



BOLD

CHARTER SCHOOL

**Family Handbook
2019-2020**

I. **Family Commitments**

BOLD Charter School staff and families share responsibility for helping students achieve academically and personally. At the heart of any strong partnership, are a set of mutual commitments that must be held. Outlined below are the family commitments that we ask all families to consistently uphold.

Family-School Partnership:

- I agree to promote and support BOLD's core values, community norms, and expectations outlined in the Family Handbook; and accept responsibility as a partner in my child's education.
- I will support my child's academic and personal development by communicating regularly with my child's teacher.
- I agree to respond to phone calls from school staff members as soon as possible.
- I agree to attend school-sponsored events, including Family Achievement Conferences and BOLD University Nights, on a regular basis.
- I will ensure not to send soda, candy, chips, gum or other snacks to school as students are not allowed to have these items at school.

Code of Conduct:

- I understand that I will be notified if my child does not uphold the Core Values, community norms, and classroom expectations.
- I understand that while my child is in school he/she is not permitted to use, or have out in plain sight, cell phones, iPads, music players, video game players, or other electronic devices.
- I understand that BOLD has zero tolerance for bullying and that if my child bullies another child, he/she will be disciplined accordingly.
- I understand that verbal and physical aggression will not be tolerated, and that if my child demonstrates verbal or physical aggression toward classmates and/or school staff, he/she will be disciplined accordingly.

Promotion Policies:

- I understand that my child needs to earn at least a Level 3 in all core subject areas, and meet grade level benchmarks in reading to be promoted to the next grade.
- I understand that my child may be retained if she/he is absent without cause (unexcused absence) for more than 10 school days.
- I understand that it is mandatory to attend all family conferences to discuss the academic progress of my child.

Attendance:

- I will ensure that my child comes to school every day by 7:50 AM to begin school on time.
- I understand that if my child is absent more than 10 days within the school year, he or she may have to repeat his or her current grade.
- I will make sure my child promptly makes up missed work following absences.
- I understand that an absence is excused only if I have contacted the school and written a detailed note regarding student illnesses, family emergencies, or religious observance.
- I understand that my child will not earn credit for work missed after an unexcused absence.
- I understand that the school day ends at 3:45 PM and my child is required to remain in school for the entire day.

Homework:

- I understand that homework is a critical extension of the learning that happens each day in school.
- I understand that my child will have homework every night and I will ensure that it is complete.
- I understand that I will be contacted every time that my child misses a homework assignment or does not turn in incomplete homework.
- I understand that if my child misses three homework assignments within two weeks, I will be contacted by the school and required to attend a family meeting to develop an action plan for improvement.

Dress Code:

- I understand that the school dress code expectations promote our One Team core value, and help avoid distractions from learning.
- I will ensure that my child comes to school in BOLD's school uniform each day.
- I understand that if my child comes to school out of uniform that I will be contacted by the school to bring the uniform from home.

II. Student Discipline Policy and Code of Conduct

BOLD staff and families share responsibility for helping students behave well individually and in communities, both inside and outside of school. BOLD is responsible for creating a positive school culture in which respect for oneself and one another enables all members of our community to grow and achieve success. To establish and maintain a school culture that promotes learning and respect for others, we have selected four core values that we expect all members of the BOLD community to demonstrate.

Core Values

BOLD is committed to developing our students as individuals of high moral character, with a set of core values that lead to success in school and in life. Our core values listed below guide the behavior of all members of our school community, and we uphold them steadfastly:

Core Value	Description
Be Curious	We are fueled by wonder and imagination, and never stop asking, “What if?”
One Team	We are greater than the sum of our individual parts. We show empathy and always try walking a mile in someone else’s shoes.
Live Honestly	We are successful because we are honest, with each other and with ourselves. We show integrity in all that we do.
Dream Big	We are ambitious, relentless, and resilient, because it always seems impossible until it is done.

Community Norms

All students deserve to learn in an environment that is safe, supportive, and inclusive. Our community norms are derived from our Core Values, and we expect all members of our community to conduct themselves in accordance with these norms. Learning to act with the welfare of others in mind is one of the most important concepts students learn in school, and is a defining behavior of the leaders we intend for our students to become. Learning to be committed to not only personal success, but also community success is a goal we ask families to reinforce with us.

