Family Handbook

2026-2027

Bold CHARTER SCHOOL

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 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 8:00 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 4:00 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 Team First 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.

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 safe and joyful learning for all students, Bold has three community norms that all members of the Bold community are expected to uphold: 1) respect, 2) active learning, and 3) best effort.

Community Norms: Respect, Active Learning, and Best Effort

All students deserve to learn in an environment that is safe, supportive, and inclusive. Our community norms are referred to daily to ensure that the Bold community is safe and joyful. 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.

Bold strives to teach 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. The school's focus on social-emotional development helps develop fundamental life skills, including:

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

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 they have been treated differently on any such basis should speak with the School Psychologist, who will apprise the Executive Director of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Disciplinary Actions

Bold CHARTER SCHOOL

Students who are found to have violated the school's community behavioral expectations and/or are disrupting the academic experience of other students may be subject to the following disciplinary responses:

- **Loss of Privileges:**
  Students may lose age- and grade-specific privileges (e.g., ability to transition between classrooms without an adult chaperone, keep personal cell phone on person during academic day) based on their actions. Families are notified via letter and email of a student's loss of privileges.

- **Non-Participation in a School Activity:**
  Students may lose the opportunity to participate in non-essential components of the school's program, including but not limited to field trips, afterschool programming, communal lunch, extracurricular activities, athletics, and enrichment activities, based on their actions. This is often implemented when a student's participation would be potentially unsafe for the greater school community given prior behavior. Families are notified via letter and email of non-participation.

- **Letter of Reprimand:**
  Students may receive a Letter of Reprimand based on their actions, including disrespectful conduct (verbal or physical), improper use of student technology or social media, and disrespecting educational authority. Students who engage in academic dishonesty will receive a Letter of Reprimand and a zero on the corresponding assignment/exam. In addition, receiving a Letter of Reprimand could affect students' participation grades. Letters of reprimand are shared via letter home and email.

- **Detention:**
  Students may be required to stay afterschool for purposeful reflection with school leaders the same day of a disciplinary infraction. This additional time on campus, approximately 30-45 minutes, serves as an opportunity for the student to reset and recommit to the school's Code of Conduct. Families are notified via phone call and email of detention at least one hour prior to dismissal the day of detention.

- **Short-term In-School or Out-of-School Suspension**:
  A short-term suspension refers to the removal of a student from the Bold school community for disciplinary reasons for a period of up to ten days. This includes in-school and out-of-school suspension. Procedures for short-term suspensions are set forth below.

- **Long-term Out-of-School Suspension:**
  A long-term suspension refers to the removal of a student from the Bold school community for disciplinary reasons for a period of more than ten days. Procedures for long-term out-of-school suspensions are set forth below.

- **Expulsion**: Expulsion refers to the permanent removal of a student from school for disciplinary reasons. Procedures for expulsion are set forth below.

<u>Code of Conduct</u>

1: General

At Bold, we want to ensure that there is a fair and consistent Code of Conduct 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 of Conduct.

Bold CHARTER SCHOOL

Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct 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, whether remote or in person, and/or on school grounds;
- Participating in a school-sponsored activity, whether remotely or in person;
- Walking to or from school or a school-sponsored event;
- Walking to or from, waiting for, or riding on school-provided or district-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-related disciplinary offenses may also include misconduct outside the school, including texting, e-mailing and/or activity on social media, when such behavior can be demonstrated to negatively affect the school learning environment or to endanger the school community.

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 behavior and the circumstances/context in which the behavior occurred;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents/guardians, teachers and/or others, as appropriate;
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and/or 504 Plan, if applicable;
- The student's attitude; and
- Other relevant factors.

When a student does not meet behavioral expectations and a violation of the Bold Code of Conduct has occurred, clear and consistent disciplinary action will ensue, and other consequences as further described below.

When required, school administration will contact law enforcement authorities.

2: Infraction Levels

The following chart of infractions is not exhaustive but provides examples of violations of the Code that may result in disciplinary consequences. The chart may be modified from time to time or supplemented by Bold upon advance notice to students and families.

