

BROOKLYN URBAN GARDEN CHARTER SCHOOL

A MIDDLE SCHOOL FOR GRADES 6-8

FAMILY HANDBOOK

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1) INTRODUCTION

Welcome to the BUGS community! Each and every staff member at BUGS is honored to play a critical role in your child's development and to partner with you to do so. We welcome all student families to be an active partner in their child's education and to be an active member of this vibrant, growing community. As you get to know the school, or as questions arise, the BUGS Family Handbook is designed to guide families and students in the school's processes. We hope you find it helpful and clear and we welcome any feedback on its content or use.

2) SCHOOL OVERVIEW

MISSION AND VISION

The mission of BUGS is to provide a hands-on, interdisciplinary education to young adolescents of all abilities and backgrounds, with a focus on real-world problem solving and the exploration of environmental, economic and social sustainability. Students will excel in the core academic subjects and become engaged community members who are critical thinkers prepared to achieve excellence in high school and beyond.

CORE VALUES

Our C.A.R.E.S. values are the foundation of our school culture and interdisciplinary sustainability curriculum. They define what we believe about how to support our students to succeed in middle school and beyond, be prepared to act for positive change, and create a community that contributes to sustainable social systems, economies, and environment.

"BUGS C.A.R.E.S. about Sustainability"

Community - We are inclusive, interdependent, respectful, compassionate and generous in serving others.

Awareness - We are present, open minded, reflective and honest.

Reach - We stretch ourselves intellectually, emotionally, and physically, approach mistakes as opportunities and work diligently to reach excellence.

Exploration - We experience the adventure of learning through inquiry and ingenuity in real-world problem solving.

Student Voice - We express and act upon our ideas and share responsibility for our own learning and the betterment of our school and communities.

About Sustainability

Sustainability - We recognize the impact of our actions on the planet, our community and ourselves, and we pursue viable long-term practices and big-picture thinking.

3) SCHOOL SCHEDULE AND HOURS

DAILY SCHEDULE

Students are expected to arrive at school by 8:05am for transition to lockers and their classrooms. The BUGS door will be closed at 8:10am everyday. Our academic school day begins at 8:10am. Any student entering the school building after 8:10 will be marked tardy. School ends at 2:50pm, with Intervention or Office Hours from 2:50 - 3:15pm. . For the majority of the day, students will be traveling in diverse cohorts of approximately 27 students (their “class”). Each grade level usually has lunch and recess together.

4) COMMUNICATION

The school-home connection is an essential part of your child’s academic and personal success. We have an “open door policy” where we invite you to take an active role in your child’s education, with regular staff-family communication, school-visiting opportunities, attending “open classrooms,” and volunteering at events and on field study trips. Family-Staff communication is the first and most necessary part of this school-home connection, and we encourage both staff and families to be in close contact through various communications tools, such as phone calls and e-mails. Regardless of the tool that is used, however, the point is for families and staff to be in good communication around things that may be affecting the student in any way, so that students can get the support they need to thrive.

STAFFING CHART

An updated organization chart is available by request or via the website at www.BUGSbrooklyn.org.

COMMUNICATIONS CHART

IF YOU...	THEN CONTACT...
Need to contact your child during the school day...	Main Office at (718) 280-9556. (Students do not have access to cell phones during the school day.)
Need to inform the school that your child will be absent or late or picked up early...	Main Office at 718-280-9556 opt. 2 or email attendance@BUGSbrooklyn.org
Want to know about your child's homework, or want to know more about your child's academic progress...	Your child's teacher by e-mail at: firstname.lastname@BUGSbrooklyn.org Please note that teachers are actively working with students during the day but will take time to respond within 2 school days. List of staff can be found here on the website.
Have gone directly to your child's teacher but are not hearing back from them, or you are not satisfied with the response you are receiving from them, or you have broader questions about curriculum or instruction...	If related to Reading, Writing & Social Studies teachers/curriculum, contact: Assistant Principal for Humanities , Keneshia Maxwell at keneshia.maxwell@BUGSbugsbrooklyn.org If related to Math or Science teachers/curriculum, contact: Assistant Principal for STEAM , Christine Ghaznawi at christine.ghaznawi@BUGSbugsbrooklyn.org If related to Enrichment, Physical Education & Arts teachers/curriculum, contact: Assistant Principal for STEAM , Christine Ghaznawi at christine.ghaznawi@BUGSbugsbrooklyn.org

	If related to Interdisciplinary Sustainability Education, Spanish or Field Studies, contact: Sustainability Program Manager, Laura Karlen at laura.karlen@BUGSbrooklyn.org If related to IEPs, 504 Plans, Intervention/Advancement Groups, ELL Services, related services or Learning Specialist, contact: Director of Inclusion, Sade Martinez at sade.martinez@BUGSbrooklyn.org
Have questions about the general school-wide academic program at BUGS or you aren't getting an adequate response from the Assistant Principals...	Principal , Wynette Caesar at wynette.caesar@BUGSbrooklyn.org
Want to discuss your child's absences, tardiness, or social and emotional needs, the Advisory program, or High School Admissions process...	School Guidance Counselor , Anali Chavez at anali.chavez@BUGSbrooklyn.org or attendance@bugsbrooklyn.org
If you want to discuss counseling services or Social Emotional Support...	Director of Inclusion , Sade Martinez at sade.martinez@BUGSbrooklyn.org
Have questions about the school's garden, field studies, or community connections to gardening...	Sustainability Manager , Laura Karlen at laura.karlen@BUGSbrooklyn.org
Have a question about Student MetroCards...	Main Office at: info@BUGSbrooklyn.org
Have general questions about health, safety, food services, facility and enrollment...	Director of Operations , Cay Tolson at cay.tolson@BUGSbrooklyn.org
Have questions about parent involvement, the school community, or the BUGS PTA...	Family Coordinator , Marilyn Perez: family.coordinator@BUGSbrooklyn.org BUGS PTA Executive Board at: BUGSpta@gmail.com
Have questions about a bill you received from the school...	Director of Business Operations , Joshua Altamirano at joshua.altamirano@BUGSbrooklyn.org
Have questions about school culture, student behavior, discipline issues, or the Quiet Time Program...	Director of School Culture , Primos Cobb at: primos.cobb@BUGSbrooklyn.org

Would like to learn more about academic support provided through Special Education (IEPs or 504 plans)...	Director of Inclusion , Sade Martinez at: sade.martinez@BUGSbrooklyn.org
Have questions about your child learning English, or communications in languages other than English...	Director of Inclusion , Sade Martinez at: sade.martinez@BUGSbrooklyn.org
Have mobility impairment and need to access the school or a specific sponsored event...	Assistant Director of Business Operations Joshua Altamirano at joshua.altamirano@BUGSbrooklyn.org
Have questions about the TeacherEase System...	Academic & Data Manager , Shinelle Romeo-Walcott at: shinelle.romeo-walcott@BUGSbugsbrooklyn.org
Feel your child is not being challenged, or need additional ideas or resources for your child...	Your child's advisor, or specific teacher for the subject in question.
Would like additional information about the Board of Trustee meetings, charter or funding...	Executive Director (ED) , Susan Tenner at: susan.tenner@BUGSbrooklyn.org
Have concerns about discrimination or different treatment on the basis of race, color, age, national origin, sex, disability sexual orientation or on any other basis...	Director of School Culture , Dameon Muhammad, the Dignity for All Students Coordinator (DASA) Coordinator at: dameon.muhammad@BUGSbrooklyn.org
Are not hearing back from the Principal (or Director of Operations) or are not satisfied with the responses you are receiving...	Executive Director , Susan Tenner at: susan.tenner@BUGSbrooklyn.org
Have a complaint about a specific policy or law BUGS has failed to follow...	Executive Director , Susan Tenner at: susan.tenner@BUGSbrooklyn.org or BUGS board of Trustees at: board@BUGSbrooklyn.org
Have a complaint about the Executive Director...	Email the BUGS Board of Trustees at: board@BUGSbrooklyn.org
Would like to see your child's records...	People Operations Manager , Leah Miles at: leah.miles@BUGSbrooklyn.org
Have a question about student technology or need Chromebook support...	Tech Team , via email at: techteam@BUGSbrooklyn.org
Have questions about COVID testing, mitigation, or related items...	COVID Safety Officer , Cay Tolson at: cay.tolson@BUGSbrooklyn.org