Community Norms	
Personal Excellence	Community Excellence
<p>Readiness to Learn:</p> <ul style="list-style-type: none"> • In school, on time every day • Complete uniform • Prepared to learn: homework complete, supplies ready • Approach each day with an open mind and eagerness to grow <p>Self-Advocates:</p> <ul style="list-style-type: none"> • Ask questions • Self-reflect • Take initiative <p>Best Effort:</p> <ul style="list-style-type: none"> • Goal-oriented • Demonstrate academic integrity • Justify reasoning • Demonstrate flexible thinking 	<p>Care Deeply for Others:</p> <ul style="list-style-type: none"> • Listen with intent • Use positive and supportive language • Be inclusive of others <p>Care Deeply for Our Community:</p> <ul style="list-style-type: none"> • Be a problem-solver • Uphold common space expectations at all times • Leave space better than you found it • Maintain a classroom environment that promotes learning

Non-Discrimination

BOLD welcomes all students equally. We believe there are many ways to understand and experience life and that multiple perspectives and differing experiences are the foundation of an effective education. All students will be treated as individuals and different treatment based on race, color, national origin, disability status, sex, sexual orientation, religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that he or she has been treated differently on any such basis should speak with the Executive Director. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Promoting a Positive School Culture

We strive to teach our students the personal habits conducive to long-term success and happiness. A key aspect of this is to promote a positive school culture. School culture has a profound impact upon students' academic and social-emotional growth, and their relationships

with peers and adults. BOLD takes a proactive role in nurturing our students' pro-social behavior through an intentional focus on social-emotional development throughout our programming. Our focus on social-emotional development helps develop fundamental life skills, including:

- Recognizing and managing emotions
- Developing care and concern for others
- Establishing positive relationships
- Making responsible decision-making
- Handling challenging situations constructively and ethically

Impression System

Foundational to our intentional focus on social-emotional development is our schoolwide Impression System, through which we take a proactive approach to building positive habits that equip our students to take ownership of their actions, develop resiliency, and meet school expectations.

Our Impression System helps build our students' understanding that all choices have an impact, both on ourselves and on others. The Impression System is a method for providing frequent feedback to students on their behavior in an effort to support them in successfully following directions, actively listening and engaging in the learning process, and exhibiting respect to adults and peers alike. There are five levels of the Impression System and movement across the levels is fluid - students can move up and down levels throughout the day according to the choices they make. As students make positive choices that exceed expectations, they move up levels. Conversely, when students fall short of expectations, they move down levels. Learning cannot happen without mistakes, and our system is designed in a way to encourage students to rebound when they fall short.

Progressive Discipline

Recognizing that students may exhibit poor judgement from time to time, BOLD strives to use such occasions as opportunities for personal growth. BOLD implements a progressive approach to discipline, understanding it as a "teachable moment." Our progressive approach to discipline uses incremental interventions to address behavior that violates our Community Norms and Core Values, with the ultimate goal of teaching pro-social behavior. The end goal of progressive discipline is not punishment. Instead, our approach to discipline seeks concurrent accountability and behavioral change.

All members of our school community are expected to uphold our Core Values and community norms to promote the physical, emotional, and psychological well-being of all members of our community, and to optimize learning. Our students are expected to abide by our Code of Conduct at school, during school-sponsored events/trips, while using social media, or any time they are

wearing a BOLD uniform. Violations of the Code of Conduct will result in a range of responses, interventions, and/or consequences from the school. Behaviors that happen outside of school that are inconsistent with our Code of Conduct may result in disciplinary action from the school when the misconduct or the student's continued presence at the school could have a detrimental effect on the school or could create a risk of substantial disruption to the educational process.

Behavior that threatens the physical, emotional, or psychological safety of another member of the BOLD Community, or distracts the educational process is unacceptable, and will be met with a range of responses including suspension, and in some cases, expulsion. While at BOLD we strive to keep students in school as much as possible, we will suspend/expel students when there are extreme breaches of our school culture. Extreme behaviors that could lead to suspension and/or expulsion include, but are not limited to:

- Use, possession, or sale of weapons, alcohol, or drugs
- Engaging in criminal or illegal activity
- Physical or Sexual Assault
- Bullying
- Theft or destruction (attempted or actual) of personal or school property, including arson.
- Major integrity violations

CODE OF CONDUCT

At BOLD, we want to ensure that there is a fair and consistent Code of Conduct ("Code") so that students know what is expected of them at all times. We have developed a school-wide discipline system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code.

