Bronx Charter School for Better Learning's hours are from **8:00 a.m. until 3:00 p.m.** Students **should not arrive before 7:30 a.m. or stay after 3:15 p.m.** because we do not provide supervision for students at these times.

Morning Arrival

- Our school buildings open each day at 7:30 a.m.
- Students must arrive between 7:30 a.m. and 8:00 a.m.

Please note: It is our legal obligation to ensure that all of our students are afforded an opportunity to receive a quality education. If a student is late twenty (20) times in a year, the Bronx Charter School for Better Learning will meet with the parents to determine the underlying issue and plan for corrective action.

Afternoon Dismissal

- Dismissal for all students not enrolled in an after-school program is 3:00 p.m.
- Students who take the yellow school bus are dismissed at 3:00 p.m.
- **Only persons listed on the Student Information Form will be allowed to pick up students from school.**

Please note, if a student is dropped off/picked up late two times, parents may receive a phone call from the school to discuss possible issues that may be occurring and ways to alleviate the issue. If a child is dropped off/picked up late four times, the parents may receive a written letter from the school. If a child is dropped off/picked up late six or more times, the school may request a meeting with the parent to discuss the situation and challenges that may be occurring.

Recess

At BBL we believe recess is an integral part of our student's physical and social well-being. While we understand the need for our students to experience opportunities for outdoor activities, as part of fostering their emotional and physical growth, the ability to participate in these activities in ways that promote personal safety is important. Behaviors such as the following will lead to certain limitations imposed on such a student: repeated physical altercations, not staying in assigned areas, running away from group, etc. The student may be asked to sit and watch peers interact positively until he/she learns the skills required to be a positive member of the community. In other situations, the student may be precluded from going with the team when his/her behavior is considered to pose a serious safety concern. This latter decision is at the discretion of the administrator.

Additionally, because recess is such an integral part of a student's physical and social development, we will have recess throughout the year. Students will go outside for recess as long as the playground is dry and the feel-like temperature is not below 27°F or above 90°F.

Attendance

The philosophy of the Bronx Charter Schools for Better Learning is that consistent and punctual attendance is of vital importance and is a prerequisite for completing an education. Attendance requires cooperation and communication among students, parents/guardians, and school. We expect students to attend classes regularly, and to be on time in order to receive maximum benefit from the instructional program; to develop habits of punctuality, respect, self-discipline, and responsibility; and to assist in keeping disruption of the educational environment to a minimum. Our curriculum is a rigorous one; therefore, students need to attend every day to keep pace. We expect parents to send their student to school every day, except if there are extenuating circumstances.

Students are expected to arrive at school by 8:00 a.m. Attendance is taken at 8:30; therefore, after 8:30 students are considered late. Students begin their morning routine at 8:00 a.m. This block of time is an integral part of the day and should not be missed. Students who are late miss the most important part of the day's morning meeting, where students learn about community skills and the way to use those skills, have opportunities to interact with and know more about peers and teachers discuss instructional and other activities planned for the day. **Please remember that report card grades and promotion to the next grade are significantly influenced by attendance and punctuality.**

Attendance is an extremely important component of a student's academic excellence. Children should be absent only when they are ill or in a rare emergency. **When a child returns to school after an absence, a parent note is required. If it is for medical reasons (3 or more days), the note needs to be from a doctor.** If possible, please try to have doctors' appointments scheduled after school. Communicable diseases such as measles, chicken pox, conjunctivitis (pink eye), pediculosis (head lice), ringworm, etc., must be reported to the school office. Please note that children who are absent or leave school early due to an illness are not permitted to return to school to participate in after school activities or events.

Illness

Please do not send a sick child to school. Parents are asked to wait until the child is fever-free for 24 hours (without the use of fever-reducing medication) before sending the child back to school. Additionally, if a child vomits at school, he/she must be picked up at school. If a child needs medication during school hours, a parent or guardian must come to school to discuss the matter with the school nurse.

School Meals and Activities

Free breakfast and lunch will be provided for all BBL students. Parents are asked to complete the Family Income Inquiry form, which can be found on the NYC DOE website or at [MySchoolApps - Getting Started](https://www.myschoolapps.com/GettingStarted) (<https://www.myschoolapps.com/Application>). Filling out this form will help to ensure the free breakfast and lunch programs are funded. However, students do have the option of bringing lunch from home. We encourage parents to pack healthy lunch foods for their child. As a part of our participation with the School Foods Program, BBL must collect completed lunch application forms from each student every year.

Breakfast

Breakfast is served between 7:30 a.m. and 7:50 a.m.

For more information regarding breakfast procedures for BBL 1 and BBL 2, please refer to Appendix A.

Lunch

If you provide your child with lunch from home, we encourage you to pack nutritious foods. Drinks should be 100% fruit juices or water. Please do not send unhealthy drinks (sodas, juices high in sugar) or unhealthy snacks (chips, junk foods, foods high in sugar). At BBL, we believe proper nutrition and good eating habits promote academic excellence. We also have no method of warming food brought from home.

Homework

Homework will reflect, support, and reinforce concepts learned in class. All homework assignments should be neatly done and handed in on time. If your child is struggling with a homework assignment, please contact your child's teacher. Also, teachers assign homework based on each student's academic needs and areas for solidifying and/or improving specific skills. The most important way to support your child's academic development is to read with him/her every night for at least 20 minutes.

School Visitor Policy

At the Bronx Charter School for Better Learning, we know that parents are vital partners in the education of our students. We welcome and encourage parents to come visit our school during school events. However, classroom visits can be disruptive to our educational program and can interfere with instruction. If parents would like to schedule a meeting with the teacher, they must call in advance and schedule an appointment to visit. In addition, calls from parents to teachers made during the school day will not be forwarded. Messages will be relayed to the teachers to contact the parent during their first available opportunity.

All visitors & volunteers to the school must sign in and show photo identification at the security desk in the lobby. At BBL 1, visitors will receive their visitor's pass at the security desk. At BBL 2, visitors will receive their visitor's pass from our main office. It is essential for the safety of the children that we follow this protocol.

