

Beginning with Children Charter School 2 Student and Family Handbook

2016-2017

At Beginning with Children Charter School 2, families, educators, and community members join to create a learning environment that fosters high academic achievement which exceeds the New York State Learning Standards. An enriched curriculum and dynamic partnerships between the school, families and community enable all students to become life-long learners and active citizens who value kindness and respect.

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Beginning with Children Charter School 2 Calendar for 2016-2017

Tuesday, September 6, 2016	First Day of School- Pre K & Kindergarten Only ½ Day – 12 PM Dismissal
Wednesday, September 7, 2016	First Day of School – 1 st – 8 th Grades
Monday, September 12, 2016	Eid al-Adha – School Closed
Monday, October 3 -Tuesday, October 4, 2016	Rosh Hashanah – School Closed
Monday, October 10 -Wednesday 12, 2016	School Closed Columbus Day, Staff Development, Yom Kippur
Tuesday, November 8, 2016	Election Day – School Closed Staff Development
Friday, November 11, 2016	Veterans Day – School Closed
Wednesday, November 16 -Thursday, November 17, 2016	Parent Teacher Conferences
Wednesday, November 23 – Friday, November 25 th , 2016	Thanksgiving – School Closed Students return on November 28 th
Thursday, December 23 – Monday, January 2, 2016	Winter Recess- School Closed Students return on January 3 rd
Monday, January 16 th , 2016	Dr. Martin Luther King Jr Day- School Closed
Monday, February 3, 2016	Data Day-No school for
Monday, February 15 – Tuesday, February 16, 2016	Parent Teacher Conferences
Monday, February 20 -Friday, February 24, 2016	Mid-Winter Recess Students return on February 27 th
Friday, March 3, 2016	Staff Development – No School for Students
Tuesday, March 28 – Thursday, March 30, 2016	NYS ELA Exam (Grades 3-8)
Monday, April 10 – Tuesday, April 18, 2016	Spring Recess Students return on April 19 th
Tuesday, May 2 –Thursday, May 4, 2016	NYS Math Exam (Grades 3-8)
Wednesday, May 17 – Thursday, May 18, 2016	Parent Teacher Conferences
Wednesday, May, 24 – Friday, June 2, 2016	NYS Science Exam (Grades 4 & 8)
Monday, May 29, 2016	Memorial Day – School Closed Students return on May 30 th
Monday, June 5, 2016	NYS Science Written Exam (Grades 4 & 8)
Thursday, June 8 2016	Data Day- School Closed
Friday, June 23, 2016	Eighth Grade Graduation
Monday, June 26, 2016	Eid al-Fitr-School Closed
Tuesday, June 27, 2016	Eighth Grade Prom-School in Session
Wednesday, June 28, 2016	Last Day of School

Guiding Principles

At Beginning with Children Charter School 2 the principles that guide our instructional practices and our educational decisions are built upon our mission and reflect our commitment to our students, families, and community.

Rigorous Instruction

We utilize assessment-driven instruction to inform curricular decisions and set high expectations for student learning. Students develop the capacity to analyze content that is complex and personally challenging through a balance of direct and inquiry-based methods. As a result our students know and exceed grade level standards.

Differentiated Instruction

BWCCS 2 values and celebrates all learners. Teachers use a variety of ongoing assessments to understand their students. Teachers modify their instructional strategies to meet their specific learning needs so that students can reach their full potential. Through this we maximize student growth to ensure that they exceed grade level standards.

Learning as a Process

Instructional activities are geared toward helping students internalize the processes of writing, social and scientific inquiry, mathematical thinking and reading for meaning. How students learn is as important as what they learn. Students develop an understanding of themselves as learners as evidenced by asking clarifying questions, setting goals, developing plans, and reflecting on their learning.

Educating the Whole Child

BWCCS 2 offers an expansive core curriculum that includes the arts, physical education, and technology along with science, social studies, ELA and math. We provide multiple opportunities for students to express themselves as individuals. BWCCS 2 ensures a rich social and emotional environment that encourages a lifelong love of learning. Students exhibit productive and engaged joyful learning.

Developing Teacher Leaders

At BWCCS 2, we know that excellent teachers are lifelong learners. We have a variety of structures and opportunities for teachers to develop their craft. Teachers are classroom and community leaders and are encouraged to participate in essential planning and decision-making throughout the school. Through this teachers continuously grow professionally to improve instruction and model lifelong learning for students.

Families as Partners

Building strong relationships with families is an essential commitment at BWCCS 2. Families are a source of knowledge and expertise that we value and incorporate in every level of decision making. We take time to know families and are responsive to their needs. As a result, families have a sense of efficacy for their children and agency at the school.

Beginning with Children Charter School 2

BWCCS 2 maintains collaborations with a number of community partners in order to enhance and extend learning for students. These partnerships offer opportunities for learning inside the classroom and community at large. As a result, students gain an appreciation for learning beyond the classroom and develop an understanding of the richness of community and their own agency within it.

Required Forms

It is essential that the following forms (which are part of your registration packet), are returned fully completed by parents/guardians on or before the first day of school and given to the Office Manager:

- Application for Free and Reduced-Price School Meals; and
- Emergency Contact Information Form/Dismissal Instructions;
- Health forms (including Immunization information and Physical Exam results);
- Immunization Records
- Media Release Form;
- Medication Authorization Forms (if relevant).
- Photograph/Videotape Consent Form
- Student/Parent Handbook Signature Page

In addition, the following are required of new students:

- Parent/Guardian Home Language Identification Survey (HLIS);
- Residency Questionnaire
- Family Information and Ethnic Identification Form; and
- Student Academic Record Request Form (if the child attended another school).

Parents should notify the Main Office of any changes to information contained in the forms as soon as possible.

The following is a brief description of the purpose of some of the forms. Questions concerning any of the required forms should be directed to the Administrative Assistant at the main office.