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

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

School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents or guardians, teachers and/or others, as appropriate;
- The student's attitude; and
- Other relevant factors.

When a student does not meet behavioral expectations and a violation of the School's Code has occurred, clear and consistent disciplinary action will ensue. Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. When required, administration will contact law enforcement agencies.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the student disciplinary policy and the school dress code, violations of which are punishable as stated in the disciplinary policy. Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities. No person shall distribute any printed or written materials on school property without the prior permission of the Executive Director. The Executive Director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Executive Director may also regulate the time, place, manner and duration of such distribution.

Student Dress Code

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on

learning and not on attire, the school has a dress policy for students that applies to school days and school-sponsored events. All shirts must have the School's imprinted logo. The school uniform can be purchased directly through Flynn & O'Hara by calling 718-863-7561 or visiting the store at 136 Westchester Square, Bronx, NY 10461.

Uniform Expectations	
Boys	Girls
Navy blue pants	Navy blue pants or plaid jumper
Blue polo shirt with school logo (K) Baby blue oxford shirt with school logo (1 st)	Blue polo shirt with school logo (K & 1 st)
Plaid tie (1 st)	Plaid tie (1 st) - optional
Navy blue cardigan sweater with school logo	Navy blue cardigan sweater with school logo
Black belt	Black belt
Black lacesless shoes (velcro or slip-on, rubber soles preferred, sneakers permitted)	Black lacesless shoes (velcro or slip-on, rubber soles preferred, sneakers permitted)
Black or navy blue socks	Black or blue navy socks

Lateness

When students arrive late for school they miss valuable education time and disrupt the educational process for others. Excessive lateness will result in mandatory family meetings. When students arrive late they should go to the Main Office to sign-in before proceeding to their classroom. The School policy is three tardy arrivals equal one unexcused absence.

Early Dismissal Policy

Unless a parent or guardian has contacted the School in advance and provided a signed note to the School explaining the situation, and the School has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out in the Main Office before removing the student from the school grounds. Students will not be dismissed unless the parent or guardian has physically come to the Main Office. In order to minimize disruption for teachers and students, we ask that notification regarding early dismissals be made as far in advance as possible but not later than 7:45 AM on the day of the early dismissal. We also ask that all doctor and dentist appointments be limited to non-school hours.

Search and Seizure

For the safety of students and everyone in the BOLD community, school property that is assigned to students, including lockers, coat racks, cubbies, and desks, remain the property of the school. Students, therefore, have no expectation of privacy in these areas. School

authorities will make an individual search of a student’s bag, desk, cubbies, lockers and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the Executive Director or his/her designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from students’ desks, bag, backpack, cubbies, lockers and person by school authorities.

Gun-Free Schools Act

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

“Firearm” as used in this law is defined by 18 USC§ 921(a), and includes firearms and explosives.

Procedures and Due Process for Short-Term Suspension

A short-term suspension refers to the removal of a student from BOLD for disciplinary reasons for a period of up to ten (10) days. This includes in-school suspension.

The Executive Director may impose a short-term suspension and shall follow due process procedures consistent with applicable federal case law. Before imposing a short-term suspension, the Executive Director shall notify the student orally of the charges against him or her. If the student denies the misconduct, the Executive Director must provide an explanation of the evidence against the student. The student shall be given an opportunity to deny or explain the charges against him/her that led to the suspension. The Executive Director shall immediately notify the parent(s) or guardian(s) in writing that the student may be suspended from school. The written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent(s) or guardian(s). Notification also shall be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

The notice shall provide a description of the incident for which suspension is proposed and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the Executive Director. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). At the conference, the parent(s) or guardian(s) of the student and the student shall have the opportunity to present the student’s version of the incident and to ask questions of complaining witnesses under such procedures as the Executive Director may establish. The notice and opportunity for

an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

An appeal of the decision of the Executive Director may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the Executive Director's decision, unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board may be appealed to the School's authorizer.