Transportation

School Bus Transportation and Bus Behavior Expectations

Busing to and from BBL is provided by the New York City Department of Education (DOE). The Department of Education may provide busing for students who live between ½ mile and 5 miles from BBL. However, the right to free transportation is not guaranteed, and is dependent on where the DOE draws the bus routes. As a result, there is a chance that parents who put in an application with the Office of Pupil Transportation may not receive busing for their child(ren). If there are issues with the bus running late, please call the bus company directly.

BBL 1: Pioneer (718) 931-5450

BBL 2: Pioneer (718) 931-5450 or Bobby's: (718) 409-4600

In cases when a school bus arrives late, those students riding a late bus are not considered tardy.

For parents who would like to track their child's bus routes, they may download the Bus Tracker app: [NYC School Bus \(ridewithvia.com\)](https://www.nyc.gov/ridewithvia) Please reach out to your school's respective parent coordinator to set up an account.

Bus Behavior Expectations*

Busing to and from school is a service provided by the DOE, not the school. It is important that drivers focus on the road to make sure all students arrive at school and home safely. Bus matrons are not provided on the school bus. While on the bus, we expect students to remain in their seats; use inside voices (Level 1); refrain from eating, drinking or doing homework; and follow all directions given by the bus driver. Students must not behave poorly on the bus or compromise their safety or others'. Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, you will be responsible to arrange for alternative transportation. We encourage parents to speak to their children about appropriate bus behavior. Please see the bus consequences below:

1st Instance: Notice sent home to inform the parent of the child's behavior on the school bus. This letter will serve as a warning.

2nd Instance: Notice sent home to inform the parent that the student will then be suspended from the bus for two days.

3rd Instance: Notice sent home to inform the parent that the student will then be suspended from the bus for 5 days and the parent must meet with school administration upon the child's return to the ridership.

4th Instance: Final notice sent home to inform the parent that the student will then be suspended from the bus for the remainder of the school year. The parent will then be responsible to arranging transportation for the child to get to and from school each day.

*students may be suspended from the bus after the 1st or 2nd instance if the offense warrants it.

Please note the following:

- BBL does not provide transportation to and from after school programs. Parents must make those arrangements directly with the after school provider.
- We understand that there may be challenges in which parents are not able to pick up their child(ren) and consequently ask BBL to allow their child(ren) to travel home from school alone. Please be advised that the Bronx Charter School for Better Learning will not allow students in grades Pre-K-4 to travel home alone. Thus, parents will have to make alternate transportation arrangements.

If you have any questions regarding busing of your child, or to make a bus complaint, you must contact the Office of Pupil Transportation (OPT) at 718-392-8855. All inquiries about a specific bus, must go directly to the bus company.

School Uniform

The Bronx Charter School for Better Learning recognizes that a school uniform policy promotes a productive learning environment and fosters unity, pride and self-esteem among our students. We expect that all students(preK-5) dress in school uniforms every day. For information on purchasing the school uniform, please contact Liebman's, located at 518 Main Street, New Rochelle, NY 10801, or via phone at 914-632-2770.

On days when students have physical education, they are permitted to wear navy sweat tops and sweat pants, or a "house" color-coded T-shirt and sweat pants. Only the physical education colored t-shirt is sold at the school.

Girls' Uniform

Blouse: White Peter Pan (no piping)
Jumper: #82 Plaid
Skirt: #82 Plaid (4th and 5th grade only)
Girls' Pants (Optional): Navy Pleated
Sweater: Burgundy Cardigan
Varsity Sweater (5th Grade Only)
Tie: #82 Plaid Crisscross
Shoes: Black
Tights/Socks: Burgundy or White



Boys' Uniform

Shirt: White Shirt
Pants: Navy (long)
Sweater: Burgundy Cardigan and/or Burgundy Knit Vest
Varsity Sweater (5th Grade Only)
Tie: #82 Plaid or Burgundy
Belt: Black
Shoes: Black
Socks: Navy or Black



Physical Education Days Uniform:

- Logo navy blue sweat pants/gym shorts
- School emblem sweatshirt/ t-shirt
- Black or white sneakers only

On warm days, students have the option of wearing the school polo with navy pants and black or white sneakers

Pre-K students wear the school polo with navy pants and no tie



Students must wear their uniform to school every day.

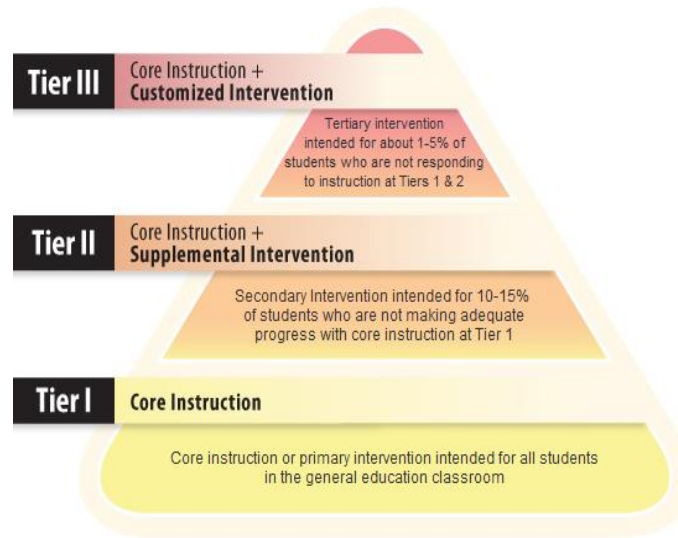
While we recognize that all students are unique, and understand the importance of students expressing their individuality, we ask that students refrain from wearing the following, as they pose a distraction in the overall learning environment:

- Make-up (including lip gloss)
- Any colored nail polish and/or fake nail extensions
- Colorful sneakers or dress shoes
- Jewelry (e.g., large earrings, multiple chains or rings)
- Elaborate/exotic/dyed hair styles or large colorful hair ornaments (bows, flowers, etc.)
- Exotic haircuts (i.e. mohawks, fauxhawks, engraved cutouts, symbols, or graphics)
- Dyed hair and color extensions
- Sweaters or hooded sweatshirts (other than the BBL uniform sweater)
- Logos (e.g., emblems, markings, designs or insignias, with the exception of the school logo)
- Face paintings of any kind

Notes about Uniform Policy:

- Students are not permitted to come to school without proper uniform attire.
- If your child is not in uniform, a parent/guardian must come to the school with the required clothing.
- If students misplace or lose their ties or school t-shirts, parents must pay to replace them. Please be sure to label all clothing with your child(ren)'s name(s).