FAMILY - STAFF COMMUNICATION

During school hours, we are working to supervise our students and stay focused on your children's needs. If you do have questions or concerns, we encourage you to contact your child's teachers by e-mail, calling the main office, or sending a note with your child. We will not interrupt teachers during the school day, but teachers will make every effort to return phone calls and e-mails within two school days. With two days advance notice, families are welcome to visit their child's class and to request conferences with teachers. Teachers will return phone calls and requests in writing/e-mail within two (2) school days and arrange one-on-one meetings at a mutually agreeable time within five (5) school days. Additionally teachers will fulfill parent requests for team meetings within seven (7) school days.

The Internet allows for easy communication between individuals and groups, and therefore allows for quick and efficient communication between school and home. Families are encouraged to contact teachers via e-mail to set up appointments to discuss any student or school issues, or to ask brief questions, but should not use e-mail for substantive conversations. Students should not contact teachers or other school staff directly through e-mail, but rather should speak to the teacher in school or, if necessary, ask for their parent/guardian's assistance with e-mail if such contact is appropriate. All components of the Code of Conduct and any resulting disciplinary procedures are applicable to e-mail communication from a student to a teacher or any other school staff.

Notices from the Principal, teachers and other BUGS staff are sent home regularly and posted on our website. Because all notices contain important information, **please check your child's backpack, your e-mail and/or the school's website (www.BUGSbrooklyn.org) every day.** The Family Coordinator sends a bi-weekly e-mail with important information.

You can keep track of your child's academic progress by logging into our student information system, [TeacherEase](#). Teachers update this online system with student scores on assignments within 10 days of assignment due dates.. Discipline data is logged into the Teacherease system. If you have questions or need support using the student information systems, contact the Family Coordinator.

If you need to contact your child during the school day, please do not contact them via their cell phone but call the main office at (718) 280-9556.

EMERGENCY CONTACT

In order to assist your child in an emergency, it is extremely important that BUGS has up-to-date information for contacting a family member, guardian or

other designated adult, at all times. Please email info@BUGSbrooklyn.org of any changes. Also make sure that those adults listed as emergency contacts for your child are aware that they may be contacted in the case of an emergency.

INCLEMENT WEATHER AND EMERGENCY CLOSINGS

In the event of inclement weather, BUGS will follow the New York City Department of Education's (DoE) school closing policy. You can follow DoE school closures on all major networks, schools.nyc.gov and twitter [@NYCSchools](https://twitter.com/NYCSchools).

5) ACADEMICS

We are dedicated to equipping all students with the knowledge and skills they need to be successful in high school and beyond. Our core subject areas are guided by the Next Generation [Learning Standards](#) with the unifying theme of sustainability.

SUSTAINABILITY THEMES and 21st CENTURY SKILLS

At BUGS, consistent with our core value of sustainability, students engage in the interdisciplinary study of sustainability-- asking essential questions about the interdependence of humans and the earth's resources through the lens of all the academic subject areas. Students become aware of the interconnection of environmental, economic and social sustainability, and teachers explore the intersection of subject standards and sustainability competencies such as: Strategic Thinking and Action Orientation, Systems Thinking, Stakeholder Engagement, Future Thinking, and Multiple Perspectives. Themes and essential questions provide integration and articulation across disciplines and grades as students learn about sustainability from the perspective of each of the core disciplines, exploring and discovering the connections and contributions each discipline can make to this field. This is through classroom instruction, field studies, engaging in citizen science, and translating knowledge into community action projects (Youth Participatory Action Research).

The goal of our sustainability curriculum at BUGS is to challenge our students to use and improve their critical thinking skills to solve real-world problems, and to have the school be a model of a sustainable community. We aim to develop an environmentally literate student body capable of taking individual and collective action, and making well-informed decisions on complex and interrelated issues that affect individuals, communities, and the world.

HOMEWORK

At BUGS we believe that homework is an extension of the classroom that allows students to connect what they have learned in school to their homes and

communities, practice skill building, and engage in further exploration of topics of interest. Homework grades are based on accuracy as well as completion but are entered as a “formative assessment” grade in the grade book (meaning it used to inform teaching and learning modifications) and carry zero weight towards students’ overall grades. They are for informational purposes for students, families, and teachers and provide information about students’ progress toward mastery of standards. Here is an example of what one day’s homework may look like:

- Approximately 20 minutes of Math and Reading Monday through Thursday.
- Approximately 20 minutes of homework from one additional subject each day (Monday through Thursday).

Homework is a way for families to be informed and involved in the on-going classroom curriculum. We encourage you to show your interest by asking your child about her/his/their homework, and to help your child establish routines to support the homework process by:

- Creating a comfortable, quiet place for your child to work, away from distractions like TV and phone use.
- Setting a set time each day when you feel your child will work best (right after school, after dinner, etc.).
- Maintaining a neat place to keep homework materials like paper, pencils, an eraser, and other school-related supplies.
- Hanging a calendar at home to record dates of projects and school events. Encourage your child to consult their planner and/or house calendar regularly for deadlines, versus you doing it for them.
- Facilitating Student Internet access in your home or in the Public Library.
- Support your child’s organization and self-management skills:
 - Encourage them to take charge of their own learning and ask their Advisor and Teachers for help. Asking for help, once you have tried things on your own, is a sign of strength.
 - Encourage a “Growth Mindset.” Remind your children that “Productive struggle” is also part of the learning process, and not everything comes easily. Everyone has the power to improve with work, expand with experience, and build their brain. Sometimes things seem most confusing/frustrating right before they “click.”
 - Encourage study, test preparation, and long-term project/assignment work to be done a little every night versus cramming things toward the deadline,

- Encourage your children to take short (timed) breaks when needed if they're stuck on homework (healthy snack, a little exercise, music), and/or reach out to their friends for (timed) help.

Even as you help your child, remember that ultimately homework is the responsibility of the student. Provide guidance, rather than answers, and be available to respond to questions as your child works. You may supervise the completion of your child's homework and ask constructive questions, but you should not correct it. It is okay for your child to make mistakes because that is one way she/he will learn. Additionally, in order for your child's teachers to accurately assess her/his progress, the work must be her/his own. If your child is having difficulty with homework or it is taking too long for them to complete, contact your child's teachers immediately.

LATENESS POLICY

Assignments are due on or before the due dates listed in the school information system (TeacherEase), Google Classroom, or shared with students in class. Students should make every effort to turn work in by the due date. Students should reach out to their teachers if for any reason they fall behind on assignments, need additional help, or have additional questions about assignment expectations.

If a student has extended time mandated on their IEP, late work will be accepted after the due date based on the IEP mandate of time and a half/double time. . Late work will not be accepted after the due date or extended time period stated above.