Procedures and Due Process for Long-Term Suspensions or Expulsion

A long-term suspension refers to the removal of a student from BOLD for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's actions warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case law, will be followed:

- The student shall be immediately removed from the class or the school as needed;
- The student will be informed of the charges against him/her as well as the evidence for those charges; where applicable, the student will have the opportunity to explain his/her version of events;
- The Executive Director shall immediately notify the parent(s) or guardian(s) of the student, in person or on the phone;
- The Executive Director shall provide written notice that the school is going to commence a disciplinary hearing to the student and his or her parent(s) or guardian(s) by personal delivery or express mail delivery as soon as possible to the last known address of the parent(s) or guardian(s). Such notice shall provide a description of the incident which resulted in the suspension and shall state that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion.
 - The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English.
 - The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The School will set a date, time, and place for the formal hearing, which shall be set forth in the written notice described above.

- An audio transcript of the formal hearing will be created and made available to all parties upon request.

The Executive Director, or his/her designee, shall serve as hearing officer and preside over the hearing. The hearing officer's report shall be advisory only and the Executive Director may accept or reject all or part of it. A written decision will be issued within five (5) school days after the formal hearing to the student and his/her parent(s) or guardian(s).

An appeal from the written decision may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the written decision, unless the parent(s) or guardian(s) can show that extraordinary circumstances precluded them from doing so. The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. Final decisions of the Board of Trustees may be appealed to the School's authorizer.

Provision of Instruction During Removal

BOLD will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general curriculum of BOLD. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Instruction will take place in one of the following locations: the student's home or a suspension room at a BOLD facility. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as set forth in Section 2854(3)(a-1) of the New York State Education Law.

Discipline for Students with Disabilities

General

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

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

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

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

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

BOLD will ensure that the Director of Student Support and/or the general classroom teacher will attend all meetings regarding their students initiated by the committee on special education from the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal

The school will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300. 531.

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

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

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

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent or guardians of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) 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 student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the student 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 or guardian and school agree otherwise.

Students with a 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities.

When addressing discipline for students with disabilities, including students with 504 plans or those who are "presumed to have a disability," BOLD will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

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

Dignity for All Students Act Policy

BOLD is committed to providing a safe and productive learning environment in which all students are treated with respect and dignity. In accordance with New York State’s Dignity for All Students Act (“DASA”), BOLD will promptly address all incidents of harassment and/or discrimination of or by any student enrolled at the school. This includes bullying, taunting or intimidation in all their myriad forms.

“*Harassment*” and “bullying” shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

No student shall be subjected to harassment by employees or students on school property or at a school function. Additionally, no student shall be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

Further, the school reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct:

- Affects the educative process;
- Endangers the health and safety of BOLD students within the educational system; or
- Is reasonably believed to pose a danger to the health and safety of school students within the educational system.

This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)

BOLD has designated the Executive Director to serve as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

All BOLD staff members are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member, the DAC, or to the Executive Director. A staff member who witnesses harassment or who receives a report of harassment shall inform the Executive Director. The Executive Director shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority (i.e, the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

BOLD prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

III. In the Classroom

The School is committed to helping all of our students achieve academic and personal excellence. Below are certain expectations that we have created to ensure success.

Attendance Policy

It should go without saying that students can only be successful if they are present and prepared in school every day. At the School, excessive absences severely disrupt the educational

process. If a student is absent with or without an excuse for more than 10 days of the school year, the student may have to repeat his/her current grade.

Parents and guardians are expected to call the School as early as possible, but by no later than 7:30 AM, if their child will not be attending school for any reason. Earlier, written permission is both welcomed and appreciated. Calls should be made as far in advance as possible and can be left on the School's main voicemail if necessary. If a student is not in class and the School has not been notified, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please leave or list your child's name, your relationship to the child, the day(s) on which the child will be absent and the reason for the absence. All questions regarding student attendance and attendance records should be directed to the School's main office.