Student Support



The Bronx Charter School for Better Learning has adopted the Response to Intervention (RTI) Model to ensure that all of our students' needs are met.

What is RTI?

RTI is rigorous implementation of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral issues, improve instructional quality, provide all students with the best opportunities to succeed in school and assist with the identification of learning disabilities and other disabilities (rti4success.org).

Tier I represents most of the general education population. Students in this tier are given access to a rigorous curriculum. They receive differentiated instruction and positive behavior supports.

Tier II consists of small-group instruction using evidence-based interventions to meet instructional goals created in an Individualized Learning Plan (ILP) with an established duration and frequency. These students have been referred to the Pupil Assistance Team (PAT) and have been deemed eligible for further support. Students are closely monitored and progress is measured more frequently.

Tier III consists of an individual or a two-student group that meets for a longer duration, more frequently and in a separate location. The student is eligible to work with his or her classroom support teacher and/or a special education teacher. Through regular monitoring of the student's ILP progress, the PAT team, working closely with parents, is able to determine whether further assistance and more intense support is necessary. This could mean a referral to the Committee on Special Education (CSE).

Academic Support

To ensure that we meet all our students' needs, we designed an after school program entitled Academic Support. Academic Support meets once weekly for support in ELA and once weekly for support in Mathematics after school for an hour. Academic Support is a supplemental instruction program in which students receive individualized instruction from our trained staff members and work on skills and concepts with which they are struggling. All work is catered to the specific needs of the students. All students who are in Tier II or Tier III are eligible to attend Academic Support for the subject(s) in which they need it.

For more information, please contact the Supervisor of Special Education Services, Ms. Satara James at sjames@bronxbetterlearning.org

After School Enrichment Programs

The Bronx Charter School for Better Learning affirms that extra-curricular activities are a positive extension to our academic program. We believe that extra-curricular programs play an integral role in social and emotional development. Our enrichment clubs are designed to challenge and fully develop each student's abilities. BBL is committed to ensuring that our students pursue new talents and interests, and enjoy healthy social activities that promote creative skills, excellent sportsmanship and integrity.

We are fortunate to offer enrichment clubs for our students after school. These clubs allow students to participate in programs which are hands-on, interactive, exciting, engaging, and fun!

Our enrichment program boasts a wide variety of new and exciting clubs, including but not limited to:

- Archery
- Basketball
- Tennis
- Chess
- Culinary Arts
- Debate Team
- Gardening
- Hip Hop Dance
- Literature/Drama
- Music
- Robotics and Coding
- School Band
- Smart Art
- Soccer
- Spoken Word

All enrichment clubs are taught and/or supervised by our staff members.

All after-school enrichment clubs dismiss at 5:00 p.m.

Acceptance into our enrichment clubs is limited, as there are only a few spaces available for each club. However, to give all students an equal opportunity to participate in an enrichment club, clubs operate on a trimester basis. After each trimester is finished, enrollment is open again so that all students have an opportunity to participate at some point throughout the year. Enrollment in an enrichment club is contingent upon enrollment availability and positive behavior throughout the school day.

All enrichment clubs host a showcase at the end of each club session. All parents are invited to come and participate in the showcase. More information will be provided to you from each specific club.

Health and Safety

Medical Information

All students entering a New York City School for the first time must have a complete physical examination. This comprehensive medical examination must include **All Required Immunizations**.

It must also include the following components:

- Weight
- Height
- Body Mass Index (BMI)
- Blood Pressure
- Medical History
- Nutritional Information
- Vision and Hearing Screening
- Dental Screening
- Developmental Assessment

A child's Immunization History must include all of the following vaccines for the child to be considered fully immunized:

- DTaP, DTP, DT, Td(tetanus-diphtheria)
- OPV or IPV
- MMR
- Hepatitis B
- Varicella (Grades 1-3)

The preceding immunization requirements are mandated by law. Children cannot attend school if they do not meet these requirements.

School Nurse

The school nurse identifies students with health problems, such as Diabetes, Asthma, and allergies, and issues 504s. The school nurse also provides the following services to the student population:

- Individual Health Counseling and Testing
- First Aid
- Referrals to Private Doctors

If you have any questions about health issues related to your child, please do not hesitate to contact the school nurse.

BBL 1: 718-655-6660 x1

BBL 2: 718-794-9749

Student Privacy and Records

PROCEDURES FOR ENSURING THE SAFETY OF PUPIL ACADEMIC, ATTENDANCE, DISCIPLINARY AND OTHER SCHOOL RECORDS

The school shall conform in all respects to the applicable requirements of state and federal law regarding gathering, maintaining, securing, disclosing and using pupil records.

The principal shall be responsible for the security of pupil records. He/she shall assure the safety and security of all pupil records and provide authorized persons and organizations access to those records at a convenient place and time within the limits stipulated by law.

Pupil records shall include all those mandated by New York State regulations or statutes or authorized by administrative directives, and such permitted records as the Board of Trustees shall authorize.

Pupil records shall contain only such information as is relevant to the education of the pupil and is objectively based on the personal observations or knowledge of the originator of the record.

All anecdotal information and assessment reports collected on a pupil shall be dated and signed by the individual who originated the data.