ADVISORY PROGRAM

In alignment with our CARES values, students are part of a small advisory group throughout their time at BUGS. BUGS advisory program supports students' social, emotional, and academic progress. Advisors act as advocates for students, helping them to problem solve, become self aware, and be active participants in their education. Advisory groups meet every morning and engage in, but are not limited to, the following activities:

- Community Building: provides opportunities for students and advisors to build and sustain a nurturing, caring community within their advisory through interactive lessons and games that focus on relevant topics and tie into BUGS C.A.R.E.S values

- Academic Coaching and Goal Setting: provides opportunities for students to reflect on their progress and growth, build organization skills and communication skills, and receive individual feedback on real-world problem solving for academic barriers.
- High School Process: students participate in high school prep lessons that help support with navigating the high school admissions process.
- Organizational Skills: students learn and apply strategies to help maintain an orderly locker and materials.

Advisory serves as a positive, calm place for students to start their school day. Advisory is designed for students to feel connected to their group and have a sense of community within the already small school community at BUGS.

ASSESSMENT OVERVIEW

A variety of curriculum-based assessments in core academic subjects will be administered throughout the year. These assessments will include:

- Regular ELA (Reading and Writing), Math, Science, Social Studies, and Sustainability **interim assessments** (administered up to three times throughout the year) will help determine levels of performance and inform a plan for growth for each student.
 - Grades from interim assessments will be entered into the grade book as formative assessments for family and student information but carry NO value toward overall grades in the grade book.
 - Teachers will use the data from these and other assessments to drive planning and instruction.
- Each unit may have **performance tasks, exams and project-based assessments** that will allow students to demonstrate and apply their knowledge and skills, engage their curiosity and activate their problem-solving skills in authentic situations, using rigorous performance based standards.
- Regular **field studies** will provide hands-on opportunities for students to draw connections between abstract science and social studies concepts and the real world.

21st-century technological skills and important critical thinking skills will be integrated into all BUGS assessments when appropriate using a common four-point rubric.

STATE TESTING AND ACCOMMODATIONS

- BUGS will adhere to the State testing calendar and prepare its students for the State exams with opportunities to master the content through an embedded curricular approach, as well as a chance to practice taking the exams in a mock situation before testing days.

Students with testing accommodations as outlined in an Individualized Education Plan (IEP) or 504 Plan will receive these services for all BUGS and State assessments.

If you have questions regarding assessments, please contact the Director of Inclusion.

PROMOTIONAL CRITERIA

Students may be retained in their current grade level or mandated to complete a summer plan for the following reasons:

- Absent more than 15 times in the school year
- Late more than 45 times in the school year
- Performing 2 or more grade levels below in reading or math,
- Earned a D+(1.75-1.99) average or below in core classes (math, science, social studies, reading, writing) in the 8th Grade
- Earned a D+ (1.75-1.99) average or below in reading, writing and math in the 6th & 7th Grade.

Excessive absences (15 or more) from school and excessive lateness severely impacts students' academic achievement contributing significantly to a student being Promotion in Doubt (PID) and should be avoided. Attendance and punctuality can be monitored via TeacherEase.

Students who are in danger of not meeting promotion criteria will be notified via a promotional concern letter home and put on an improvement plan. If students have not met improvement goals by June, they will be mandated to attend summer school at a NYC DOE program.

TRACKING STUDENT PROGRESS

Report Cards and Progress

At BUGS, we track student progress in keeping with our Core Values of Reach and Growth. You will receive an official report card after each semester that includes academic proficiency grades (percentages). In addition, you can view your child's current performance throughout the semester on the online Student Information System (SIS) at TeacherEase.com. Some weeks there will

be multiple scores and others there will not be any new scores depending on the assignment due dates and assessment schedule for each course.

Family and Teacher Conferences

Each semester families will be invited into the school (virtually or in person) for conferences with their child's teacher and/or advisor. These conferences will be an opportunity for students to talk about their work using a structured protocol. Note that students may be required to attend -conferences if they are student-led.

Grading Criteria

Grades at BUGS are designed to be a means of **clear communication** that empowers our students in their learning and our teachers in their teaching, **not as a reward system**.

Students will be graded based on their mastery of individual learning standards. Please see the BUGS Family-Facing Grading Policy linked [here](#).

6) TECHNOLOGY USAGE POLICY

Technology use provides valuable opportunities for research, curriculum support, and career development. Our Education for Sustainability Standard of Responsible Local and Global Citizenship extends to the digital realm. BUGS builds students' media and technological literacy by helping them evaluate online resources and becoming responsible contributors themselves.

ACCEPTABLE INTERNET USE

The primary purpose of providing access to the Internet is to support the educational mission of BUGS. BUGS expects that students and staff will use this access in a manner consistent with this purpose. While the Internet is a tremendous resource for electronic information, it has the potential for abuse. BUGS makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet.

Users of the BUGS Technology and Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the technology and/or Internet. BUGS has installed special filtering software in an effort to block access to material that is not appropriate for children.

UNACCEPTABLE INTERNET USE

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of BUGS Internet Service. Students are NOT allowed to:

- access personal e-mail correspondence;
- access websites during class other than those identified by the teacher as appropriate for class;
- disclose, use or disseminate personal identification information about self or others;
- access, send or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing (including bullying and cyberbullying), or illegal;
- use the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- use the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalize school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- add or change any pre-installed passwords
- copy or download copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of school staff;
- plagiarize material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through e-mail or news sources must also be credited as to sources;
- use the Internet service for commercial purposes;
- download or install any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the classroom teacher; and
- override the Internet filtering software.

Students sign a [Technology Code of Conduct](#), provided to parents at the beginning of the school year. Students who violate the internet usage policy may be subject to disciplinary action.

INTERNET SAFETY ISSUES

Use of the Internet has potential dangers. Parents/guardians seeking more information should consult the information distributed by New York State Attorney General's office.

The following are basic safety rules pertaining to all types of Internet applications:

- Never reveal any identifying information such as last names, ages, addresses, phone numbers, parents'/guardians' names, parents'/guardians' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell an adult if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

PERSONAL TECHNOLOGY USE

- Students are not permitted to use personal technology, such as but not limited to cell phones, mp4 players, gaming devices, smart watches or other wearable technology during academic periods. Cell phones will be collected at the start of the school day and returned at the end of the day. Other devices such as mp4 players, gaming devices, and wearable technology should be stored in lockers. All students should bring a personal lock for their lockers to ensure the safety of their items, if they choose to bring them to school. .

7) STUDENT SUPPORTS

GETTING EXTRA HELP

At BUGS we monitor student growth closely and also encourage students at this stage of development to advocate for themselves. We encourage parents to help them do so, versus parents doing the advocacy for them. By having ongoing conversations with your child about what they are learning at school,

asking to see work sent home and occasionally checking grades in TeacherEase, you may decide that your child needs your assistance identifying, asking for, and getting help:

A. If your child is having difficulties in a particular subject, reach out to your student's teacher for that subject.

B. If your child is having difficulties across subjects, take the following steps:

Step 1:

Set up a meeting with your child's advisor. The advisor will collaborate with his/her teachers (for academics) or the Guidance Counselor (for social, emotional or behavioral issues) to develop the best support plan for your child.

Step 2:

If after approximately 6-8 weeks of services you find that your child is still struggling academically and/or behaviorally, you can request another meeting to discuss if more intensive services are needed to help further support your child. Next steps may include a meeting with the Child Study Team (CST) to discuss more individualized academic or behavioral support and may include referrals to outside agencies within the community. You can contact the Director of Inclusion directly around your concerns.