Emergency Contact Information/Dismissal Instructions – This form provides the school with important contact information that enables the school to contact a student’s family for both emergency and non-emergency purposes. The form also provides the dismissal instructions for each student and lists individuals who are authorized to pick up students from school. We encourage you to include your email address as this is an excellent way for communication.

Student Health New Admission Examination Form – New York State law requires that all children enrolled in New York City schools have a complete health examination annually before the beginning of the school year. This form must be filled out by your child’s physician and returned prior to or on the first day of school. State law prohibits school participation of a child unless this form is on file at the school.

Application for Free and Reduced-Price School Meals – This form allows qualified families to participate in the National School Food program. This year you can fill the form out on line at nyc.applyforlunch.com. *All families must either fill the form out online or return a hard copy of the completed forms even if you do not qualify or expect to request qualification for Free or Reduced-Price meals. All forms must be submitted by the deadline.*

Medication Administration Form – Most medication may only be dispensed by the school nurse. The

DOE 504 form authorizes the school's nurse to administer medications to a child while in school. If your child must take medication during the school day, please send in this completed form with written directions (along with a Doctor's prescription) along with the medicine in the container it was dispensed in from the pharmacy. If your child has asthma or severe allergies and can self-administer medicine, you must submit a completed Medication Self Release Form (for asthma or epi-pen).

If a child needs special medication on a limited basis, please send in written directions with a doctor's prescription and the medicine in the container it was dispensed in from the pharmacy. The nurse will administer the medicine.

Please send a letter to your child's teacher if your child has any medical condition that might interfere with school work, behavior or safety during physical education, recess, or at any other time in the school day. We can only accommodate conditions of which we are aware.

Roles and Responsibilities

Beginning with Children Charter School 2 was founded by community members and the Beginning with Children Foundation (BwCF). Since Beginning with Children Charter School 2's inception, all members of the community have worked together to support the school and its individual students. The following is a brief discussion about the roles and responsibilities of that community:

The **Board of Trustees of Community Partnership Charter School Education Corporation** is legally and financially responsible for the school. The Board applied to the State of New York for the school's charter and is responsible for the long term success of the school. The Board is made up of parents, community members and representatives from BwCF. (A list of Board members can be found in the Appendix.) The Board hires the Principals and holds them accountable for the management of CPCS. Board of Trustee meetings are subject to the Open Meetings Law, which requires that the meetings be publicly posted and open to the public. Minutes from the meetings are posted on the school's website after they are approved and all meeting materials are public record. The Board also hears grievances that cannot be resolved at the Principal level.¹ The Board can be contacted at Board@bwccs2.org.

Beginning with Children Foundation (BwCF) helped start BWCCS 2 and is designated by the Board to provide educational management and other supports to the school. BwCF provides services in areas such as academic programming, data management and evaluation, business services, compliance, development, technology, community engagement and communications. . BwCF also provides enrichment opportunities to alumni through the Legacy Alumni Network. The Legacy Network serves as the catalyst for our student's continuing success in high school and college. The program provides mentoring, academic enrichment (by offering free preparatory classes for the Specialized High School Admissions Test (SHSAT), SAT's) and a supportive social network to help our graduates make the critical transition to high school, college, and career.

The Principal is responsible for all aspects of the school's management—from academics to fiscal issues. The Principal oversees all school matters pertaining to the faculty, students and the parents of their respective programs. These responsibilities include monitoring the academic progress of students, working closely with teachers and students' families, serving as a resource to parents and building partnerships within the community. The Principal is accountable to the Board of Trustees.

The **Leadership Team (LT)** is a group of staff members who is committed to supporting the vision and mission of BWCCS 2 by working with teachers, students and parents in order to ensure that annual goals are being met. The Leadership Team consists of the Principal, Academic Deans, Director of Operations and the Special Education Coordinator.

The **School Staff** are highly qualified educational professionals with expertise in elementary and middle school education whose goal is to nurture our students to become life-long learners. Together, they address the educational needs of students and work with parents, guardians and caregivers to create opportunities for students to be successful both within and outside the classroom.

The School **Social Worker** works closely with students and families in need of ongoing and/or emergency services.

The **Child Study Team** (CST) is a school-site team that works with families to implement a positive problem solving approach to help struggling students achieve success in their learning environment, at

¹ The school's Grievance Policy is set forth in Appendix A.

home and in the community. The CST typically consists of a BWCCS 2 Social Worker, Academic Dean, classroom teacher(s), the Principal, and the parent/guardian. A student's family, the classroom teacher, or other professional may convene the CST when a problem or concern is identified.

Parents, Guardians and Caregivers are an integral part of each child's school success and social development. BWCCS 2 views parents, guardians and caregivers as partners in our endeavor to educate and nurture the whole child. BWCCS 2 expects parents, guardians and caregivers to work with the school staff for each child's academic, social and emotional success. Parents, guardians and caregivers should know the school rules and the expectations for behavior in the classroom, school building and school bus.

The **Parent Teacher Organization** (PTO) is the parent and guardian organization at BwCCS2. The PTO seeks to build relationships between parents, guardians, teachers and the community. The PTO holds regular meetings and has a number of committees that parents and guardians may join. You may contact Ms. Glenda Santiago, PTO President, at 212-641-0942.

Communication at Beginning with Children Charter School 2

One of our goals is to make sure that you have all the necessary information to support your child's academic and social growth. We strongly encourage you to speak with your child's classroom teacher if you have a problem or concern.

Below are a number of ways that we will be communicating with you throughout the school year.

Homework Folder – Everyday your child will bring home school “mail” in a 2-pocket folder, which will contain communications from the school and/or your child's teacher. If you do not receive such a folder, please speak with your child's teacher or leave a message at the main office. Homework folders must be brought to the school every day.