A student is considered absent with excuse when the student's family has contacted the School regarding student illness, family emergency or religious observance. All other absences will be considered unexcused, including but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the School with a satisfactory reason. Work will not be provided in advance of unexcused absences and may not be provided even in advance of excused absences. Any class work, homework, projects, quizzes, or exams missed during unexcused absences will be counted as a zero and cannot be made up. If notification of the reason for an absence has not been provided in advance, a student returning from an absence is required to bring, on the day of his/her return or immediately afterwards, a signed note from his or her parent or guardian explaining in detail the reason for the absence. If the student made a medical visit, a note from his or her doctor is required. Since repeated absences means missing class, and missing class affects academic achievement and part of a student's grade is based on his or her performance in class, excessive absences will result in lower class grades. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for the first five days of school, or five consecutive days or more during the school year, and there has been no successful contact between the family and the School to explain his or her absence, that student will lose his or her seat at the School and will be considered dis-enrolled from the school.

Homework

Homework is sent home so that students can practice the skills that were acquired during the day. Students will be assigned homework every night, and a major focus of homework will be nightly reading. A student is expected to complete all of his or her assigned homework on time every day. A family member must sign off that the work has been completed. Students will be assigned homework in all core content areas. Students who fail to satisfactorily complete their homework will be provided with written notification that must be signed by a parent and

returned to the classroom teacher no later than the the next day. If a student misses three or more assignments in a two-week period, the parent/guardian must meet with a member of the School leadership team.

Assessments

Time for teaching and learning is extremely valuable and there is no time to waste teaching material that students already know. Therefore, our students will be assessed often so that our teachers can tailor instruction and provide academically rich lessons that will promote sustained growth. Students will be assessed in Reading, Writing, Mathematics, and Science on a regular basis, both informally and formally. Information about assessments will be communicated to families. Assessments are always shared at family conferences but family members can make appointments to review assessment data at any time.

Report Cards and Family Progress Conferences

We believe in transparency to the greatest extent possible to ensure families are actively involved in the educational process. Therefore, report cards and family conferences will take place on a quarterly basis. Attendance is mandatory and if parents/guardians are unable to attend a scheduled conference they should speak with the classroom teacher to arrange a time convenient for both the family and the school. The family conference schedule will be communicated to families at the beginning of every school year.

Promotion and Retention

We are fully committed to meeting every student's academic needs and finding the best fit for them, including supports and appropriate challenges. Sometimes, the school's leadership team will recommend moving a student to another grade to ensure that they are engaged and challenged by the material, or they may require that your student repeat the current grade to ensure they have fully mastered the material. All promotion and retention decisions are made on a case by case basis, and consider academic progress, homework, and school culture data.

IV. Essential School & Student Procedures

Arrival

- Students are to enter the school building through the main entrance and will be
- greeted by a staff member.
- Arrival time is between 7:30 AM – 7:55 AM
- Any student arriving after 7:55 AM will be marked late.

Snack

Students will have snack each day. Healthy snacks will be provided for students. The School believes in teaching our students to live a healthy life including making healthy eating decisions. Families may choose to send a snack with their child but it is not necessary. Please do not send unhealthy snacks such as candy, soda or other sugary items.

Lunch and Recess

Students will be provided with a healthy, catered lunch each day. The Director of School Culture will oversee recess. Weather permitting, recess will take place at Colgate Close Park, adjacent to the school building.

The School will provide a free breakfast and lunch to all students, regardless of a family's eligibility to participate in the National School Lunch Program. However, in order for the School to seek at least partial reimbursement, each family will be asked to complete an eligibility application. We urge families—regardless of whether they think will officially qualify—to return the form, as very important school funding decisions are made by the state depending on the totality of responses.

Dismissal

Dismissal is at 3:45 PM on Monday, Tuesday, Thursday, and Friday. Dismissal is at 1 PM on Wednesdays.

- Students not receiving bus service, will be dismissed from their classroom each day. Our Director of Operations will open the school doors at the appropriate time and
- parents may walk to their child's classroom.
- Families or other authorized individuals are required to present photo identification when picking up a student.
- The parent/guardian or an adult on the pick-up list must sign out all students.
- Under no circumstances are students permitted to walk home on their own or be released to someone who is not listed in the child's records.
- All students are to be picked up promptly.