Parents/guardians shall be notified annually in writing of their rights in regard to pupil records (see Appendix C). Such rights include:

- A. Notification of rights in writing, in dominant language of parent/guardian, if possible;
- B. Copies of applicable state and federal laws and local policies made available on request;
- C. Should the parental rights of one or the other parent/guardian be terminated by a court of appropriate jurisdiction, it is the responsibility of the person/agency having legal custody to notify the school that the right to review pupil records should be denied the person whose rights have been terminated;
- D. Parents/guardians have the right to seek to include in the records material they think pertinent or to seek exclusion from the records of material that is untrue, irrelevant to the pupil's present educational situation or otherwise improperly contained in the pupil's record.

School Review of Pupil Records

The Principal shall require all permitted pupil records of pupils currently enrolled in the regular educational program to be reviewed annually by certified school personnel to determine the educational relevance of the material contained therein. The reviewer shall cause to be deleted from the records data no longer descriptive of the pupil or educational situation.

Such information shall be destroyed and shall not be recorded elsewhere; nor shall a record of such deletion be made. Such data may not be removed from the record of a pupil with disabilities without prior parental notice.

Parents/guardians or designees shall be permitted to inspect and review the contents of the pupil's record maintained by the school without unnecessary delay and before any meeting regarding a student's IEP, if one exists.

Records of Classified Pupils

All records of students with disabilities shall be maintained in accordance with regulations and established procedures that will ensure proper accessibility and confidentiality.

Transfer of Pupil Records

- A. The Principal shall request records of a newly enrolled pupil from the school of previous attendance as soon as possible.
- B. The Principal shall forward mandated pupil records as soon as possible upon receipt of the request from the Principal of the school to which the pupil has transferred. Permitted records shall be forwarded in the same manner at the same time if parental permission was given at the time the pupil's parents/guardians informed the school of the transfer.

Permitted Access to Pupil Records

A pupil may assert rights of access only through his/her parent/guardian. However, certified school personnel may, in their discretion, disclose pupil records to non-adult pupils or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the pupil or other persons.

A parent/guardian shall either have access to or be specifically informed about only that portion of another pupil's record that contains information about his/her own child or himself/herself.

A pupil record may be withheld from a parent/guardian only when the school obtains a court order or is provided with evidence that there is a court order revoking the right to access. Only that portion of the record designated by the court may be withheld.

Only authorized organizations, agencies or persons as defined in regulations shall have access to pupil records.

Particular attention shall be paid to the development safeguards whereby pupil records are made accessible to assigned secretarial and clerical staff in the performance of their duties, and to compliance with requirements for the security of computerized pupil records, which will prevent access by unauthorized persons. Limited access shall be granted to secretarial and clerical personnel, under the direct supervision of the Principal, to those portions of the record and to the extent necessary to record data and conduct routine clerical tasks.

Conditions of Access

No pupil record shall be altered or destroyed during the time period between a request to review the record and the actual review of the record. Those from outside the school whose access requires consent of parents/guardians must submit the request in writing, together with any required authorization, to the Principal.

Appendix A

Breakfast Procedures for BBL 1*:

Breakfast is served from 7:30 – 7:50 a.m. at PS 111. If you would like for your child to have breakfast, you must drop her/him off at the lobby of PS 111 (the main building), where they will be escorted to the cafeteria. **If a child comes to school after 7:50 a.m., breakfast will not be offered.**

Breakfast Procedures for BBL 2*:

Breakfast is served from 7:30 – 8:00 a.m. Upon arriving to the 3rd floor, students may take a grab-and-go breakfast from the bag to eat in the classroom. If you would like for your child to have breakfast, you must drop her/him off at school by 7:50 a.m.

*We encourage parents of students who take the bus to school to ensure that those students eat prior to leaving home, as the bus may arrive after the time for breakfast has finished.

Appendix B

Code of Conduct and Behavioral Policies

Behavior Expectations

General Behavior

We expect that all BBL students will:

- Be on time for school.
- Respect the rights of all students to an education in a non-disruptive learning environment.
- Be proud of our school.
 - Help keep it clean.
 - Demonstrate respect for school property.
 - Avoid littering or marking school property.
- Avoid use of profanity, abusive, and/or offensive language and gestures.
- Keep all food and drinks restricted to designated areas, except for approved teacher-supervised activities.
 - Not chew gum in school and on school property. (It is not permitted.)
- Avoid behavior that threatens or causes physical injury.
- Never, under any circumstances, possess or use tobacco, alcohol, drugs or other dangerous controlled substances.
- Refrain from bringing knives, guns or other dangerous instruments or concealed weapons to school. They will be confiscated immediately and severe consequences will follow.
- Avoid plagiarism, other cheating and theft of school or another person's property.
- Avoid behavior that borders on Bullying/Cyberbullying.

Classroom Behavior

We expect that all BBL students will:

- Demonstrate proper respect for self, teachers, peers, and school property.
- Arrive promptly and be prepared.
- Be actively involved with instruction.
- Obtain permission before leaving an instructional area.

Hallway Behavior

We expect that all BBL students will:

- Walk.
- Be quiet and courteous.
- Keep to the right at all times. When using the stairwells, keep to the right, use the handrail provided, and walk up or down the stairs in an orderly fashion.
- Make sure they have permission to be away from the class.

Breakfast and Lunchtime Behavior

We expect that all BBL students will:

- Demonstrate respect for instructional assistants and classmates.
- Be prepared for lunch and for indoor/outdoor recess.
- Maintain order on line.
- Observe good table manners.
- Talk only with their neighbors, not across the room.
- Avoid throwing objects.
- Clean their area after eating.

Recess Behavior

We expect that all BBL students will:

- Follow the directions of the staff on duty.
- Refrain from entering the building while outside without permission.
- Avoid using dangerous objects/equipment on the playground.
- Organize safe games. (No football, throwing rocks or snowballs, or any other dangerous activity)
- Avoid all unnecessary physical contact.
- Avoid the use of profanity at all times.
- Practice safe play, demonstrate good sportsmanship and observe all safety rules.
- Refrain from eating candy or other sugary treats.
- Enter the building after recess in an orderly manner.