Step 3:

If after 6-8 weeks of more intensive services your child has not shown any progress or improvement, you can consider making a request for evaluation by the New York City Department of Education's Committee on Special Education (CSE). This evaluation will consist of a meeting with the CSE social worker to discuss the issues or concerns and obtain consent for evaluation. There will also be a psychoeducational assessment conducted. Once the testing process is completed, a meeting will be held with you and all school staff involved with your child to discuss the results of the testing and any recommendations that may be made. At this point you will have the option to agree and/ or have further conversation. If special education services are recommended for your child, an IEP will be developed or amended.

STUDENTS WITH DISABILITIES

At BUGS, we educate students of all abilities. Under the Individual with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, all students with disabilities are entitled to a free, appropriate, public education up until the age of 21. If your child has been classified as a student

with a disability and has an active Individualized Education Plan, we will address their need according to their Individualized Education Program (IEP) or Section 504 Plan, as applicable.

To accomplish this, we are assisted by New York City Department of Education's Committee on Special Education (DOE CSE) with the identification, evaluation, and placement of eligible students in the least restrictive environment. The CSE also provides related services as mandated in a student's IEP.

If your child is currently receiving Special Education supports through an IEP or Section 504 plan, please be sure to notify the Director of Inclusion, as soon as possible.

The qualified teachers at BUGS will work together to create an integrated, inclusive and developmentally appropriate academic program for our students with disabilities and learning differences that includes support in the areas of academics, social development and emotional health. Students' clinical needs will be addressed through regular classroom instruction with the support of special education teachers, paraprofessionals and related service providers.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is a legal document that is developed for a student with a disability and is reviewed and updated in partnership with a representative from the Committee on Special Education (CSE). It includes information about the student's strengths, interests, and unique needs, as well as the recommended special education program and related services specifically designed to meet the student's educational needs.

- Initial Evaluations: Referral for a child to be evaluated for the very first time.
- Annual Reviews: Review and update of the IEP done once a year by the teacher or related service teacher.
- Triennial Evaluation: A mandated 3 year evaluation done by a school psychologist.
- Re-evaluations: Request made by parents/guardians or school staff for possible change in program or services.

504 PLANS

Students with a physical or mental impairment that substantially limits a major life activity may be eligible for accommodations under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). The Director of Inclusion is responsible for coordinating the 504 Committee, which will evaluate students for eligibility for accommodations under Section 504. The

Committee will be composed of individuals knowledgeable about the student, the disability and the educational options available. Parents/guardians have a right to participate in this process and will be provided with notice of procedural safeguards upon the initiation of this process.

If your student has a pre-existing 504 plan for a medical condition and you haven't submitted it along with your child's enrollment documents, please notify the school nurse as soon as possible. If your student has a pre-existing 504 plan for any other reason and you haven't submitted it along with your child's enrollment documents, please contact the Director of Inclusion as soon as possible.

8) STUDENT PROCEDURES

ATTENDANCE POLICY

Rationale: Student attendance is a critical factor in ensuring academic success. Studies have shown that attendance at school is one of the greatest predictors of academic success. We thank you in advance for supporting your child in getting to school every day.

Excessive absences, tardies, and early dismissals place a student's promotion in doubt as the missed time makes it difficult to keep up with BUGS academic expectations. No exceptions are made for family vacations that conflict with BUGS academic calendar.

Please refer to BUGS School Calendar for scheduled asynchronous days. For these days, students/families should be aware of any communication from BUGS regarding attendance taking procedures.

Definition of Terms:

- **Excused Absence:** Missed school time will be considered excused ONLY when official documentation is submitted to the main office to prove that the missed time was beyond the family's control. Medical notes, court documents, and death certificates are examples of such documentation. Reasons for excused absence include:
 - medical/illness,
 - death in the family,
 - legal events,
 - religious observances,
 - 8th graders visiting high schools

Please note: a doctor's note is required for students who have been absent for three or more consecutive days due to illness.

- **Unexcused Absence:** Any missed school time that is not supported with official documentation, see above examples, will be considered unexcused.
- **Tardy: Students are expected to be in school by the start of the school day** (which may vary from year to year). Any student who has not **entered the building by the start of the school day** is considered tardy. We open the building for morning recess to encourage students to allow extra travel time between home and school.
- **Early Dismissal:** Students are expected to stay in school until the end of the school day (which may vary from year to year). Students who leave before **the end of the school day** will be considered having dismissed early, which is comparable to being tardy.

Any student that is in school for 2.5 hours or less will be marked absent for the day.

ATTENDANCE TEAM COMMUNICATION

- Any official documentation can be submitted to the main office or emailed to attendance@BUGSbrooklyn.org.
- We appreciate open communication with families and if you know beforehand that your child will be absent, tardy, dismissing early, whether it's excused or unexcused, please email us to let us know at attendance@bugsbrooklyn.org.
- In order for a student to leave before the end of the school day, their parent/guardian must come to the building to sign them out. Questions can be sent to attendance@bugsbrooklyn.org.
- Families will receive communication from us each time their child is absent AND the Attendance Team has not been notified beforehand.
- Families will receive communication on the third consecutive day their child has been absent if the Attendance Team has not been notified beforehand.
- Families will receive communication on the third cumulative tardy and ongoing communication from the Attendance Team as applicable.
- Families will receive communication on the fifth cumulative absence and ongoing communication from the Attendance Team as applicable.

CONSEQUENCES FOR EXCESSIVE MISSED SCHOOL

Attendance is a crucial part of academic and skills success at school--not only do students require the instructional time in the classroom, attending school on time for a full day teaches them valuable life skills. There is no substitute for classroom instruction. Frequent absences, tardiness, and early dismissal cause undue academic hardship on students because they have missed essential classroom instruction.

Patterns of missed school time, whether for absences, tardiness, or early dismissals will result in a meeting with school staff.

Additionally, the faculty and staff at BUGS are mandated reporters of educational neglect. Frequent absences, tardiness, and early dismissals may form the basis of a report of educational neglect. More than 7 consecutive absences, **10** cumulative absences, or a pattern of excessive tardiness and early dismissal may form the basis of an educational neglect report.

ARRIVAL

BUGS students will arrive through BUGS dedicated 19th street entrance near Prospect Park **West between 7:45 am and 8:10 am Monday-Friday. After 8:10 am, they must use the Main Entrance to enter the building. Please note we cannot allow students into the building before 7:45 am.** The transition from recess and breakfast to lockers and classrooms is between 8:05-8:10am. Students will be marked tardy beginning at 8:10 am Monday-Friday, the start of the academic period.

Students arriving after the BUGS door closes must enter through the main entrance and will continue to be marked tardy for the day. *No exceptions are made for oversleeping, traffic, missing public transportation, or late car service arrival.*

DISMISSAL

BUGS students will be dismissed from the BUGS door at 2:50pm. We may hold students up to 15 minutes after dismissal without prior notice to families for brief conversations pertaining to disciplinary or academic issues. If any student is held longer for any reason, we will notify the family in advance.

FIELD WORK

A key component of the BUGS model is regular work in our gardens and field study outside of the building. We will send home notices and permission slips informing families of when children will be out of the building beyond the

“walking trip” one mile radius. It is extremely important that children turn in permission slips in a timely fashion. Without a permission slip, a student will have to stay behind in another class and will miss out on valuable learning experiences. We ask for an annual fee to cover the cost of all field study trips. There are waivers available to families upon request. No child will be turned away due to a lack of resources.