Level 1 Infractions	Possible Responses, Interventions, and Consequences
• Engaging in minor disruptive or disrespectful behavior (including inappropriate noise level and horseplay) • Failing to follow directions • Arriving late to school or class, or violating the school's attendance policy	• Verbal or nonverbal warnings by school staff • Reminders about appropriate behavior and the task at hand • Loss of privileges

• Violating the dress code • Littering on school grounds or causing minor damage to school property • Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times • Being unprepared for class (which includes but is not limited to failing to complete homework) • Failing to obtain required signatures on assignments or documents as requested	• Letter of Reprimand • Detention

Level 2 Infractions	Possible Responses, Interventions, and Consequences
• Repeated Level 1 Infractions • Using school equipment (e.g., computers, tablets) without permission, improperly, or in an inappropriate manner • Unauthorized possession or use of a cell phone • Bullying, verbally or physically, and/or disrespecting a fellow student whether in person or through the use of the Internet, social media, or other technology, by teasing, harassing, name-calling, being rude, mocking, taunting, or engaging in a similar behavior • Bullying, verbally or physically, and/or disrespecting faculty, staff, other Bold community members, or other adults, whether in person or through the use of the Internet, social media, or other technology, by being rude, disobeying instructions, refusing to accept a consequence, or engaging in a similar behavior • Disrupting class or the educational process (which includes but is not limited to making excessive noise in class, failing to participate, refusing to work with partners, play fighting) • Leaving class, a school-related activity, or the school premises without the school's authorization • Posting, viewing, or distributing inappropriate or offensive materials	• A conversation with the Executive Director, Managing Director of Schools, or a school administrator • Meeting with Bold staff, the student, and a parent or guardian • A verbal or written apology to the community • Community service • Loss of privileges • Nonparticipation in a school activity • Letter of Reprimand • Detention • Short-term in-school or out-of-school suspension

Level 3 Infractions	Possible Responses, Interventions, and Consequences
• Repeated Level 2 Infractions • Disrespecting, bullying and/or harassing a fellow student, faculty, staff, or other Bold community member, whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures • Blatant and repeated disrespect for school policies, community, or culture • Misusing school technology • Forgery (e.g., signing on behalf of a parent or guardian)	• A conversation with the Executive Director, Managing Director of Schools, or a school administrator • Meeting with Bold staff, the student, and a parent or guardian • A verbal or written apology to the community • Community service • Loss of privileges • Nonparticipation in a school activity

• Lying or providing false or misleading information to school personnel • Engaging in academic dishonesty, which includes but is not limited to cheating, plagiarizing, or copying another's work, or colluding or engaging in fraudulent collaboration (e.g., use of ChatGPT) • Tampering with school records, documents, or materials • Falsely activating a fire alarm or other disaster alarm • Making threats of any kind whether in person or through the use of the Internet, social media, or any other technology • Vandalizing or misusing school property or property belonging to any member of the Bold community (which includes but is not limited to writing on desks, writing on school books, damaging property) • Stealing or knowingly possessing property belonging to another person without proper authorization • Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects • Engaging in physically aggressive behavior	• Letter of Reprimand • Detention • Short-term in-school or out-of-school suspension • Long-term out-of-school suspension • Expulsion

Level 4 Infractions	**Possible Responses, Interventions, and Consequences**
• Repeated Level 3 Infractions • Setting/starting or attempting to set/start a fire • Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs) (NOTE: Bold will consult with the NYPD Gang Unit to determine if the behavior is gang-related) • Destroying or attempting to destroy school property or property belonging to any member of the Bold community • Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including but not limited to sexual harassment, sexual misconduct, and physical or sexual assault • Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the Bold community • Using social media, technology, or any web-based tool to impersonate, create false profiles or personalities, access systems without authorization (hack), or engage in similar deceitful behaviors • Threatening violence or harm (including by claiming to possess a weapon or making a bomb threat) • Engaging in behavior that creates a substantial risk of injury or results in the injury or assault of any member of the Bold community • Gambling in school or on Bold technology • Possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, e-cigarettes, and vaping), or illegal or controlled substances	• Meeting with Bold staff, the student, and a parent or guardian • Nonparticipation in a school activity • Short-term in-school or out-of-school suspension • Long-term out-of-school suspension • Expulsion

• Participating in an incident of group violence • Possession or use of hazardous material, pepper spray or mace • Possession or use of a weapon, firearm, dangerous object	

Search and Seizure

For the safety of students and everyone in the Bold community, school property that is assigned to students, including lockers, 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, backpack, desk, cubbies, locker 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 a student's desk, bag, backpack, cubby, locker and person by school authorities.