Large Group Program Behavior

We expect that all BBL students will:

- Sit in their assigned area and face the speaker or performers.
- Remain seated throughout the performance.
- Request permission before leaving the room.
- Conduct themselves in an orderly manner at all times and show respect for the speaker or performers.
- Keep their feet on the floor, never on the furniture.

Treatment of Property

School property – Students should handle all school property with due care and respect. Any student who cuts, defaces or otherwise damages school property or who writes or draws on property used or owned by the school will be subject to discipline. Such discipline may include the assessment and collection of a reasonable sum for such damages from the student's parents.

Student Property - Students are to treat each other's property with the same respect given to school property. At a function of the school or on school property, school personnel may confiscate and turn over to the Principal any property that may be assumed to endanger the safety of others or to interfere with the educational process.

Feedback System

Teachers are encouraged to provide feedback to those students who consistently abide by the Code of Conduct, not only those who do not. The nature of the feedback regarding expected behavior varies by grade level and subject area. The following are examples of activities that are approved for this purpose:

1. Certificates of commendation
2. Special class activities
3. In-class privileges
4. Extra time - classroom library, computer, etc.
5. Teacher's helpers - line leader, messenger, etc.
6. Grade level activities - movie, party, etc.
7. Choice of seating arrangements
8. Lunch time privileges

NOTE: This list should not be considered complete. Teachers are encouraged to discuss other ideas with the Principal and the students in their class.

Level One

<u>Infraction</u>	<u>Range of Guided Interventions</u>	<u>Range of Disciplinary Measures</u>
<ul style="list-style-type: none"> ❖ Minor disrespectful behavior (eye rolling, unfriendly tone of voice, etc.) ❖ Failure to follow developmentally appropriate directions ❖ Bringing in gum, candy, or sugary beverages (anything other than water or fruit juice without added sugar) ❖ Communicating with a voice volume that is inappropriate for the setting ❖ Bringing in possessions from home that are disruptive to the educational process (toys, decorative pencils/pens, etc.) ❖ Being unprepared for class (not bringing books to school, not completing reading assignments, etc.) 	<ul style="list-style-type: none"> ❖ Verbal reminder about expected behavior ❖ Student/Teacher Conference ❖ Peer mediation ❖ Parental outreach 	<ul style="list-style-type: none"> ❖ Verbal warning ❖ Confiscation of property to be returned at the end of the school day

Level Two

<u>Infraction</u>	<u>Range of Guided Interventions</u>	<u>Range of Disciplinary Measures</u>
<ul style="list-style-type: none"> ❖ Repetition of a level 1 infraction ❖ Distraction from the task at hand ❖ Arriving late to school ❖ Being disruptive to the educational process (making excessive noise, refusing to do partner or group work, etc.) ❖ Failure to be in uniform ❖ Leaving the classroom without permission ❖ Being in an unexpected location of the school without permission ❖ Being in an off-limits location of the school without permission ❖ Leaving the recess area without permission ❖ Displaying and using personal electronic equipment from home (cell phones, personal gaming systems, iPods, computers, etc.) ❖ Excluding classmates from games and activities ❖ Verbally dishonoring peers, staff, family members, and other community members (name-calling, mocking, teasing, etc.) ❖ Littering on school grounds ❖ Engaging in disruptive behavior on a school bus ❖ Refusing to comply with "Take a Break" 	<ul style="list-style-type: none"> ❖ Parental contact ❖ Student/Teacher Conference ❖ Written reflection in a separate space inside or outside of the classroom ❖ Peer mediation ❖ Conflict resolution ❖ Creation of an individual behavior plan (Consult with Supervisor for Special Education Services) ❖ Referral to PAT ❖ Referral to counseling services as recommended by PAT/Administration. 	<ul style="list-style-type: none"> ❖ Verbal warning ❖ Removal from activity or classroom

<u>Level Three</u>		
<u>Infraction</u>	<u>Range of Guided Interventions</u>	<u>Range of Disciplinary Measures</u>
<ul style="list-style-type: none"> ❖ Repetition of a level 2 infraction ❖ Shoving, pushing, or engaging in minor physical confrontational behavior with other students or staff members ❖ Engaging in scholastic dishonesty, including plagiarism, cheating, or colluding ❖ Engaging in behavior on a school bus that imposes serious physical danger to self and/or others ❖ Using profane, obscene, or vulgar language, gestures, or behavior ❖ Leaving the school premises without permission of supervising school personnel ❖ Throwing objects or spitting at another person. ❖ Engaging in vandalism or intentional damage to school property ❖ Refusing to comply with Buddy Teacher Referral 	<ul style="list-style-type: none"> ❖ Parental contact ❖ Behavior intervention conference with student, teacher, applicable staff and parent/guardian ❖ Written reflection in a separate space inside or outside of the classroom ❖ Peer mediation ❖ Conflict resolution ❖ Creation of an individual behavior plan (Consult with Supervisor for Special Education Services) ❖ Referral to PAT (Please refer to Faculty Handbook, Appendix G for PAT Referral Form) ❖ Referral to counseling services as recommended by PAT/Administration. 	<ul style="list-style-type: none"> ❖ Verbal warning ❖ Removal from activity or classroom ❖ Short-term suspension (described below) ❖ Disciplinary conference with student, teacher, applicable staff, and parent/guardian