All field trips have at least a 10:1 student to adult ratio. Please let the coordinating teacher know if you would like to chaperone. If a student has struggled to meet behavioral expectations, we may require that his/her guardian attend the trip with us to ensure student safety.

RECESS

Students have recess every day. There will be indoor recess on days when there is inclement weather, such as rain or snow, or wind chill below 25 degrees Fahrenheit. Parents/guardians should support students in selecting adequate outdoor clothes to enjoy recess and fieldwork comfortably in a variety of weather conditions.

TRANSPORTATION

BUGS wants to ensure that all our students get to school conveniently and safely. Per The NYC Department of Education’s Office of Pupil Transportation’s (OPT) practices, we will provide Full Fare MetroCards to students who live more than 1/2 a mile from school.

Eligibility will be assigned by the OPT based on the most current address given by the family. Prior to then, you can approximate the distance from your home to BUGS (at 500 19th Street, between 10th Ave. and Prospect Park West), by getting walking directions via Google maps (www.maps.google.com).

The closest trains are the F or G lines, at the 15th Street Prospect Park stop, which is a 0.4 mile walk to BUGS. For students using buses, the B67 and the B69 stop directly in front of the school on 19th Street. The B61 also stops nearby, around the corner on Prospect Park West, and the B68 stops at Prospect Park, Bartel Pritchard Square.

A Student MetroCard is only for use by the student to whom it is issued and cannot be used by others. It is good for travel to/ from school and school-related activities, between 5:30am and 8:30pm, on days when school is in session. On most trips, students can transfer for free between the bus and other buses, or between the bus and subway.

Students with Specialized Transportation on IEP:

Specialized Transportation for Students with IEPs: If your student's IEP mandates Special Education Transportation, BUGS will contact the Office of Pupil Transportation (OPT) to obtain an assigned bus route. BUGS does not determine eligibility for busing, nor has control over bus routes. Parents or guardians who wish to address issues around OPT's Specialized Transportation can do so by calling 718-392-8855 or visiting OPT's Website.

School Trips

OPT-issued MetroCards are valid for 3 trips each school day - this allows for travel to/from school and an after school activity in between. A special 4 trip MetroCard is available, upon request and verification of eligibility, for students whose trip to school requires multiple transfers.

Students should print their name on the white strip on the back of the MetroCard immediately upon receiving it. It is also a good idea to write down the number on the back of the card and keep it in a safe place - this will help trace the card if it is lost or stolen. BUGS recommends families look into MetroCard carrying cases and other methods to ensure the cards are not lost. Please report any missing or stolen cards to the Main Office so that it can be replaced. Replacement metro cards are issued at least once per week, but students may have to wait several days for a replacement if they lose or damage their metrocards. .

If you have any other questions or concerns about how to best plan your child's transportation to school, please let us know and we will be happy to review the options with you. Please also feel free to visit OPT's website: <http://schools.nyc.gov/Offices/Transportation/default.htm>

9) STUDENT BEHAVIOR and DISCIPLINE

BUGS CULTURE VISION

BUGS is committed to creating a culture that C.A.R.E.S. about Sustainability through consistency and mutual respect within our community.

- All BUGS community members will create a culture that C.A.R.E.S. about Sustainability by consistently using systems and routines in classrooms and our commons.
- All BUGS community members will create a culture that C.A.R.E.S. about Sustainability by displaying a mutual respect for people, property, and our commons.

At BUGS, expected behaviors are used to give students guidance as they strive to exhibit appropriate behavior and grow personally. School personnel will use

these behaviors to guide students in what is considered to be safe and responsible behavior.

We focus on cultivating positive behavior and self awareness in this unique stage of development, while building a sense of belonging, interconnectedness, growth, accountability and fun in the school culture and the larger community. When students behave in a way that affects the BUGS community negatively, BUGS staff focus on facilitating individual awareness and reflections, restorative circles of conversation that involve those affected, and restorative actions that students can take to authentically make things right, grow personally, and restore the community.

CODE OF CONDUCT

Please see Appendix A - [the BUGS Student Code of Conduct/Discipline Policy](#) for details on our proactive approach and response to specific student behaviors.

DRESS CODE and UNIFORM

All BUGS students must wear a green or white top with a BUGS logo. The uniform must be on the outermost layer, for example hoodie, sweater, fleece, etc. Students may wear clothing bottoms of their choice.

All clothing items must adhere to the guidelines below:

- All BUGS students should not expose the midriff, buttocks, cleavage, chest, and/or the entire back.
- Shorts, skirts, dresses, etc. should be long enough to cover the entire buttock and pelvis while standing, sitting, and actively participating in the garden, field study or other school activities.
- Students may wear sneakers, dress shoes, or sandals with straps around the ankle/back of foot. For safety reasons students may not wear flip-flops or slippers.

Since students are regularly working in the garden and leaving the building for field study, it is important that their clothing is comfortable for the tasks and weather that day.

SEARCH AND SEIZURE

[Please see the Student Code of Conduct/Discipline Policy \(Appendix A\).](#)

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FREEDOM OF EXPRESSION

In keeping with our value of Student Voice, BUGS students are encouraged to explore and express their opinions, participate in student government and in the community at large.

At BUGS, students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinion, however, shall not interfere with the freedom of others to express themselves. Written expression of opinion must be signed by the authors. Any form of expression that involves libel, slander, the use of obscenity and personal attacks or harassment aimed at groups or individuals or that otherwise disrupts the educational process is prohibited. This policy applies on campus and off-campus during school-related events. It also applies to activities that occur in cyberspace, if the activities can be reasonably foreseen to have an impact on individual students or school staff, or the school community as a whole.

Student participation in the publication of student newspapers, yearbooks, literary magazines and similar publications is encouraged by BUGS as an educational experience. These publications have qualified faculty advisors and strive to meet high standards of journalism. Opportunities for a broad spectrum of opinions are provided.

Students are entitled to approach a staff member to have their concerns heard and addressed.

NONDISCRIMINATION POLICY

BUGS welcomes all its students equally, regardless of their race, color, national origin, disability status, sex, gender identity, sexual orientation or religion. All students will be treated as individuals and different treatment on any of the bases listed above will not be tolerated. Anyone who feels that he or she has been treated differently on any of these bases should speak with a staff member who will apprise the dean of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern. Please see Dignity for All Students Act (DASA) Policy in the [BUGS Student Code of Conduct/Discipline Policy \(Appendix A\)](#).

HARASSMENT

BUGS is committed to maintaining a welcoming school environment for our student. We actively strive to prevent bullying and harassment through increased student awareness, on-going staff development, and various school-wide initiatives.

BUGS prohibits bullying, harassment, discrimination, or cyberbullying including, but not limited to, acts based on actual or perceived:

Race • Color • Weight • National origin • Ethnic group • Religion • Religious practice • Disability • Sexual orientation • Gender (including gender identity and expression) • Sex

Harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including *cyberbullying.

Threats, intimidation, or abuse shall include both verbal and non-verbal actions. Emotional harm in the context of harassment, bullying, or cyberbullying means harm to a student's emotional well-being through creating a hostile school environment that unreasonably and substantially interferes with a student's education.

**Cyberbullying occurs when harassment or bullying happens through any form of electronic communication*

Acts of harassment, bullying, or cyberbullying may occur:

- on school property
- at a school function
- off-school property (where such acts create 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)

BUGS Form to Report acts of harassment, bullying, or cyberbullying:

<https://docs.google.com/forms/d/e/1FAIpQLSeti916b0fbWvTTfesQnKISv-7BCJnqvRD5GpKIQriFc09SkA/viewform>

Please see the Dignity for All Students Act (DASA) Policy in the BUGS Code of Conduct/Discipline Policy (Appendix A of this Handbook) for a full list of definitions and procedures.