Classroom Behavior and Expectations

BOLD Charter School seeks to instill in our students a love of learning. All students have a right to learn and socialize in a safe environment. Bullying, name-calling and other intimidating behaviors will, under no circumstances, be tolerated. During class there are certain necessary behaviors that must be in place in order for effective learning to take place. These include:

- **Listen, Contribute, and Think About Others:** Students are expected to listen to their teacher and other classmates at all times. Learning cannot take place when students are not actively participating. Therefore, everyone is encouraged to contribute; we value the input of all of our students. Students should always track the person speaking.
- **Raising Hands:** Students should know that if they would like to participate in class discussions, they should raise their hands to offer a question or comment. Students are not permitted to call out of turn.
- **Eating:** Eating is only permitted during snack time and/or lunch. In an effort to promote nutritional awareness, soda, and candy are not permitted in school.
- **Gum Chewing:** Gum chewing is not allowed in school.
- **Bathroom Procedures:** There are times during the day when students are permitted to use the restroom such as breakfast, lunch and breaks. If students have an emergency they will always be permitted to leave the classroom to use the restroom.

V. School Environment

Communication

The School will communicate with families in multiple ways:

- Each week classroom teachers will send home a weekly homework calendar.
- Each month classroom teachers will send home a monthly newsletter.
- Our website www.boldschools.org will be updated often with school happenings.
- Please be sure to frequently check this site.
- Each month a newsletter will be sent home to keep parents informed about events and the latest news in our school.

School Closings

In the event of a school closing due to emergency or inclement weather conditions such as heavysnow, please listen to your local television or radio stations, or call 311 for relevant information regarding school cancellation. The School follows the same cancellation policies as the New York City Department of Education so if New York City public schools are closed for emergency or weather, so is the School.

Field Trips

The school's curriculum includes outside learning experiences and special school events. During these activities - which are a privilege and not a right - it is important for all students to be responsible for their behavior since the site of the activity or event is a

temporary extension of the School. A permission slip that allows students to leave the building on field trips will be sent at the beginning of each school year. This slip must be signed and returned or students will not be permitted to leave the building. Families will always be notified before a field trip. If parents/guardians or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to the teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school provided transportation. The use of portable electronic devices is prohibited on field trips unless the staff chaperones indicate otherwise.

VI. Health, Safety, And Security

There are a number of basic requirements that the School has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the School—teaching and learning—can take place.

Medical Records and Health Services

The School provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately. If a student requires medication of any kind (including Tylenol, or asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the nurse or Main Office. The parent/guardian of any student who is required to carry an asthma inhaler must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept in the nurse's office. The School abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school. Parent(s) or guardian(s) must present documentation showing that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirements should submit their request in writing to the school nurse or Main Office.

School Safety

For the protection of our students and staff, we have installed a comprehensive security system that includes a video door entry system.

Visitors to the School

The School encourages parent(s)/guardian(s) and other members of the school community to visit the School's classrooms to observe the work of students, teachers and other staff.

The Executive Director is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors of the school:

- Anyone who is not a regular staff member or student of the School will be considered a “visitor.”
- All visitors to the School must present photo ID and sign in at the front desk. Visitors will be given a pass that must be kept with them at all times.
- Teachers are not permitted to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the Executive Director.
- Unauthorized persons will be asked to leave the building. NYPD will be called if the situation warrants.
- All visitors are required to abide by the rules for public conduct on school property.
- The School is committed to providing an orderly, respectful environment; therefore, it is necessary to regulate public conduct on school property and at school functions.

VII. Emergencies

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person.

Fire Safety and Evacuation Procedures

Please note that some procedures may change once the school year has officially begun. Students will be notified of and trained if there are any significant changes. In case of an emergency, if a student or staff member sees fire or smells smoke, he or she should close the door. Upon hearing an alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will lead students outside the building to the designated locations where school staff will line up students by class and take attendance. Frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate the School, before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day—school staff and students will evacuate according to the school’s evacuation plan. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site. After staff takes attendance, should conditions permit, all students will return promptly to the school.