Emergency School Closings - BWCCS 2 is closed whenever New York City public schools are closed due to inclement weather, a citywide emergency or other reasons. The school may close early if it snows heavily during the day or other weather conditions create an emergency. In such situations, parents will be notified by phone.

Emergencies or Injuries - In the event that a student is hurt, injured, or needs medical attention during the school day, the classroom teacher will contact the parents to inform them of the nature of the incident and consult with the parent about appropriate steps to take. In most cases, the student will be evaluated by the school nurse and treated appropriately. If greater medical attention is necessary, an ambulance will be called and the student will be taken to the hospital.

Website – The school calendar and other important information can be found on the school website. Visit www.BwCCS2.org for the latest pictures, updates and news from BwCCS2.

Email – All staff members at BWCCS 2 have email accounts. You can send email to a teacher by using the teacher's first initial of his/her first name followed by his/her last name @ BwCCS2.org. For example, Mr. Ogbahon's email is eogbahon@BwCCS2.org. In the event of an urgent situation, please contact the school's main office.

Phone Messages – Please leave any message for your child's teacher with the office staff. Teachers will return a parent's call as soon as possible. Changes in pick-up must be communicated to the office staff, who will inform your child's teacher.

Parent Portal – BwCCS2 has an online parent portal through the current data system, Illuminate. Families will be able to read school updates and check grades throughout the year. Updates on this will be sent periodically.

Auto-Dialer Messages – Throughout the year the school will use a School Messenger phone program that automatically leaves a message for every family on their phone. These messages are intended to get information out quickly about upcoming events, emergency situations or important reminders.

Parent-Teacher Conferences – Formal conferences between teachers and family members/parents/guardians are held several times during the school year. A member of the administrative staff or other school support staff may also attend these conferences. Additional conferences may be requested at any time during the school year. Family members are encouraged to share changes in family situations

or any new experiences that their child may have outside of school that may have an impact on how he/she performs in school.

Report Cards- Report cards are sent home four (4) times a year. These reports offer parents a clearer picture of their child. Families should expect report cards in November, January, March and June. Parents must come in person to pick up their child's last report card at the Parent Teacher Conference in June.

Assessment Letters – Throughout the year, your child will take a number of different assessments to help us monitor and support his/her academic progress. Below are some examples of the reports that we will share with you about his/her progress.

Running Record Results: These results help teachers track students' reading growth and identify areas where they may be struggling in decoding, fluency and comprehension. These results help teachers change their instructional approaches to support students and also provide important information to families if students are below or above grade level expectations.

Interim Assessment Results: Three times a year, students in the third through eighth take what we call Interim Assessments. These tests are sample state assessments and give us a sense of how they would perform if they were to take the real state test at that moment. Teachers use this information to focus on particular testing strategies or concepts with students prior to the state exam in April. Teachers also use these assessments to recommend after-school tutoring groups or mandatory Saturday Academy attendance.

Content Rubrics and Unit Tests: At the end of each unit and periodically throughout the year, students take tests to determine their skill on the concepts covered in the classroom. Teachers then examine this information to help them re-teach skills. The results from these tests also give families a sense of how their child is doing in different areas.

Intervention Notifications: Families are updated throughout the year regarding the school based academic programs students are enrolled in. Students are grouped for programs by the teachers and leadership team based on their assessment data. Their progress is tracked by the teachers and shared during parent teacher conferences and on the report cards.

Daily Expectations and Routines

Dress Code

Students at Beginning with Children Charter School 2 are expected to wear the following dress code:

Tops: white or pink shirts, blue, grey or pink sweaters and cardigans (with no writing)

Bottoms: Grey slacks, shorts, skirts (must be to the knee)

Footwear: Shoes or sneakers (no sandals or sneakers with lights)

Students not wearing the appropriate school dress code will be given a piece of necessary clothing to conform to the school dress code. Clothing borrowed from Beginning with Children Charter School 2 should be returned laundered to the school.

Hats may be worn to and from school but **MUST** be removed when students enter the school. Please label all clothing. Misplaced articles are kept in a lost and found bin located in the school office. Parents are welcome to sort through the bin for missing articles of clothing. Unclaimed items are donated to the Salvation Army periodically throughout the year.

Arrival

Drop off – Students may be dropped off starting at 7:50 a.m.

- Students should not arrive before this time because staff members are not available to properly supervise students.
- Breakfast is served between 7:50 and 8:15 a.m. If your child arrives to school after 8:15am they will not be served breakfast.

Start of the Day – **Students must be in their classrooms ready for the day to begin by 8:20 a.m. otherwise they will be marked late.**

Dismissal

Dismissal time is 4:00 p.m.

- Classes exit the building at the Heyward Street exit to get on the buses or where authorized adults may pick up students.
- Students who are taking the bus will be escorted to the bus line area, supervised by BWCCS 2 staff, who will escort students onto their assigned bus.

Children will only be released to individuals specified in the Dismissal Instruction Form. Any alternative pick-up arrangements (*i.e.*, play dates, sibling pick-up, etc.) must be made in writing and given to the child's teacher in the morning. **Alternatively, families should contact the main office by noon to inform the school of changes in pick up arrangements.**

Absences

Parents should notify the school's main office by 8:30 a.m. if a child will be absent. Please do not allow a child who has been ill to return to school until he or she is well enough to participate fully in the school day. If your child has had a fever, please do not allow him/her to return to school until at least 24 hours after the

temperature has returned to normal. A written notice stating the reason for the absence must accompany absences of two days or more.

Families of students who are absent and/or late more than five times in a month will meet with a member of the Leadership Team to discuss their attendance issue and develop a corrective plan to ensure punctual daily attendance.

Lateness

Students will be marked late if they are not in their classroom by 8:20 a.m. Children who enter the school after the beginning of the academic day must be signed in with BWCCS 2's Main Office.