Gun-Free Schools Act Policy

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

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

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

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

Procedures and Due Process for Suspensions and Expulsions

1: Procedures and Due Process for Short-Term Suspensions

A short-term suspension refers to the removal of a student from the Bold school community for disciplinary reasons for a period of up to ten (10) days. This includes in-school and out-of-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 them. 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 them that led to the suspension. The Executive Director shall immediately notify the parent(s) or guardian(s) in writing that the student will 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 to impose a short-term suspension may be made to the Bold 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 via email to board@boldschools.org or by letter sent to:

Bold Board of Trustees
Bold Charter School
1909 Daly Ave
Bronx, NY 10460

The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board of Trustees may be appealed to the school's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue, Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

2: Procedures and Due Process for Long-Term Suspensions or Expulsion
A long-term suspension refers to the removal of a student from the Bold school community 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.

Upon determining that a student's actions warrant 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 shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain their 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 their 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 recording 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. When the Executive Director does not serve as hearing officer, the designated hearing officer shall provide a report to the Executive Director which 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 their parent(s) or guardian(s).

An appeal from the written decision may be made to the Bold 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 via email to board@boldschools.org or by letter sent to:

Bold Board of Trustees
Bold Charter School
1909 Daly Ave
Bronx, NY 10460

The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board of Trustees may be appealed to the school's authorizer:

New York State Education Department
Charter School Office
89 Washington Avenue, Room 5N Mezzanine
Albany, NY 12234
(518) 474-1762

3: 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 at Bold. 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

1: General
In addition to the disciplinary 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 C.F.R. § 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 disabilities including the name of the student, a description of the relevant behavior, 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 Strive: Special Education and the general classroom teacher will attend all meetings regarding their students initiated by the CSE of 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, annual reviews, or Manifestation Determination Reviews (MDRs), among other things.

2: Provision of Services During Removal
Bold will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 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 instruction, 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 student to progress appropriately in the general curriculum and in achieving the goals of their IEP. In these cases, school personnel, in consultation with the student'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 their 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 C.F.R. § 300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the

general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

3: Additional Due Process (MDR)
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(s) or guardian(s) of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 C.F.R. § 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 student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was a manifestation of their disability, the student will be permitted to return to school immediately, in lieu of beginning or completing the period of suspension, except as provided in 34 C.F.R. § 300.530(g); a functional behavioral assessment (FBA) must be conducted (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and a BIP must be implemented for the student, or the existing BIP must be reviewed and modified as necessary to address the behavior. If it is determined that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 C.F.R. § 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 an interim alternative educational setting or a manifestation determination by appealing the decision. If a parent or guardian requests a hearing to challenge an interim alternative educational setting or a manifestation determination, the student must 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 resulting in a disciplinary change in placement that would exceed ten (10) consecutive school days, including a disciplinary change in placement relating to drug, weapon, controlled substance and/or serious bodily injury offenses, whichever occurs first, unless the parent or guardian and the school agree otherwise.

4: Students with a Section 504 Plan and "Deemed to Know" Students
With regard to disciplinary actions, including suspension or expulsion, the rights of charter school students with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504) are essentially the same as the rights of other charter school students with disabilities under the Individuals with Disabilities Education Act, as described above, with minor differences in procedures depending upon the governing law and regulations. However, for a student who receives Section 504 accommodations, the school's Section 504 team, rather than the CSE of the student's district of residence, is responsible for conducting the manifestation determination review in connection with any significant disciplinary change in placement, in accordance with the requirements of Section 504.

A student who has not been determined to be eligible for special education and related services is entitled to all of the protections provided under federal law for students with disabilities if, before the behavior that led to the disciplinary action occurred, the school is "deemed to have knowledge" that the student was a student with a disability, in accordance with 34 C.F.R. § 300.534.