Level Four

<u>Infraction</u>	<u>Range of Guided Interventions</u>	<u>Range of Disciplinary Measures</u>
<ul style="list-style-type: none"> ❖ Engaging in a persistent trend of level 3 behavior ❖ Refusing to comply with “Buddy Teacher” referral ❖ Engaging in physically aggressive behavior which creates a substantial risk to others or results in injury ❖ Engaging in intimidating or bullying behavior- threatening, stalking, or seeking to coerce a student or staff member to do something; engaging in physical or verbal conduct that threatens another with harm; taunting and/or intimidation using slurs or epithets concerning actual or assumed race, ethnicity, color, gender, identity, gender expression, sexual orientation, disability, national origin, weight, citizenship/immigration status, religion, or religious practices ❖ Making sexually suggestive comments, innuendos, propositions, or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature ❖ Possession or use of controlled substances, prescription medications without authorization, illegal drugs, or drug paraphernalia ❖ Possessing or selling a weapon ❖ Taking or attempting to take property of the school or another person without authorization ❖ Starting a fire ❖ Falsely activating a fire alarm or other disaster alarm ❖ Engaging in reckless behavior that imposes a risk of serious injury to self or others 	<ul style="list-style-type: none"> ❖ Parental contact ❖ Behavior intervention conference with student, teacher, applicable staff and parent/guardian ❖ Written reflection in a separate space inside or outside of the classroom ❖ Peer mediation ❖ Conflict resolution ❖ Creation of an individual behavior plan (Consult with Supervisor for Special Education Services) ❖ Referral to PAT (Please refer to Faculty Handbook, Appendix G for PAT Referral Form) ❖ Referral to counseling services as recommended by PAT/Administration 	<ul style="list-style-type: none"> ❖ Verbal warning ❖ Removal from activity or classroom ❖ Disciplinary conference with student, teacher, applicable staff, and parent/guardian ❖ Short-term suspension ❖ Long-term suspension (described below)

Level Five

<u>Infraction</u>	<u>Range of Guided Interventions</u>	<u>Range of Disciplinary Measures</u>
<ul style="list-style-type: none"> ❖ Engaging in a persistent trend of level 4 behavior ❖ Engaging in physical, sexual aggression/compelling or forcing another to engage in sexual activity ❖ Refusing to comply with “Buddy Teacher” referral ❖ Causing a serious injury by engaging in reckless behavior ❖ Inflicting or attempting to inflict serious injury upon students or others ❖ Selling or distributing illegal drugs or alcohol ❖ Engaging in threatening, dangerous, or violent behavior that is gang-related ❖ Using a dangerous weapon or firearm to threaten or to attempt to inflict injury upon school staff, students, or others ❖ Possessing, selling, or using a firearm 	<ul style="list-style-type: none"> ❖ Parental contact ❖ Behavior intervention conference with student, teacher, applicable staff and parent/guardian ❖ Written reflection in a separate space inside or outside of the classroom ❖ Peer mediation ❖ Conflict resolution ❖ Creation of an individual behavior plan (Consult with Supervisor for Special Education Services) ❖ Referral to PAT (Please refer to Faculty Handbook, Appendix F for PAT Referral Form) ❖ Referral to counseling services as recommended by PAT/Administration. 	<ul style="list-style-type: none"> ❖ Removal from activity or classroom ❖ Disciplinary conference with student, teacher, applicable staff, and parent/guardian ❖ Short-term suspension ❖ Long-term suspension ❖ Expulsion

Suspension and Expulsion Information

In-School Suspension

Students involved in misconduct that does not pose a danger to staff, students, or severely disturbs the learning environment may be assigned to a short-term in-school suspension. It involves placement of the student in another area of the school building where the student will receive substantially equivalent alternative instruction. Students assigned in-school suspension are suspended from all school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their time in in-school suspension. An informal conference to discuss the misconduct and penalty with the Principal and/or the Principal's designee may be requested by a student or parents/guardians.

Short Term Out of School Suspension

If the Principal or his or her designee decides to impose an immediate short-term suspension, s/he will follow the following procedures:

- Students will be confronted with the charge(e) against them and given an opportunity to give their version of what happened before any suspension takes place.
- A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify by telephone the day of the suspension and, if possible, send the student home with parent permission or ask for a parent to pick the student up to begin the suspension immediately.
- The notice will describe the incident, the rules violated and will inform how long the student will be suspended. It will explain that the guardian can request an informal conference. Every attempt will be made to have a discussion with the parent before the suspension begins. However, this may not always be possible and, if not, the conference will take place as soon as possible after the incident.
- After the suspension, a parent/guardian is required to have a resolution conference with the Principal and/or their designee about the incident, in person or via phone.

Long Term Suspension and Expulsion

Under certain circumstances, students may be subject to long term suspension and/or expulsion. Long term suspension is defined as an out of school suspension that lasts more than ten days. Expulsion is defined as permanent removal of a student from school due to extreme non-compliance with school or state rules. See the previous section for the sorts of Level 4 and 5 infractions that could lead to long term suspension and the Level 5 infractions that could lead to expulsion. In addition, to any school consequences, any apparent breaches of applicable federal law or New York State law may be referred to the New York Police Department.

If it is determined that a removal of longer than ten days is warranted, then the following procedures will be followed:

- A written notice will be provided to the legal guardian, stating that the student is to be suspended from school pending a hearing. Within 24 hours, a notice will be mailed to the last known address. There will also be an attempt to notify the guardian by telephone.
- The notice will describe the reason for the suspension and the alleged violation(s) of the Code of Conduct. In addition, the notice will give and describe the due process rights that the student has in connection with the hearing, including the right of representation by counsel, the right to question witnesses against the student and to present witnesses and other evidence on behalf of the student and to a recording of the hearing.

Due Process for Long-Term Suspensions and/or Expulsions

Where the school seeks to impose a disciplinary consequence of long-term suspension of more than ten days or expulsion, it shall provide written notice to the student and his or her parent(s)/guardian as described above. The Executive Director,

Principal, or their designee shall serve as the hearing officer for the hearing. The school shall make the case for suspension or expulsion, introducing evidence and calling witnesses on its behalf. The student is entitled to be represented by counsel and shall have an opportunity to defend him or herself against the charges brought by the school. The student may introduce evidence and call witnesses on his or her behalf. Both parties may cross-examine witnesses called by the other party. The hearing shall not exceed two hours in length, unless the hearing officer elects to extend that limit. An audio transcript shall be made of the proceedings and a copy of that recording shall be made available to the student upon request.