Visitor and Volunteer Policy

BWCCS 2 has a Security Policy and a Code of Conduct that are enforced by the entire staff. All members of the school community are expected to adhere to school safety procedures. All visitors must show identification and sign in at the school's entrance and proceed directly to the main office. Visitors are not allowed to go directly to their destination without signing in and being escorted by a BWCCS 2 staff member. Smoking is absolutely prohibited in all buildings and on all school grounds.

Toy, Game and Electronics Policy

BWCCS 2 provides plenty of educational games and activities. Students should not bring toys, games, or other personal property to school that are not related to and required for their classes. If a child brings such items to school a staff member will take the item and a family member will need to come to school to pick it up. Student bicycles, skateboards, scooters, and roller blades are not allowed in the building.

E-Readers:

BWCCS 2 students are allowed to bring E-Readers to school. Please inform your child's teacher if you are sending your child to school with an E-Reader.

Cell Phones

Cell phones may not interfere with the learning environment at school and therefore must be turned off upon entering the school building. We require that **all** students place all cell phones in a bin in their classroom when they enter at the beginning of the day. The teacher will lock the bin in a closet for them until the end of the day. The phones will be distributed to students at the end of the day by their classroom teachers or by the supervising adult after school. If a child does not follow this procedure his/her phone will be taken away and a family member will have to come to the school to obtain it from the teacher.

Traditions at Beginning with Children Charter School 2

School Field Trips

School field trips are scheduled frequently throughout the year. Signed permission slips are required in order for your child to attend a field lab. Occasionally, children are asked to bring a bag lunch. We ask that you follow proper nutritional guidelines when packing a lunch. Students are expected to be dressed according to the BWCCS 2 dress code for all field labs. If a child is not wearing the proper attire, parents will be contacted.

Birthdays

Your child's birthday will be announced and celebrated in class at lunch or at the end of the day. If you wish to provide a treat to celebrate the occasion, please send in either cookies or cupcakes or fruit.

The Curriculum

BWCCS 2 is dedicated to providing its students with a rigorous academic curriculum that is experiential and addresses the learning process as well as the mastering of specific skills and content knowledge. The BWCCS 2 curriculum emphasizes a mastery of reading, writing, math, science and social studies. Music, movement, physical education, technology and art are also integral parts of the school's program. Basic skills are linked to analytical thinking and creative problem-solving through hands-on learning and real-world experiences. The instruction is centered on curricular materials that are relevant to students' lives and the community.

Reading, Writing & the Language Arts

BWCCS 2 employs a balanced approach to literacy using a workshop approach with authentic literature, highlighting social studies themes in reading. Students develop particular skills while working in small groups for guided reading and phonics instruction. In addition, students study vocabulary and practice their reading skills through read-alouds.

Writing is taught through a writer's workshop model, which focuses on both the writing process and the written product. Each month, students study a specific genre of writing such as fiction, memoir, narrative, or biography. Students write, revise and edit their work constantly. In the process, they learn about punctuation, grammar and mechanics. At the end of each writing cycle, teachers host a Writer's Celebration for friends and families during which students share a selected, final "published" work.

Mathematics

Math concepts are taught using a variety of methods. Teachers use *Math in Focus: Singapore Math* as the core material for exploratory instruction. They use manipulatives to help students make concrete connections with concepts that are taught. Students collect, sort, classify, graph, measure, predict, and interpret statistical information. In addition to pencil and paper drills, students work on projects that further their critical thinking and problem solving skills.

Science

Science also is taught as an experimental process, in which students learn to observe, infer, and experiment. Students actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills. Students learn to describe objects and events, ask questions, and construct and test their own explanations against current scientific knowledge. They also are taught to identify their assumptions, use critical and logical thinking, and consider alternative explanations.

Social Studies

The social studies curriculum is based on social, cultural and historical issues. From kindergarten, students focus on their history, their community's history and the history of communities around the world.

Music

Students learn to appreciate various musical forms and develop an understanding of how the rules and structure in music mirror those of language and mathematics.

Art

The visual arts program at BWCCS 2 teaches students to approach art making as another language with which to record their experiences and develop their expressive skills. The arts are integrated into other core subjects of the curriculum and classroom themes throughout the year.

Physical Education

The physical education curriculum focuses not only on the development of basic physical skills but also on nutrition, body awareness and safety in order to develop life-long physical fitness skills and healthy lifestyles.

Homework Policy

Homework provides an opportunity to extend learning from the classroom to the home and community. Homework helps students practice skills and apply them in different situations. There will be homework for each night of the week. In addition, all students are expected to read each night. Your child's teacher will send home specific details regarding at-home reading assignments. Students are expected to complete their homework independently. If you see that your child is having difficulty, parents may assist them, but should also send a note to the teacher letting her know what caused your child a problem.

Please follow the following rules for homework:

- All work must be labeled with name and the date.
- Student work should be kept clean and unwrinkled, and neatly and carefully written so that it is easy to read.
- Students should be sure to check over and edit work.
- When writing, students should use their own words.
- Students should always do their best.

Other content specific details regarding homework completion will be discussed during our Meet the Teachers event.

Every student at BWCCS 2 is expected to read every evening and keep a log, signed by their parents, about what they read. Students in grades K-2 should read with an adult.

Academic Support

Throughout the school day teachers assess students and develop teaching plans to support the individual needs of each student. In addition to this on-going, in-class support BWCCS 2 provides additional opportunities to address the needs of all learners.

Response to Intervention

A system by which students are grouped based on their academic ability to receive targeted, small group instruction in one or more subjects throughout the year at BWCCS 2. Students are taught by their classroom teacher or, in some cases, by another staff member. In all cases, the students' progress is monitored to ensure they are benefiting from the instruction.