When addressing discipline for students with disabilities, including students with Section 504 plans or those students for whom the school is "deemed to have knowledge," Bold will comply with applicable legal requirements governing the discipline of a student for misconduct.

5: Compliance with the Child Find Requirements of IDEA

Bold will comply with the federal Child Find requirements (34 C.F.R. § 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

1: General
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.

2: Policy Definitions

- "*School property*" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

- "*School function*" means a school-sponsored extra-curricular event or activity.

- "*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.

- "*Cyberbullying*" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

3: Students' Rights
No student shall be subjected to harassment or bullying, including cyberbullying, 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.

Bold's Discipline Policy and Code of Conduct prohibits harassment and bullying, and students who engage in such behavior will be disciplined as set forth in the Code of Conduct. Further, the school reserves the right to discipline

students, consistent with our Code of Conduct, who engage in harassment or bullying 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 or bullying 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.

4: Dignity Act Coordinator (DAC)
Bold has designated the school psychologist on each campus 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 name and contact information for each DAC is posted on the school's website and is as follows:
Martina Dwomoh, mdwomoh@boldschools.org, 929-506-4369
Zach Biedermann, zbiedermann@boldschools.org, 929-506-4369

The DAC will be accessible to students and other employees for consultation and advice.

5: DASA at Bold
Through Bold's daily advisory programming, students learn about the components and characteristics of bullying, harassment, and discrimination, as well as ways to self-advocate or make a report. The student-facing lessons are tailored appropriately to grade-level.

The objective of Bold's overall advisory program, which is aligned with NYS social emotional learning benchmarks, is for students to develop, build, and implement the following three NYS social emotional learning benchmarks: 1) young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency; 2) young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging; and 3) young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

6: Reporting and Investigating
All Bold staff members are responsible for reporting harassment, bullying or discrimination of which they have been made aware to their immediate supervisor. Any student who believes that they are being subjected to harassment, bullying or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination to any staff member, the DAC, or to the Executive Director. A staff member who witnesses harassment, bullying or discrimination, or who receives an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Executive Director not later than one school day after witnessing, or receiving a report of, such acts and shall file a written report with the Executive Director not later than two school days after making such oral report.

The Executive Director shall promptly lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, shall ensure the investigation is completed in a timely manner, and shall take appropriate action including, as necessary, referral to the next level of supervisory authority (e.g., the Board of Trustees) and/or other

official designated by the Board to investigate allegations of harassment, bullying or discrimination. When an investigation reveals any such verified harassment, bullying or discrimination, the school will take prompt actions that are reasonably calculated to: end the harassment, bullying or discrimination; eliminate any hostile environment; create a more positive school culture and climate; and prevent recurrence of the behavior. Any such actions shall be consistent with Bold's Code of Conduct, which assesses the seriousness of student behavior and assigns an appropriate response, intervention, or consequence. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying or discrimination has not resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

The Executive Director shall provide a report on data and trends related to harassment, bullying and/or discrimination to the Board of Trustees at least once during each school year.

Material incidents of harassment, bullying and/or discrimination will be reported to the State Education Department as required by law.

The Executive Director shall promptly notify law enforcement authorities when the Executive Director believes that any harassment, bullying or discrimination constitutes criminal conduct.

7: No Retaliation
Bold prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who report or participate in the investigation of allegations of harassment, bullying or discrimination. 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.

8: Distribution of Policy
Bold shall distribute a written or electronic copy of this Policy to all employees, students, and parents/guardians at least once during every school year.

School Policies

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 educationalprocess. 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 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 educatinal 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.

Arrival

- Students are to enter the school building through the main entrance and will be greeted by a staff member

- Arrival time is between 8:00 AM – 8:15 AM
- Any student arriving after 8:15 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 4:00 PM on Monday, Tuesday, Wednesday, Thursday, and Friday.

- 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:

1. **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.
2. **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.
3. **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.
4. **Gum Chewing:** Gum chewing is not allowed in school.
5. **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.

Bold CHARTER SCHOOL

Communication

School Environment

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.

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.

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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.

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.

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.

Bold CHARTER SCHOOL

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 studnets 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.

General School Information

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 34 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.