Sexual Harassment

BUGS is committed to safeguarding the right of all students, or members of the public within the School to an environment that is free from all forms of sexual

harassment. BUGS does not tolerate sexual harassment by any of its students, either in school or in cyberspace.

All individuals associated with this school, including, but not necessarily limited to the BUGS Board of Trustees, the administration, the staff, students, and members of the public while on school property or on a school related activity are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Therefore, the BUGS Board of Trustees condemns and prohibits all behavior of a sexual nature which is either designed to extort sexual favors or which has the purpose or effect of creating an intimidating, hostile or offensive environment on the basis of sex. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

Sexual harassment in the school, on school property, or at a school related activity by any employee, student, or member of the public is a serious violation for which the appropriate disciplinary action will be taken and may lead to personal, legal and financial liability.

1. Examples of sexual harassment may include, but are not limited to, the following unwanted and unwelcome behavior:

- verbal harassment or abuse of a sexual nature
- subtle pressure for sexual activity
- repeated remarks to a person with sexual or demeaning implication (for example, a person's body)
- display of, being shown, given or left sexually suggestive objects, pictures, illustrations, messages or written materials
- sexual or suggestive comments, jokes or gestures
- being "sexually rated" by an individual, for example, on a scale from 1 to 10
- being pressured to go out with someone
- being the recipient of whistles, jeers or catcalls
- being touched, grabbed, brushed up against or pinched in a sexual way
- spreading sexual rumors about a person
- having clothing pulled/removed in a sexual manner
- being forced to view centerfolds, photographs, posters, websites, or drawings of a sexual nature
- having one's way blocked in a sexual way
- placing messages or graffiti written about that person on a computer screen, restroom walls, in locker rooms or any other public site
- being forced to kiss someone or do something sexual other than kissing
- being called a name that identifies one's sexual orientation: i.e., gay, lesbian, straight, hetero, homo, etc.
- being spied on or photographed while using the restroom

- requesting sexual favors.

2. Sexual harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

3. A student has the right at any time to raise the issue of sexual harassment to an adult without fear of reprisal.

4. Allegations of sexual harassment shall be promptly investigated, giving due regard to the need for confidentiality.

Reporting Harassment

If you believe your child has been the subject of harassment on any of the above bases, please notify any adult at the school immediately. Students can speak to any staff member with whom they feel comfortable, who will in turn be responsible for reporting the harassment to the Director of School Culture, who will apprise the Principal of all reports.

- Written notification is not required, but it is helpful if you summarize your concerns in writing and notify the Director of School Culture as soon as you become aware of any possible harassment. Please try to provide the names of any witnesses to the incident, copies of any relevant materials and the dates and times of all related events.
- While we will attempt to honor requests for confidentiality, please be aware that BUGS is under a legal obligation to provide a harassment-free environment for all our students and is required to conduct a thorough investigation of any reports of harassment.

Responding to Allegations of Harassment

BUGS will promptly and thoroughly investigate all allegations of harassment. Students found to have engaged in harassment of any other student either at school, off-campus or in cyberspace will be subject to appropriate action under the Code of Conduct.

If our investigation supports the allegation that a student was subjected to any form of discriminatory harassment or different treatment at school, BUGS will take immediate corrective action to ensure that the school environment is and remains harassment-free, and to remedy the effects of the harassment on the student. Such action may include training of individuals, school-wide discussions or other appropriate actions to improve the climate at the school, as well as individual remedies to ameliorate the impact of the harassment or hostile environment on the student, such as counseling, individual tutoring, and ability to make up.

BULLYING

Bullying is a continued pattern of behavior that is meant to intimidate or cause fear in another. There are three main types of bullying: physical, verbal and cyber.

- Examples of physical bullying include, but are not limited to, continued pushing, shoving, and throwing things, etc.
- Examples of verbal bullying include, but are not limited, to continued teasing/putdowns, gossip, threatening, etc.
- Examples of cyberbullying include, but are not limited to, hurtful or threatening messages, and inappropriate images via social media. Cyberbullying can also include texting, phone calls, etc.

The staff at BUGS takes bullying very seriously. Our advisors lead anti-bullying lessons for all students and where appropriate, will mediate conferences between students who are affected. Bullying, a systematic and chronic inflicting of physical harm or psychological distress on one or more students, may involve, but is not limited to, teasing, social exclusion, threat, intimidation, physical violence, theft, sexual, religious or racial harassment, public humiliation, or destruction of property. We are committed to working with students who may be targets of bullying, who engage in bullying or who witness bullying of any kind. Each situation is taken seriously and addressed on an individual basis.

It is the responsibility of all students and staff to stop bullying. Students that are bullied will be supported in taking the following steps:

- Step 1: Tell the student to stop and name the specific behavior (i.e., "Please stop calling me fat. I don't like it.")
- Step 2: If the bullying continues, move away from the situation.
- Step 3: If the bullying follows you, tell an adult. With the help of the adult, create a written record of the incident including date, time, witness or witnesses and parties involved in the incident.

**** If you know of someone who is being bullied, please tell an adult.**

Once an adult is notified of continued bullying, that adult will, if appropriate:

- Notify the Guidance Counselor.
- Mediate a conference between the students.
- Check-in to ensure that the bullying has stopped.
- Set up a parent/guardian conference and

- Communicate with the dean to ensure a disciplinary response if necessary.

BUGS will also ensure that the student who has been bullied receives all necessary supports and services to help overcome the effects of the bullying. The student who has been doing the bullying will also receive appropriate supports or services to help prevent further similar behavior.

For more information on Harassment, Bullying and Students' Rights, please see the DASA Policy in the [BUGS Student Code of Conduct/Discipline Policy](#).

10) ENGLISH LANGUAGE LEARNERS (ELLs) or MULTILINGUAL LEARNERS (MLLs)

At BUGS we are proud to serve a diverse student body including students who are learning English. In order to accurately identify students who qualify for additional English language support, all families will complete a home language survey during the enrollment process. Additionally, students who have not previously enrolled in a New York City district or charter school and who live in households where English is not the primary language will take the New York State Identification Test for English Language Learners to determine his/her English language proficiency.

ELL/MLL services are provided within students' classes and in small group sessions outside of their core classes. The purpose of ELL/MLL services is to enable students to meaningfully participate in the general education curriculum while acquiring proficiency in the English language. The BUGS teaching staff includes certified Teachers of English to Speakers of Other Languages who directly support ELLs/MLLs in their academics.

In classrooms, the following element are modified to support English language Learners:

- **Learning Environment:** Charts, Word Walls, Diverse Reading Materials, Environmental Print
- **Maximizing the Components of Balanced Literacy:** Read Alouds, Shared Reading and Writing, and Interactive Writing
- **Modifications of Curriculum:** Scaffolding Language, Providing Sentence Frames, Chunking

11) FAMILY ENGAGEMENT

As a community-based charter school, family involvement in shaping and supporting the school is very valuable and greatly appreciated. Staying

connected to your child's academic life, while also allowing them to gain more independence and self-advocacy, is necessary. A range of family engagement events are available throughout the year and we welcome further input. Families can also get involved in the following ways:

PARENT TEACHER ASSOCIATION (PTA)

The PTA is a valuable part of the home-school connection. Elections for the PTA will take place in June, and again in September if necessary. The President(s) of the PTA also serves on the BUGS Board of Trustees in an ex-officio capacity. There are monthly PTA meetings where school leaders and staff give updates on the school, address issues, and solicit feedback. At least one annual meeting is scheduled each year to secure parent feedback on usage of federal funds and the effectiveness of our parent engagement. Policies and issue discussions, surveys, and communications with families inform our operational decisions. Analyzing feedback loops and stakeholder engagement are an important part of our systems-thinking and sustainability approach. The [Communications Chart](#) on our website outlines where parents should go for what information, including our Complaint process.