VIII. Transportation

Student transportation will be provided by the Office of Pupil Transportation (OPT). The table below shows how the Office of Pupil Transportation (OPT) determines student eligibility for busing and MetroCards. Eligibility is based on grade level and the distance between the student’s residence and the school. Please note eligibility is not determined by BOLD.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Kindergarten	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 1	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 3	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 4	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 5	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

Criteria for Busing Eligibility

- The student must be eligible for full fare transportation as shown in the chart above.
- The student’s residence must be in the same borough as the school – the Bronx.
- Students MUST use the same stop in the morning and the afternoon.

Bus Conduct

For the safety of all children on the bus, it is essential that parents/guardians advise their students to follow all bus expectations. Misconduct on the bus can and will lead to disciplinary action.

- All children must be seated on the bus at all times, with a seat belt fastened.
- Children are not permitted to lean out bus windows; hands and heads must be kept inside the bus at all times.
- Children should speak quietly on the bus and should not speak to the driver when the bus is in motion.

- Children should not throw objects inside the bus or out of the bus windows.
- No hitting, spitting, or fighting is allowed on the bus; no shoving is allowed when boarding or leaving the bus.
- Children shall board and leave the bus one at a time.

There are consequences for not meeting expectations aboard the bus depending on the severity of the student's actions. Consequences may include:

- Parent one-on-one meeting
- Suspension from the school bus for a set number of days
- Termination of busing rights
- Suspension or Expulsion from school

Busing FAQs

1. Which bus route has my child been assigned to?
 - You may get this information from the school or by calling OPT.
2. The school bus is late. Whom do I call?
 - Please contact OPT directly at 718-392-8855.
3. How can I change my child's method of transportation (e.g., switch from busing to a MetroCard)?
 - Please contact the main office at 646-701-7117 if you would like to change your child's type of transportation service. It will take approximately two weeks for the change to be honored. Please plan accordingly for that transition.

Criteria for MetroCard Eligibility

Full-Fare MetroCard

- Any student who is eligible for full fare transportation may be issued a full-fare student MetroCard if that student requests a card or if yellow bus transportation is not available for that student.
- Full fare MetroCards are valid on MTA subways and buses; students do not pay any fare
- Full fare MetroCards are only active on school days from 5:30am - 8:30pm.

Half-Fare MetroCard

- Students not eligible for full fare transportation may be issued a half-fare student MetroCard.

- A half fare student MetroCard allows an eligible student to travel to and from school and school-related activities on buses only and is only valid for three trips per day. After dipping the card in the fare box, students pay half the current fare.

Metro Cards FAQs

1. What if my student loses or misplaces their MetroCard?
 - A new card will be issued once the lost or stolen card is deactivated. Please contact the main office at 929-506-4369 if you need a replacement card or stop by during office hours. Replacement cards are ordered from OPT and will be available after three weeks.
2. Can parents use the student MetroCard?
 - The card is only for use by the student to whom it was issued. If you have additional questions about transportation services, please contact the Director of Operations.

IX. General School Information

Address & Contact Information:

1090 Close Ave. Bronx, NY 10472
Main Office: 929.506.4369

Leadership Team:

Andrew Foglia, Founder & Executive Director: afoglia@boldschools.org

Linnea Abeyta, Director of Operations: labeyta@boldschools.org

Leanna Dunsmore, Director of Curriculum & instruction: ldunsmore@boldschools.org

Kellie Grant-Riley, Director of Student Support: kgrantriley@boldschools.org

Will Hennep, Director of School Culture: whennep@boldschools.org

We are committed to establish and maintain an open and respectful line of communication between families and School staff, each of whom has their own cellular phone and email address. Families should contact staff directly by calling their cellular phones or emailing staff members. Staff email addresses use first initial and last name. For example: Joe Smith:

jsmith@boldschools.org. All calls and e-mails will be returned within 24 hours. If a family member wishes to speak with a staff member more immediately, the family member should report to the Main Office, which will facilitate the earliest possible contact.

Chain of Command

- The Executive Director is in charge of the building at all times;
- In the absence of the Executive Director, the Director of Operations is in charge of the school;
- In the absence of the Executive Director and the Director of Operations, the Director of Curriculum & Instruction is in charge of the school;
- In the absence of the Executive Director, Director of Operations, and Director of Curriculum & Instruction, the Director of Student Support will be in charge of the school.