The hearing officer shall provide to the student a decision in writing within five school days.

Appealing Suspensions / Expulsions

Should a student seek to appeal a disciplinary ruling, he or she may do so by submitting to the school's Board of Trustees a written request for appeal within three school days of the ruling. Upon receipt of such a request, a committee comprised of no less than three trustees who were not involved in the initial hearing will promptly hear the appeal. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the original disciplinary hearing. In rendering its decision, the committee may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling within five school days.

Parental Role in Suspension

The role a parent plays when a child is suspended is most important. Usually when the parent and the school support each other in measures taken during a suspension, the student benefits from the discipline. The parent's role includes support of the school's authority, helping to counsel the student regarding the infraction that led to the suspension, providing the necessary supervision during the period of an out-of-school suspension and participating in the re-entry conference after an out-of-school suspension. The re-entry conference may be conducted by telephone, at the discretion of the Principal. In addition, the child is entitled to alternative instruction on each day of his/her suspension. You are advised to bring your child to school to receive the two-hour instruction. The individualized instruction will be provided from 1:00 p.m.-3:00 p.m. An adult will be required to pick-up your child and take him/her home at 3:00 p.m. If your child does not appear at the scheduled time he/she will be marked absent. Depending on the nature, time and place of the infraction, suspension may be limited to or extended to exclusion, for a determined and possibly extended period of time, from extracurricular activities and other events on school property, whether sponsored by the school or another organization.

Discipline Policy for Students With Disabilities

Discipline of a student identified as having a disability will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines.

2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified immediately of any suspension from classes and the school shall work with the CSE to arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because suspensions of such cumulative length are considered to be a change in placement.

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

A student, not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that 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.

3. The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:
 - a. the commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
 - b. the commission of any act resulting from the student's disability;
 - c. the commission of an infraction by a disabled student regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of ten days.

Provision of Services During Removal

We will, for those students removed for a period less than 10 days, ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-to-one tutoring.

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

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the CSE of the student's district of residence will make the service determination.

During any removal for drug and weapon offenses (pursuant to 34 CFR 300.520(a)(2)) or a removal based on a determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR 300.520(a)(2).

CSE Meetings

Meetings of the CSE of the student's district of residence, either to develop a behavioral assessment plan or, if the child has one, to review such plan, are required when (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal that constitutes a change in placement.

Subsequently, if other removals occur that do not constitute a change in placement the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the IEP and/or its implementation.

Due Process

If discipline that would constitute a change in placement is contemplated for any student, then (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504, and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

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

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

Search and Seizure Policy

A student and/or the student's belongings may be searched by a Bronx Charter School for Better Learning staff member if the staff member has a reasonable suspicion that a search of that student and/or the student's belongings will result in evidence that the student violated the law or a school rule. The school reserves the right to remove items revealed in a search which are prohibited on school property or those which may be used to disrupt or interfere with the educational process. Legal items removed will be returned to parents at the school, but will not be retained beyond the end of the school year. Illegal items will not be returned and may be turned over to law enforcement.

All school-related property always remains under the control of the school and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, buses and other vehicles and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of any prohibited items, either legal or illegal, found therein:

- a) School authorities will make an individual search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- b) Searches shall be conducted under the authorization of the School Principal or his/her designee.
- c) Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed by school authorities.
- d) Searches of an individual will be made on reasonable suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present.
- e) Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not.

Appendix C

BBL Electronics Policy

Please be aware BBL has adopted a policy that prohibits students from using any unauthorized electronic devices while in school. This **includes cell phones, gaming devices or any other communication/entertainment devices.**

Please be advised that the use of electronic communication or entertainment devices, including cell phones, is strictly prohibited at our school. Devices will be confiscated and held by the Principal. Parents/guardians may make arrangements to pick up the device.

Devices that should not be brought to school include, but are not limited to:

- Cell phones
- Smart watches
- iPods and MP3 Players
- iPads or any other tablet or eReader
- Laptops
- Cameras
- Headphones or headsets
- Any device capable of taking pictures or recording video content

Use of BBL Electronics

In our effort to encourage the use of technology to advance learning, it is imperative that students understand the proper use of the devices and how to safely navigate the internet (when it is required part of an assigned task). Our IT Manager and respective teachers will provide needed training and ongoing guidelines to help students learn the basic computer know-how. Improper use of a Notebook or Laptop (playing games, using the internet to access Social Media, sexualized or any age-inappropriate materials) will result in the loss of access to the devices for a period of time to be determined by the teacher(s) or out of school suspension, which will be at the discretion of the administrator.

Appendix D

Bullying and Cyberbullying

The US Department of Health and Human Services' National Bullying Prevention Campaign "Take a Stand: Lend a Hand. Stop Bullying Now!" defines bullying as "aggressive behavior that is intentional and involves an imbalance of power or strength. Usually, it is repeated over time. Traditionally, bullying has involved actions such as: hitting or punching (physical bullying), teasing or name-calling (verbal bullying), or intimidation through gestures or social exclusion. In recent years, technology has given children and youth a new means of bullying each other. Cyberbullying, which is sometimes referred to as online cruelty or electronic bullying, can involve: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; (or intentionally excluding someone from an online group" (<http://stopbullyingnow.hrsa.gov/adults/cyber-bullying.aspx>). The use of information technology equipment, includes, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to carry out the acts.

Each student, faculty and staff member of the Bronx Charter School for Better Learning brings to our school community the richness of our community's cultural diversity and the desire for respect. In line with Federal, State and local laws, as well as our school "YES" initiative (Respect for Yourself, Each other and the School), the Bronx Charter School for Better Learning prohibits students from bullying other students for any reason, including taunting and/or intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin (which includes groups of students of common ancestry, heritage, background or those from the same country), religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

As proactive measures, the Bronx Charter School for Better Learning provides character education, faculty training and student assemblies to educate teachers/staff and children about bullying and cyberbullying. In addition to our internet safety policy, which established some proprietary parameters to ensure that teachers/staff, students, and persons in parental relation to students are not placed at risk, the Children's Internet Protection Act, CIPA, the "primary federal law concerning access to offensive content over the internet" on school computers, requires strict enforcement of a policy to monitor online activities of minors.