Child Study Team (CST)

The Child Study Team is a group of BWCCS 2 staff members (including, but not limited to: Dean(s), teacher(s) and Social Worker) who meet to discuss a student's academic or social challenges and develop a plan of support. Teachers meet with families once the CST plan is developed to share the plan, make any additions, and to discuss the *at home* portion of the plan. Families can request a CST, if they have a particular concern, by contacting their child's teacher.

Special Needs at BWCCS 2

BWCCS 2 welcomes all learners and offers services to students who demonstrate academic difficulties as a result of a disability. Students are evaluated and deemed in need of services by the New York City Committee on Special Education receive an IEP which details the services entitled to that child. Services currently offered at BWCCS 2 are counseling, and integrated co-teaching. BWCCS 2 partners with the Department of Education and approved service agencies to provide Speech and Language Therapy, Occupational Therapy and Physical Therapy.

BWCCS 2 strongly recommends that any family concerned about their child's academic progress first request a Child Study Meeting to develop an individualized intervention plan for their child before requesting a Committee on Special Education evaluation.

Beginning with Children Charter School 2 Partnerships

BWCCS 2 maintains collaborations with a number of community and cultural partners. These partnerships offer opportunities for learning inside the classroom and in the community at large and include the following organizations:



**Beginning
with Children**

Beginning with Children Foundation (BwCF) – BwCF is the school's educational management organization and provides a variety of resources to the school level including academic, financial and staff support.

BWCCS 2 Code of Conduct and Discipline Policies

The BWCCS 2 Mission Statement encourages all members of the BWCCS 2 community to conduct themselves with kindness and respect. Our Code of Conduct and our Discipline Code reflect our Core Values: Respect, Excellence, Attentiveness, Critical Thinking, and Heart.

Our Code of Conduct states that all Students, staff, parents and community members are expected to:

- Speak and act honestly and openly, with kindness and respect for others;
- Support each other's learning and creativity;
- Solve problems cooperatively within the community;
- Take care of one another's property, including their own;
- Avoid reckless behavior, especially any that might endanger members in the school community; and
- Attend school regularly and be on time for classes and school events.

We at Beginning with Children Charter School 2 recognize that the best way for the community to support students to make safe, positive choices when handling conflicts, is to model the correct behavior. All members of the BWCCS 2 community are expected to be respectful in our interactions with each other. Families are encouraged to schedule a meeting with their child's classroom teacher in the event of a problem or disagreement. If the problem persists, the Dean or the Social Worker may contact the family. The Principal is ultimately responsible to resolve any issue that cannot be addressed by other staff members. If you wish to discuss a matter with the Principal, you should schedule an appointment with him through the Office Manager.

The following rules are posted throughout the school:

Always Do Your Best

- Be at school on time and ready to learn.
- Be responsible for your learning and support each other's learning.
- Show respect in the way you listen and speak.
- Move and act safely at all times.
- Take care of your property and the property of others.
- Take responsibility for your choices and actions.

Teachers remind students about these rules on a regular basis.

Student Responsibility

At Beginning with Children Charter School 2, we believe that disciplinary issues are learning opportunities for students. Our goal is to teach students to learn how to be responsible for the wellbeing of themselves and others, based on the following expectations:

- Students are respectful to all members of the community;
- Students take responsibility for their choices and actions;
- Students accept the rewards/consequences of their choices and actions;

- Students work to make amends for breaking school rules and any actions that contradict the school's discipline policies and core values;
- Students reflect on their experiences and learn lessons from poor choices or actions.

Conflict Resolution

The school's conflict resolution program is intended to support students as we teach them to deal with their own emotions and the emotions of others. We work to ensure that students have the necessary skills to solve conflicts in a nonviolent way. This approach to discipline helps students recognize that they have obligations to their own learning and the school community.

Discipline Policies

At BWCCS 2, consequences are designed to help students recognize negative behavior, teach them alternatives, and protect other members of the community from disruptions or danger. All discipline will take into account the history, specific context and severity of the negative behavior. Consequences will be applied fairly. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation:

- | | | |
|--------------------------|-------------------------|--------------------------|
| • Verbal Warning | • Taking Responsibility | • Loss of Privileges |
| • Time Out | • Office Referral | • In-school Suspension |
| • Parent Contact | • Parent Conference | • Suspension from School |
| • Lunch Detention | • Behavior Contract / | • Expulsion from School |
| • Public Acknowledgement | Tracking Sheets | |

In-School Suspension

BWCCS 2 may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the Principal and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised in one of the school offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership Team, before he or she can be dismissed.

Suspension and Expulsion

To create and maintain a safe, supportive, fair and reliable school community, the BWCCS 2 Principal will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established regardless of whether the suspension is in or out of school.

A short-term out of school suspension of three days or less may be imposed on any student who violates the BWCCS 2 community principles by:

- Deliberately inflicting minor physical injuries on other members of the school community;
- Deliberately creating danger to other members of the school community;

- Physical fighting;
- Repeatedly disrupting school or classroom activities;
- Repeatedly refusing to cooperate with teachers, volunteers or peers;
- Harassing, taunting or threatening students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Deliberately vandalizing or defacing school property;
- Minor theft;
- Inappropriate touching;
- Cheating on exams;
- Committing any act that the Principal reasonably concludes warrants a short-term suspension; or
- Use of profanity directed toward a member of the BWCCS 2 community.

Long-term suspension, of greater than three days, or expulsion may be imposed on any student who violates BWCCS 2 community principles by:

- Using or selling drugs, or alcohol, or any illegal substance on school premises;
- Bringing any kind of weapon to school including a knife, explosive or incendiary bomb, or other dangerous object which may cause physical injury or death;
- Major theft;
- Deliberately inflicting or attempting to inflict serious physical injuries on other members of the school community;
- Repeatedly harassing, or threatening with physical or sexual violence, students, staff or other members of the school community (Bullying);
- Cyber-bullying;
- Engaging in Gang/Group/Clique activities that are threatening or dangerous; or
- Committing any act that the Director reasonably concludes warrants a long-term suspension including any violation of any city, state, or federal law.