BUGS BOARD OF TRUSTEES

The BUGS board of Trustees engages and analyzes parent feedback from surveys, panel discussions, and other venues. The President(s) of the PTA also serve(s) on the BUGS board in an ex-officio capacity. Parents of alumni often remain on the board to ensure a range of parent and professional perspectives.

CLIMATE COUNCIL

The Climate Council is composed of parents, students and staff who come together to discuss and address issues of school culture. The Dean facilitates the meetings, and the council helps create the agendas and focus of the council's work. Student representatives may serve in the Climate Council as well.

VOLUNTEERING

We invite families to volunteer in the garden, especially during school breaks and summers. Family members are also invited to support classroom activities. At the middle school level, this may include volunteering with one of your child's teachers, but during the instructional time of a different cohort of students. We also invite you to contact your child's advisor or other teachers to see if they need assistance. Sometimes we host community volunteer efforts throughout Brooklyn (eg a park clean-up in Sunset Park), for BUGS families.

PARTICIPATION IN FIELD STUDY

We invite families to participate in our regular field study trips. Family members over age 18 can support staff in chaperoning these out-of-school events. Our

staff is excited to partner with family members to ensure that our students have safe and productive learning experiences.

PROJECT CELEBRATIONS

Each semester will culminate in a community celebration. Students will invite community members, including family members to participate in celebrating student work. Creating an authentic audience will motivate students and enrich the learning experience. We will notify you of the schedule in advance so you can participate in these important events.

STUDENT-LED CONFERENCES, OPEN CLASSROOMS, AND CURRICULUM NIGHT

We believe family partnership is crucial to academic success. We invite families to our annual Curriculum Night for an overview of the curriculum, and to Open Classroom events for ongoing classroom visits. Student-Led Conferences are the most important event you can attend. They are held two times per year and allow you to hear your child present their academic goals and map their achievements for you. You can also connect with their advisor to understand how you, or the school, can provide more support to your child to help them reach grade level standards, be high school ready, and develop their whole self.

12) STUDENT HEALTH

CHILD AND ADOLESCENT HEALTH EXAMINATION FORM

Within fourteen days (14) from the date a student begins at BUGS, we must have on file a completed and signed Child & Adolescent Health Examination Form (CH205) completed by a NYS licensed physician. All BUGS students must be properly immunized. For more information on immunizations or to locate a provider to vaccinate your child, call 311 or visit: <http://www.cdc.gov/vaccines/schedules/easy-to-read/preteen-teen.html>. Any student whose medical forms are not up to date as described above, is not permitted by law to attend classes.

PRESCRIPTIONS AND MEDICATIONS

The school nurse will review and retain medical records provided by the families and will administer daily medications. Only the school nurse can administer prescription medication when required.

If your student is taking prescription medication that must be administered during the school day, the medication must be accompanied by a physician's order via a Medication Administration Form and be brought directly to the school nurse by a parent or a legal guardian in the original container dispensed

by a registered pharmacy. Under no circumstances will medications be sent home with the student.

Students are not permitted to have prescription or OTC medications on them, in their personal belongings or in their lockers (all drugs, including cough medication are kept and on file with the school nurse). Violation of these policies places the student and others at great risk of personal harm, and as such, will result in disciplinary action.

Students experiencing non-emergency medical situations will be brought to the nurse for treatment and, when necessary, families will be contacted to retrieve their student.

MEDICAL EMERGENCIES

In the case of an urgent medical situation, 911 will be contacted. The nearest emergency treatment facility is New York Methodist at 506 6th St. Brooklyn (718) 780-3000. In the rare event of a psychiatric emergency, we will notify the parent or guardian and take appropriate responsive action. 911 or the Administration for Children's Services (ACS) will be called if a student is a danger to his or herself or others and a parent/guardian is not immediately available.

EXTREME ALLERGIES AND EMERGENCY MEDICATION

Any student with life-threatening allergies or serious medical conditions such as extreme asthma or diabetes should contact the school nurse as soon as possible, if you haven't already submitted it as part of your child's enrollment documents. In addition, please notify the Director of Operations about the nature of the condition.

SCHOOL ILLNESS

If a student becomes ill during the school day, the student should inform a teacher that he or she is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent to the nurse.

Students may be immediately sent home if any of the following symptoms are exhibited:

- Vomiting or diarrhea
- Fever
- Sore throat
- Red, watery eyes
- Rash
- Earache, drainage from ear

Parents/guardians must arrange for their student to be picked up immediately if the student is being sent home. Your student may return to school once the

symptoms have dissipated or once a medical doctor has cleared him or her to return to school.

If a student is seriously ill or injured, the school will contact 911 and the parents/guardians. If a student does not seem seriously ill, we will ask him/her to rest for a short time before returning to class. If the student cannot return to class, we will contact his/her parents/guardians.

EMERGENCY INFORMATION

Please ensure that you have annually completed and submitted updated emergency information with allergy and medication information and contact numbers. Parents/guardians should inform us immediately if information on the student's emergency form changes. The information on this form is vital for the safety and wellbeing of your student.

CRUTCHES AND/OR WHEELCHAIRS

A physician's order is required if your student needs crutches, a wheelchair and/or elevator usage while at school. After clearance from the Director of Inclusion, students with limited mobility may use the elevator to assist with movement to classes. Entrance to the building for elevator use is through the back entrance and a staff member must be present upon entering the school. Please make all arrangements prior to arrival at school. If your student is injured and is not able to move about the school as s/he had done previously, please contact the Guidance Counselor to request a meeting to discuss arrangements for the student for the duration of the injury.

13) SAFETY, TRANSPARENCY, PRIVACY AND COMPLAINT PROCEDURES

MAINTENANCE OF ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Brooklyn Urban Garden Charter School.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein.

Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary policy and/or a bill of student rights and responsibilities.

Prohibited Conduct

No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
- Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- Willfully damage or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the Principal to

inform the police of the presence or use of any such weapon or implements used as weapons on school property.

- Commit acts that threaten the safety and welfare of persons on school property.
- Violate any federal or state statute or regulation, local ordinance or school policy.
- Possess, use or distribute alcohol, drugs or drug paraphernalia
- Harass or coerce any person.
- Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

Penalties and Enforcement

Penalties for violations of these rules include, but are not limited to:

- The withdrawal of authorization to remain upon school property
- Ejection
- Arrest
- For students, suspension or other disciplinary action
- For school employees, dismissal or other disciplinary action

Staff members are required to report known violations of these rules to the school Principal and to make reasonable efforts to stop the prohibited conduct. The Principal is responsible for the enforcement of these rules.

EMERGENCY PREPAREDNESS

Our school collaborates with the other schools in the building to ensure that we are ready for any emergency that may arise. Our Campus' building response team follows the General Response Protocols for Lockdowns, Evacuations, Shelter-Ins, and Missing Students. Your child will participate in related drills as necessary and mandated by the NYC Department of Education Office of Safety and Youth Development.