School Website

Families should regularly check the school's website at www.boldschools.org for recent news, updates, and upcoming events. We encourage you to regularly view the school calendar on the website for an up to date list of events and school closings. In addition, we urge families to regularly check with their children (and in their book bags) to see if any notices have recently been distributed to bring home (including school newsletters). At the start of the school year, every student is given a specific folder to use to bring home letters and updates from the school.

Nondiscrimination Policy

BOLD Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with the Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to NCSH on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement.

The Family Educational Rights and Privacy Act (FERPA) Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are eighteen (18) years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- a. The right to inspect and review the student's education records within forty-five (45) days after the day BOLD Charter School ("BOLD" or the "School") receives a request for access.

Parents or eligible students should submit to the Main Office a written request that identifies the records they wish to inspect. The Registrar will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- b. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should submit a written request to the Head Administrator clearly identifying the part of the record they want changed, and specify why it should be changed. 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 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.

- c. The right to provide written consent before the School discloses personally identifiable information (PII) from 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) or a person serving on the BOLD Board of Trustees. A school official also may include a volunteer, contractor or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such

as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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 in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer; however, the School will make a reasonable attempt to notify the parent or eligible student of the records request.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by BOLD 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

Disclosures that BOLD may make without parental consent

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

BOLD may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other School officials, including teachers, whom the School determines to have legitimate educational interests. This includes contractors, consultants, volunteers,

or other parties to whom the School has outsourced institutional services or functions;

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer;
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf;
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released;
- To organizations conducting studies for or on behalf of the School, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction;
- To accrediting organizations to carry out their accrediting functions;
- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- To appropriate officials in connection with a health or safety emergency;
- Information the School has designated as “directory information”;
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when

such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement; and

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the National School Lunch Act or the Child Nutrition Act, under certain conditions.

FERPA Notice Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that BOLD Charter School (“BOLD” or the “School”), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, BOLD may disclose appropriately designated “directory information” without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow BOLD to include this type of information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs), such as BOLD, receiving assistance under the Elementary and Secondary Education Act of 1965, as amended to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.¹

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

BOLD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of member of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

If you do not want BOLD to disclose any or all of the types of information designated above as directory information from your child's education records without your prior written consent, you must notify the School in writing by the Friday of the third week of September.

Complaint Policy

General Procedure

Any parent/guardian who has a concern about a School policy, academic grade, discipline decision, or anything else, is encouraged to contact the appropriate staff member at BOLD Charter School ("BOLD" or the "School") by telephone or email. Parent/guardians can access a

staff director on the school’s website (boldschools.org) or in the main office. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact the Executive Director to discuss the matter further. Any individual or group may bring complaints or concerns of any kind to the Executive Director of the School. The Executive Director will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the Executive Director will respond either in writing, telephone, or in person depending on the circumstance. If the Executive Director is unable to resolve the complaint to the individual or group’s satisfaction, or if the complaint is about the Executive Director, the individual or group may bring their complaint to the BOLD Board of Trustees. The complaint may be presented to the Board in an open meeting, in written form, by letter or via email to Board@boldschools.org. The Board of Trustees shall investigate and respond to all complaints in a timely manner, and shall serve as the appeals body for any complaints that are not satisfactorily resolved.

Procedure for Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (“CSA”)) provides that any individual or group may bring a complaint directly to the BOLD Board of Trustees alleging a violation of the CSA, the School’s charter, or any other provision of law relating to the management or operation of BOLD. All such complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School’s charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than 30 days from receipt of the written complaint. Depending upon the circumstances, the Board’s first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to the School’s authorizer, the Board of Regents of the University of the State of New York (“Board of Regents”). The Board

of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed, and has the power and the duty to issue appropriate remedial orders involving any such complaint.

The process for bringing a complaint to the Board of Regents can be found here:

<http://www.p12.nysed.gov/psc/complaint.html>

The complaint may be submitted via email to the Board of Regents at

charterschools@nysed.gov, or by writing to the Board of Regents at the following address:

New York State Education Department
Charter School Office
89 Washington Avenue
Albany, NY 12234
(518) 474-1762