Short-term in school or out of school suspensions for up to three/five days are determined by the Principal based on the facts and circumstances of the situation. Students are informed verbally of any suspension, the reason or reasons for them and are given an opportunity to deny or explain the charges. If a student is suspended out of school up to three days, his or her parent/guardian will be contacted immediately in writing within 24 hours of the incident. Parents also will be contacted by telephone if the school has been provided with a correct contact telephone number. Parents can request an immediate informal conference to discuss the matter with the Principal. Arrangements also will be made to provide additional instruction to make up for missed schoolwork.

When determining whether a student's action warrants a long-term suspension, the Principal will verbally inform the student that he/she may be suspended and is being considered for a suspension and state the reasons for such actions. If possible, the student's parents/guardians will be immediately notified by phone. The parents/guardians will receive notice in writing within 24 hours of the suspension which will also inform them of their right to attend a formal hearing on the matter and be represented by counsel, question witnesses and present evidence.

A formal suspension hearing will be scheduled with reasonable consideration of the parents' /guardians' schedules. The Principal will personally hear and determine the proceeding or may, at her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report is advisory only; the Principal makes the final decision as to whether long-term suspension is warranted. That decision may be appealed in writing to the Board of Trustees.

Expulsion is appropriate for any student whose conduct constitutes a continuing danger to the physical well-being of other students and/or the staff. There is zero tolerance for bringing a gun or weapon to school. Expulsion also is warranted if a student has not responded to all other forms of discipline and support, including detention, suspension, and counseling. It may also apply to a student who fails to change problem behaviors that have led to multiple suspensions, such as continued and willful disobedience and/or open defiance of authority. The Principal or a designated hearing officer will hold a formal expulsion hearing similar to that described for long-term suspensions. Expulsion must be approved by the Board of Trustees, which also may hear a family's appeal of such a determination.

Discipline for Special Education Students

BWCCS 2's disciplinary policy for students with disabilities is in accordance, in all respects with the Individuals with Disabilities Education Act. In addition to the discipline procedures applicable to all students, students who's Individualized Education Plans (IEPs) include a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not 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 an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, BWCCS 2 will contact the CSE for reconsideration of the student's educational placement. Such a student will not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE.

BWCCS 2 will 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.

BWCCS 2 will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of 5 days.

Due Process

If discipline, which would constitute a change in placement, is contemplated for any student with an IEP, the following steps will be taken:

- (1) no later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability

and the behavior subject to the disciplinary action. If upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting (IAES) or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the IAES pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and BWCCS 2 agree otherwise.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, BWCCS 2 has a basis of knowledge in accordance with 34 CFR §300.257(b) that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Zero Tolerance for Weapons

There will be zero tolerance for any student who brings any kind of weapon to school. BWCCS 2 follows the federal Gun Free Schools Act. If a student brings a firearm (as defined by applicable federal law) to school, the student may be permanently expelled, and will in any event be suspended from attendance upon instruction for not less than one year. The minimum one year suspension may be reduced only for cause shown on a case by case basis, set forth in writing by the Principal.

Policy against Threatening, Harassing or Offensive Behavior including Bullying

It is the policy of the School to maintain a work and learning environment that is free of any threatening, harassing or offensive behavior. This includes sexual harassment and discriminatory actions based on race, color, gender, age, sexual orientation, religion, ethnic or national origin, disability, veterans' status, or any other protected status. This policy also prohibits any type of bullying. Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying may address another student's race, color, creed, ethnicity, appearance, national origin, academic achievements, citizenship/immigration status, economic status, religion, gender or gender identity, sexual orientation or disability or other factor.

Bullying can occur in four forms: physical, verbal, emotional or exclusion, and cyber-bullying. Examples of physical bullying are hitting, kicking, aggressive gestures, or any physical aggression. Examples of verbal bullying include teasing, name calling, graffiti, and put downs, threats or other behavior that deliberately hurts others' feelings or makes them feel bad. Examples of emotional or exclusion bullying are starting rumors, telling others not to be friends with someone or other actions that cause someone to be without friends. Finally, students can cyber-bully one another. Cyber bullying is using electronic device mediums such as, but not limited to, computers, cell phones, and pagers to bully others through methods such as posting comments, statements, or pictures on blogs or websites, text messaging, instant messaging, and email.

Bullying/Intimidating behaviors can include but are not limited to:

- Taunting;
- Name Calling;
- Rumor spreading;
- Making up stories to get other children in trouble;

- Telling other children not to be friends with a target child;
- Kicking, tripping, or pushing another child;
- Teasing other children and making remarks about their culture, religion, ethnicity, weight, physical appearance, disabilities, or medical conditions;
- Taking other children's possessions or demanding money from them;
- Damaging other children's property;
- Hiding other children's books, bag, or other property;
- Picking on other children when they are upset;
- Making threats to other children;
- Manipulating others to do things that they do not want to do; or
- Using the internet to threaten or harass.

Students, parents and staff should report all incidents or suspicions of bullying, intimidation or harassment by a student to the Academic Dean (s) or Principal. They will investigate and document all allegations. The school will address any substantiated incidents and implement appropriate interventions and consequences. Any information reported will be kept confidential. BWCCS 2 prohibits retaliation against any person who reports or who assists in an investigation of such allegations.

Beginning with Children Charter School 2 community members are expected to speak and act in a way that is honest, open, kind and respectful to others. This includes speaking in a respectful manner and only discussing appropriate subjects that are not threatening, harassing or offensive. In partnership with families, we prioritize the teaching, reinforcement and support of appropriate speech and behavior through family conferences, school and home interventions, and consequences.