For more information regarding CIPA please visit: <https://www.fcc.gov/guides/childrens-internet-protection-act>

What is considered harassment or discriminatory behavior?

Harassment/discriminatory behavior is one or more negative acts committed by one or more students against another student or group of students. Harassment or discrimination can be physical, verbal, or social. Physical harassment involves physical injury or threat of injury. Verbal harassment refers to teasing, taunting, or insulting someone. Social harassment refers to the use of peer rejection or exclusion to humiliate or isolate a person.

What are some examples of banned behaviors?

- Threatening or harassing, intimidating or physically assaulting another student because of her/his race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability;
- Using derogatory language in reference to another student's race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability;
- Teasing or taunting another student. Making derogatory jokes or name calling or slurs directed at others because of their race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability;
- Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or circulated on the Internet (cyber-bullying) that are derogatory of others

because of their race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability;

- Negative stereotypes or hostile acts which are derogatory to others because of their race, color, ethnicity, religion, national origin, gender, gender identity, gender expression, sexual orientation or disability.

What happens to a student who discriminates against or harasses another student?

The Bronx Charter School for Better Learning prohibits these banned behaviors. Students who exhibit these behaviors will be subject to appropriate disciplinary action as outlined in our Code of Conduct. Harassment/discriminatory behavior is one or more negative acts committed by one or more students against another student or group of students. Harassment or discrimination can be physical, verbal, or social. Physical harassment involves physical injury or threat of injury. Verbal harassment refers to teasing, taunting, or insulting someone. Social harassment refers to the use of peer rejection or exclusion to humiliate or isolate a person.

What should you do if you believe another student has harassed or discriminated against you or if you have witnessed such behavior?

Students who believe they have been the victim of bullying or intimidating behavior by another student, and all students with knowledge of such behavior, should report the incident immediately.

- Complaints of discrimination or harassment can be submitted in writing or orally to the Executive Director, the Principal or Assistant Principal or any of the Guidance Counselors, who are Dignity Act Coordinators.
- Complaints should be reported as soon as possible after the incident(s) so they can be effectively investigated and resolved.
- Staff members will report student complaints to the appropriate school supervisor.
- Staff members who witness harassment or discriminatory behavior will also report such an incident to the appropriate supervisor. Staff will take appropriate action to intervene to stop such behavior.

What happens after a complaint is made?

1. All reports of bullying, harassment or intimidating behavior will be investigated by the Principal.
2. The parents of both the alleged victim(s) and the accused student(s) will be notified of the results of investigation (subject to applicable confidentiality requirements).
3. At the conclusion of an investigation, a written determination will be made regarding whether the conduct occurred and whether it constitutes bullying or intimidation or another violation of the Code of Conduct.
If the conduct constitutes a violation of the Bronx Charter School for Better Learning Code of Conduct, appropriate disciplinary action will be taken in accordance with our policy.
4. If the behavior constitutes criminal activity, the police will be contacted.
5. If appropriate, individual or group counseling and/or other interventions will be provided.

Adapted from:

1. Guidance on Bullying and Cyberbullying (Provided by the New York State Education Department)
2. <http://schools.nyc.gov/RulesPolicies/RespectforAll/default.htm>

Dignity Act for All Students

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

Dignity Act Coordinator ("DAC")

The Bronx Charter School for Better Learning's counselors serve as our official Dignity Act Coordinators. Specific contact information for the counselors can be found online at futureleadersinstitute.org. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender, and sex). The DAC serves as the point person for all Dignity Act issues at the Bronx Charter School for Better Learning and works to ensure that all students are provided with a safe, supportive, and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC, the Executive Director or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

Reports and Investigations of Discrimination and Harassment

Students should report violations of the Code of Conduct and Dignity Act Policy immediately to the Executive Director, Principal or DAC. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation, or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation.

The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

Appendix E

Dear BBL Parent,

The federal Family Educational Rights and Privacy Act (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, by mail to the School address or by hand in the Main office, a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The School will make will make copies available to parents for free.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are 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 the School Principal, 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.

- (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

Should you require any additional information regarding FERPA, please contact us at: aogundiran@bronxbetterlearning.org; araysor@bronxbetterlearning.org.

Sincerely,

Dr. Aderemi Ogundiran
Principal of BBL 1

&

Anne Clarke-Raysor
Principal of BBL 2

Appendix F

Executive Director

Mr. Shubert Jacobs

Principal BBL 1

Dr. Aderemi Ogundiran

Assistant Principal BBL 1

Ms. Kiesha Comerie (Main Building)

Ms. Kelly Sheehy (Annex)

Principal BBL 2

Mrs. Anne Clarke-Raysor

Assistant Principal BBL 2

Dr. Amanda Santos

Directors

Mr. Kevin Williams, Director of Technology and Media
kwilliams@bronxbetterlearning.org

Mr. Bernie Ramirez, Director of Fundraising and Communication
bramirez@bronxbetterlearning.org

Ms. Nicole Tennant, Director of Finance and Operations
ntennant@bronxbetterlearning.org

Appendix G

Board of Trustees 2024-2025 School Year

Kimberly Kelly, Chairperson

Marvin Waldman, Vice Chairperson

Marilyn Maye, Treasurer

Ariel Dobkin, Secretary

Kashon DuBose, Parent Representative

William Bernhardt

Neal Myerberg

Jem Pagán

Dean Thomas

Gregory Kimble, Jr.

Syrion Jack

Dr. Arthur Powell

The Board of Trustees meets on the last Thursday of every month at 5:00 p.m. All meetings will take place at BBL 1 in the Annex building.