CONFIDENTIALITY POLICY

Personal information about individual students is considered confidential. We store this information in student files that are located in a locked file cabinet. If the information has been provided to us electronically, it will be password protected on a secure server. These records are only available to those staff

members who work with the students. Files may not be removed from the building except when they are officially requested from another school.

A student's parent or guardian has the legal right to inspect and review their child's file upon written request to the Director of Operations. Parents/guardians also have the right to representation during any review of their child's record.

Conversations between teachers, administration, and parents and guardians about students, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the student. If an individual believes that this confidentiality has been violated, the individual should bring their concern to the attention of the Principal. The Principal will review the situation and determine if the policy has been violated. If the Principal determines that an individual has violated the confidentiality policy, he or she will be subject to disciplinary action.

FOIL (Freedom of Information Law)

Please see postings in the school and [on the school website](#) for BUGS FOIL policy and records acquisition process.

CHILD ABUSE AND NEGLECT POLICY

According to New York State law, all adults in a school building are mandated reporters of suspected child abuse and will report suspected child abuse immediately by telephone to the New York Central Registry. A formal written report (Form DSS-2221A) will follow this telephone call to the Student Protective Service office within 48 hours.

Our obligation to report includes instances of educational neglect, which includes many factors, including excessive missed school. More than 7 consecutive absences, 10 cumulative absences, or a pattern of excessive tardiness and early dismissal may form the basis of an educational neglect report.

SUICIDE THREAT

If a student threatens his or her own life, this will be brought immediately to the attention of the School Guidance Counselor. If staff feels that the child is in imminent danger, the parent/guardian will be contacted and a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the parent/guardian refuses to cooperate with the school or to take alternative preventive measures, staff must report this information immediately to the Administration for Children's Services (ACS). If ACS doesn't respond quickly and BUGS staff cannot calm the child and there is still a clear danger of self-harm, 911 will be called.

DIGNITY FOR ALL STUDENTS ACT & SUPPORT FOR ALL STUDENTS

BUGS has designated the BUGS Director of School Culture to be the Dignity for All Students (DASA) Coordinator, required by the Dignity for All Students Act. The DASA Coordinator is designated to be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, and sex. If you have concerns in this area, please contact the DASA Coordinator: dameon.muhammad@BUGSbrooklyn.org.

BUGS works to create a school culture that respects and values all students and builds understanding in the community. BUGS is committed to protecting the right of every student to attend public school, regardless of immigration status, national origin, religion, and/or other protected status. Our faculty and staff are trained in supporting our diverse students and families, including the protection of undocumented immigrant families, LGBTQ+ students, and the rights of all students. BUGS uses the [DOE Guidelines to Support Transgender and Gender Expansive Students](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights

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 BUGS receives a request for access.

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

2. The right to request the School to amend the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask BUGS to amend a record should submit a written request to the Executive Director or the Principal, 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.

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 BUGS Board of Trustees. A School official also may include a volunteer or contractor outside of the School who 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 will disclose 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; however, the School will make a reasonable attempt to notify the parent or eligible student of the records request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by BUGS 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 BUGS 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.

BUGS may disclose PII from 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; and
- Information the school has designated as “directory information”.

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that BUGS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, BUGS 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 BUGS 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 BUGS, receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) 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]

If you do not want BUGS to disclose directory information from your child’s education records without your prior written consent, you must notify the School in writing.

BUGS has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Video taken during the course of a class or in a virtual setting
- 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 that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

[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).

PARENTS’/GUARDIANS’ BILL OF RIGHTS FOR DATA PRIVACY & SECURITY

At BUGS, we take student privacy seriously. In accordance with New York State Education Law Section 2-d, Brooklyn Urban Garden Charter School hereby sets forth the following Parents’ Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents and legal guardians.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes;
2. In accordance with FERPA, Section 2-d and Board Policy 72400 Student Records: Access and Challenge, parents have the right to inspect and review the complete contents of their child's education record;
3. The School has the following safeguards in place to protect student data, including personally identifiable information stored or transferred by the District.
 - a. All databases that have student information are protected by a secure password and login. These logins are monitored and kept up to date.
 - b. Student information is only accessible by those who are deemed warranted of having the information.
4. New York State, through the New York State Education Department, collects a number of student data elements for authorized uses. [A complete list of all student data elements collected by the State is available for public review online.](#) Parents may also obtain a copy of this list by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, N.Y. 12234.
5. Parents have the right to submit complaints about possible breaches of student data or teacher or principal APPR data. Any such complaint must be submitted, in writing, to: Joshua Altamirano, Data Protection Officer, Brooklyn Urban Garden Charter School, 500 19th Street, Brooklyn, NY 11215. Additionally, parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234; the e-mail address is cpo@mail.nysed.gov. SED's complaint process is under development and will be established through regulations from the department's chief privacy officer.

Additional student data privacy information

This bill of rights is subject to change based on regulations of the commissioner of education and the NYSED chief privacy officer, as well as emerging guidance

documents from SED. For example, these changes/additions will include requirements for districts to share information about third-party contractors that have access to student data, including:

- How the student, teacher or principal data will be used;
- How the third-party contractors (and any subcontractors/ others with access to the data) will abide by data protection and security requirements;
- What will happen to data when agreements with third-party contractors expire;
- If and how parents, eligible students, teachers or principals may challenge the accuracy of data that is collected; and
- Where data will be stored to ensure security and the security precautions taken to ensure the data is protected, including whether the data will be encrypted.

COMPLAINT PROCEDURE POLICY

General Procedure

Any parent or guardian who has a concern about a school policy, academic grade, discipline decision, or anything else, is encouraged to contact the appropriate staff member at BUGS by email or telephone using the staff contact information and [communications chart found here](#). All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact the Principal to discuss the matter further. The Principal will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the Principal will respond in writing, by telephone, or in person depending on the circumstances.

Any individual or group may bring complaints or concerns of any kind to the BUGS Principal or to the Executive Director at any time. If the complaint is related to the academic program or school culture, please contact the Principal. If the complaint is related to operational, financial, managerial or policy matters, please contact the Executive Director. The Principal or the Executive Director will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the Principal or the Executive Director will respond in writing, by telephone, or in person depending on the circumstances. If the Principal is unable to resolve the matter, or if the

complaint is about the Principal, please contact the Executive Director. If the Executive Director is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the Executive Director, the individual or group may bring their complaint to the BUGS Board of Trustees.

The BUGS Board of Trustees shall serve as the appeals body for any complaints that are not satisfactorily resolved and shall handle any complaint about the Executive Director. Complaints may be presented to the Board in an open meeting or in written form, by letter addressed to the Board of Trustees and sent to the school or via email to Board@BUGSbrooklyn.org. The Board of Trustees shall investigate and respond to all complaints in a timely manner, and shall serve as the appeals body for any complaints that are not satisfactorily resolved.

Procedure for Formal Complaints under Section 2855 of the Charter Schools Act

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

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

The board can be reached at Board@BUGSbrooklyn.org

The Board of Trustees will acknowledge receipt of a complaint no later than 7 days from receipt of the written complaint. The Board of Trustees will respond to the complaint within the earlier 30 days of receipt of the formal written complaint. Depending upon the circumstances, the Board's first response may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the formal complaint, the individual or group may then present the complaint to the School's charter entity/authorizer, the Board of Regents of the

University of the State of New York (“Board of Regents”). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed. Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate.

The process for bringing a complaint to the Board of Regents can be found here: <http://www.nysed.gov/charter-schools/complaint-process>.

The complaint may be submitted via email to the Board of Regents at charterschools@nysed.gov , or by writing to the Board of Regents at the following address:

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

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