If a student displays offensive and/or threatening and/or harassing behavior in school, the school will contact the family of the student to discuss the behavior. The family may be asked to attend a family conference with the student's teachers. The school's Academic Dean (s) and Social Worker may be a part of the conference.

The student's classroom teachers will prepare a Morning Meeting/ Advisory with the class targeting the problem behavior(s), encouraging the students to discuss the incident and explore how the incident relates to BWCCS 2 core values. The Academic Dean (s) and/or Social Worker may attend the meeting as well. The student who has hurt, intimidated or offended another student will prepare an apology for Morning Meeting, and his/her family will be encouraged to attend the presentation. The student will describe what took place, and talk about the effect of his/her behavior on other people. The student will apologize to his/her classroom community.

If a student displays repeated offensive and/or threatening and/or harassing behavior in school, the student will receive either an in-school suspension or an out-of-school suspension of 1-3 days. After the suspension, families must attend a post-suspension conference. This conference should take place before the student re-enters the classroom community. The post-suspension conference gives families and students a chance to reflect on the behavior, look at the root of the issue and create a plan that helps students to avoid such behaviors in the future, with the assistance of the Academic Deans (s) and/or the Social Worker. In cases of bullying, the Social worker will always attend. Students will then apologize to the class and write a letter to all parties affected, for example, a student may write a class letter and a letter or letters to specific individuals.

The families of any offended students and/or victims of threats or harassment will be notified by phone, and will be invited to meet with classroom teachers if necessary. At any time, family members can schedule a family

conference to discuss concerns. In some cases, the families of **all involved students** may be asked to attend a joint conference with the Principal, the Academic Dean (s) and teachers.

If necessary, BWCCS 2 may contact outside agencies or community organizations that work to address sensitive issues through activity-based means to support student learning in the classroom.

Students who, despite repeated school-based interventions and conferences with family, continue to display dangerous, threatening or inappropriate behavior may be subject to long-term suspensions and or expulsion.

Bus Policy

The NYC DOE Office of Pupil Transportation provides bus service to our students throughout the year. Bus drivers are not BWCCS 2 employees. Appropriate behavior on the bus is necessary in order to have smooth, timely and safe community; therefore, misconduct on the bus will not be tolerated.

The following system is in place in the event your child does not conduct him/herself properly on the bus:

1st incident: a warning is issued

2nd incident: your child will not be allowed to use the bus for one day

3rd incident: your child will not be allowed to use the bus for an entire school week

4th incident: your child will be prohibited from using the bus for the remainder of the school year

*The NYC DOE Department of Transportation reserves the right to deny access to the bus for behavioral reasons.

BWCCS 2 Staff

Staff Members	Role
Ogbahon, Esosa	Principal
Abreu, Jackie	Second Grade Teacher
Artamin, Dominique	Director of Operations
Castello, Jose	Fifth Grade Teacher
Cisneros, Adriana	Fifth Grade Teacher Assistant
Cuffee, Taisha	School Aide
Cusirramos, Isabel	Office Manager
Ecker, Kendall	SETTS Teacher
Enneper-Lopez , Kara	Second Grade Teacher
Espinoza, Karla	School Aide
Ferrara, Michael	Dean of Students-3-5
Ferrara , Yvette	Dean of Students-K-2
Franqui, Sergio	First Grade Teacher
Fried, Katie	Second Grade Teacher
Gal-Zur, Yaron	Fourth Grade Teacher
Garcia, Eliana	First Grade Teacher
Gonzalez, Lidia	School Aide
Ha, Katherine	Science Teacher
John, Chason	First Grade Teacher
Klughers, Dezaray	Third Grade Teacher
Lowell, Nicki	Fifth Grade Teacher
McGrellis, Caitlyn	Fourth Grade Teacher
McLaughlin, Seon	Fourth Grade Teacher
McMayo, Adanna	Third Grade Teacher
McNally, Colin	Music Teacher
Nelson, Stephanie	School Aide
Pantos, Lauren	Art Teacher
Polanco, Christina	School Aide
Ramos, Pilar	Kindergarten Teacher
Rodriguez, Katherine	Social Worker
Rodriguez, Cristal	SPED Coordinator
Sanchez, Louise	Kindergarten Teacher
Santiago, Hector	School Aide
Slater, Addie	Third Grade Teacher
St. John, Lia	Kindergarten Teacher
Stavola, Jaime	Kindergarten Teacher
Strumpf , Lauren	ESL Teacher
Torrez, Valeska	School Aide
Toussaint, Arlene	Second Grade Teacher
Valente, Jennifer	Third Grade Teacher
Velazquez, Elisa	First Grade Teacher
Villani, Joelle	Fourth Grade Teacher
Wagner, Nathan	Drama & Physical Education Teacher
Weathers, Alicia	Fifth Grade Teacher
Willm, Ryan	Fifth Grade Teacher
Zekry, Rachel	SETTS Teacher

Board of Trustees

Travis Baird
Becca Baneman
Katie Cunningham
Sonia Gulardo
Amy Kolz
Kiisha Morrow
Joan Walrond
Gregory Whitten
Ex Officio/Non-Voting: Nicole Blair-Barzey, Jubilee Mosley, Esosa Ogbahon
To contact BwCCS2 Board members, email board@bwccs2.org

Appendices:

- A. Grievance Policy
- B. Admission and Enrollment Policy
- C. Discharge Policy
- D. Freedom of Information Policy
- E. Student Privacy Policy

A. Grievance Policy

Problem Resolution Procedures

BWCCS 2 has established a problem resolution procedure to facilitate a harmonious school environment and to comply with certain requirements of state law.

Informal Complaints

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Principal is encouraged if efforts among parties involved are not fruitful. If a member of the BWCCS 2 community believes that an issue requires further attention, the following additional procedures are available.

The Principal will seek to resolve any individual's informal complaint to that person's satisfaction promptly, courteously, and without the need for intervention by the Board of Trustees. If the matter is not resolved or questions remain a written informal complaint can be sent to the Board of Trustees' attention (board@bwccs2.org) or by giving a copy of the written informal complaint to an administrator of BwCCS2 to provide to the Board of Trustees. The Board of Trustees will consider the informal complaint and respond in writing within a reasonable period of time to the complainant (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees). The Board of Trustees' determination will be final with respect to any informal complaint made pursuant to this policy.

Formal Complaint to Board of Trustees

The formal complaint process is guided by Education Law Section 2855(4). An individual or group (a complainant) may bring a complaint alleging a violation of the School's charter, the New York Charter Schools Act of 1998, as amended (Charter Schools Act), or other applicable law relating to the management or operation of the School to the School's Board of Trustees. A formal complaint can be sent to the Board of Trustees attention via email (board@bwccs2.org) or by providing a copy of the written complaint to an administrator of CPCS, in either case indicating that it is a formal complaint being filed pursuant to CPCS's grievance policy.

Complaints brought to the Board of Trustees shall be referred in a timely manner to a Grievance Committee, if such a committee has been established, to an ad hoc investigatory committee or to the Executive Committee. Such committee will consider the allegations and will further investigate the complaint. Any investigations

may be conducted by such committee or by such committee's designee. Such committee will make non-binding recommendations to the Board of Trustees concerning the disposition of a complaint. The Board of Trustees will consider the recommendation of the committee and make a final determination with respect to the formal complaint within a reasonable period of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees). Upon the Board of Trustees making a final determination, the School shall promptly provide the complainant with the following in writing:

- (a) the Board of Trustees' written determination and any remedial action relating thereto;
- (b) a written notice to the complainant that he or she may appeal the determination of the School's Board of Trustees to the SUNY Board of Trustees; and
- (c) a copy of the SUNY Board of Trustees' grievance policy (as posted on the website of the Charter School Institute).

Any individual dissatisfied with the decision of the Board of Trustees may appeal the decision to the Board of Trustees of SUNY and thereafter, if dissatisfied with the response of the Board of Trustees of SUNY, to the Board of Regents.

B. Admission and Enrollment Policy

All students who reside in the state of New York are eligible to attend CPCS. There are no financial or academic requirements for admission to the school. Applications must be submitted by families of students interested in attending the school by April 1st of each school year. The CPCS Application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be hand delivered, mailed or faxed, and received no later than the admission period deadline listed on the form. Additional student information can be gathered at the time of student registration. Priority for admission to CPCS is given to siblings of students, English Language Learners, homeless students, students whose families qualify for free and reduced price lunch and Special Education Students. CPCS conducts two lotteries—one first for residents of District 13 and then one for out of district residents. At the Principal's discretion, spots may be reserved for hold over students. CPCS will comply with NCLB choice transfer program.

School Lottery and Waitlist

If there are more applications submitted than spots available, students gain admission to CPCS through a lottery process. The lottery occurs in April each year at an open meeting to which parents are invited, with names selected through an automated filter using an access database. After all available spots are filled, the rest of the names are picked in lottery form and placed on the waitlist. First through fifth grade applicants are automatically added to an existing waitlist. If class openings become available, the students' families are contacted from the waitlist in sequential order by the school administrative assistant.

Although the school lottery is conducted in April, preparations for the lottery begin in the early fall with outreach to parents. Fliers are mailed, posted and distributed around the neighboring areas of the school; and advertisements are placed in local newspapers. Informational meetings are held at local pre-schools and day care facilities. During October through March, school tours are conducted for prospective parents. The Outreach Committee, comprised of the

Principal, Academic Deans, Director of Operations, Social Worker, and CPCS Board Members, is in charge of outreach and school tours. The Outreach Committee is also responsible for preparing materials that are distributed during the tours.

C. Discharge Policy

Discharge Procedures- If for whatever reason you choose to discharge your child from Beginning with Children Charter School 2 you are required to fill out a form in the main office, stating the reason for discharge and the school where your child will be attending. This will facilitate the main office in forwarding your child's records to their new school. After your child has been discharged from the school, should you wish to have your child return, his/her name will be added to the end of the waitlist and you will be required to wait until there is an available space in the grade before he/she may re-enroll.

D. Freedom of Information Policy

Freedom of Information Policy – BWCCS 2 is subject to the NYS Freedom of Information Law (FOIL), which allows third parties to request certain information from the school. The school has a FOIL policy, which is posted in the office and is followed when information is requested in writing from third parties pursuant to FOIL. According to the policy, the school will respond to the requests within five business days, by making the information available; providing an approximate date for when the information will be available; or denying the request. If a written FOIL request is denied the individual may, within 30 days, make a written appeal to the BWCCS 2 Board of Directors. The school will forward a copy of the appeal and the ultimate determination by the Board to the New York State Department of Education.

Please note that BWCCS 2 will deny access to requested information on grounds including the following:

- such access would constitute an unwarranted invasion of personal privacy,
- such access would violate either state or federal law,
- such records are compiled for law enforcement purposes,
- such records are inter-agency or intra-agency material that are not statistical or factual tabulation of data, instructions to staff that affect the public, or a final policy.

E. Student Privacy Policy

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

1. The right to inspect and review the student's education records within 45 days after the day the [Beginning with Children Charter School 2 ("School")] receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or

eligible student believes 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 write the school principal, clearly identify 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.

3. 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 school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of 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 district 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. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

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

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

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. A school 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, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- 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, subject to the requirements of §99.34. (§99.31(a)(2))
- 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, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, 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. (§§99.31(a)(3) and 99.35)
- 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. (§99.31(a)(4))
- 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, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))