

Business Technology

Early College High School

Student & Family Handbook

2015 - 2016



Innovative
Intelligent
Incredible
Be BTECH

230-17 Hillside Ave., 3rd Fl. Queens, NY 11427
www.btechnyc.org / info@btechnyc.org

WELCOME TO BTECH!

FROM BTECH PRINCIPAL

Dear Students and Families,

Welcome to Business Technology Early College High School (BTECH). When you choose to be a member of our school community, you are embracing the challenge of helping us build our innovative new school. The concept of the school was developed through a strong partnership between SAP (an international enterprise software development company: www.SAP.com) and Queensborough Community College. Our teachers and students will learn through relevant case-based problem solving in and out of the classrooms.

BTECH's mission is to combine academic excellence with technical aptitude, thus empowering students to be successful in our modern, information-based global economy and community. Along with core topics, you will develop strong technical, design, and communication skills and will graduate with the professional certifications and workplace experience that will give you a competitive edge in tomorrow's IT employment marketplace.

The BTECH staff, Queensborough Community College faculty, and SAP employees are committed to ensuring that your learning experiences in next six years, from the classrooms of BTECH to the QCC campus to the offices at SAP, will make you much more competitive for employment and/or four year colleges.

I look forward to supporting your growth and successes in the coming years.

Sincerely,

Hoa Tu
Principal

FROM BTECH STAFF

DEAR STUDENT,

CONGRATULATIONS ON BECOMING A PART OF THE BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL! WE ARE ALL VERY EXCITED TO EMBARK ON THIS JOURNEY WITH YOU.

SINCERELY,
THE BTECH STAFF

FROM QUEENSBOROUGH COMMUNITY COLLEGE

Welcome to BTECH!

Queensborough Community College is thrilled to have you join the ranks of our institution. Our faculty and staff are working hard to make your educational experience at QCC and BTECH an enriching and exciting experience for you. With their teaching and guidance, coupled with your hard work and dedication, you will blossom into creative thinkers, sharp analysts, and honed customer service representatives. Your ideas will sprout, and, with a little nurturing, those ideas will be the bedrock of the future of business technology in New York City. We join you on that journey and look forward to meeting you on campus.

Diane B. Call, EdD
President
Queensborough Community College



Denise Ward
Interim Vice President
Pre-College, Continuing Education and Workforce Development
Queensborough Community College



FROM SAP

Dear BTECH Students, Families and Faculty,

On behalf of SAP, welcome to BTECH! It's with great excitement that we open the doors to this extraordinary school, which is designed to prepare you for today's information technology world. We're thrilled you're here and committed to your success! By enrolling at BTECH, you have made a strong investment in your future. Not only will you develop strong technical, design, and communications skills, but you will graduate with professional certifications and the workplace experience that will give you a competitive edge in tomorrow's IT employment marketplace.

The experiences and opportunities at BTECH will give you the chance to be creative, have fun, and collaborate with a team of diverse and passionate people that want to transform the way the world runs. Whether it's sports teams, hospitals, retail stores, airlines, food companies or public service, you'll learn how technology enables businesses and organizations to run better—and how you can play a role in making that happen.

You may not know much about SAP or technology right now, but don't worry—over the next six years, you will interact with our employees and gain on-the-job experiences that will prepare you for career opportunities without limits. By choosing to enroll at BTECH, you've positioned yourself well for the future, as careers in the technology field are projected to grow 20 percent by 2020, the year our first cohort will graduate.

Parents and teachers, I congratulate you on taking this journey as well. We all share in the responsibility to ensure our students achieve their full potential, and your support enhances their success.

Students, I challenge each of you to ask questions, be curious, work in teams, and learn to be leaders. Make a promise to yourself—and to your families—that you're going to take full advantage of all that BTECH has to offer.

Best of luck on this amazing journey and I look forward to seeing you soon!



Jennifer Morgan
President, SAP North America




BE-IN!.....ABOUT US


SCHOOL CONTACT INFORMATION:





PHONE: 718.217.3613

EMAIL: info@btechnyc.org

ADDRESS: 230 -17 Hillside Avenue, Third Floor
Queens, NY 11427

DIRECTIONS:  Train to Flushing-Main St Station AND
Transfer to Q27 Bus to Springfield Blvd

 Train to 169 St Station AND
Transfer to Q43 to 231st/Hillside Ave

	Stay Connected
	www.btechnyc.org
	Facebook.com/btechnyc
	Twitter.com/btechschool

FACILITY INFORMATION:

CAMPUS HOURS:

8:00am — 4:00pm

APPOINTMENTS:

SCHEDULED VIA PHONE AT 718.217.3613

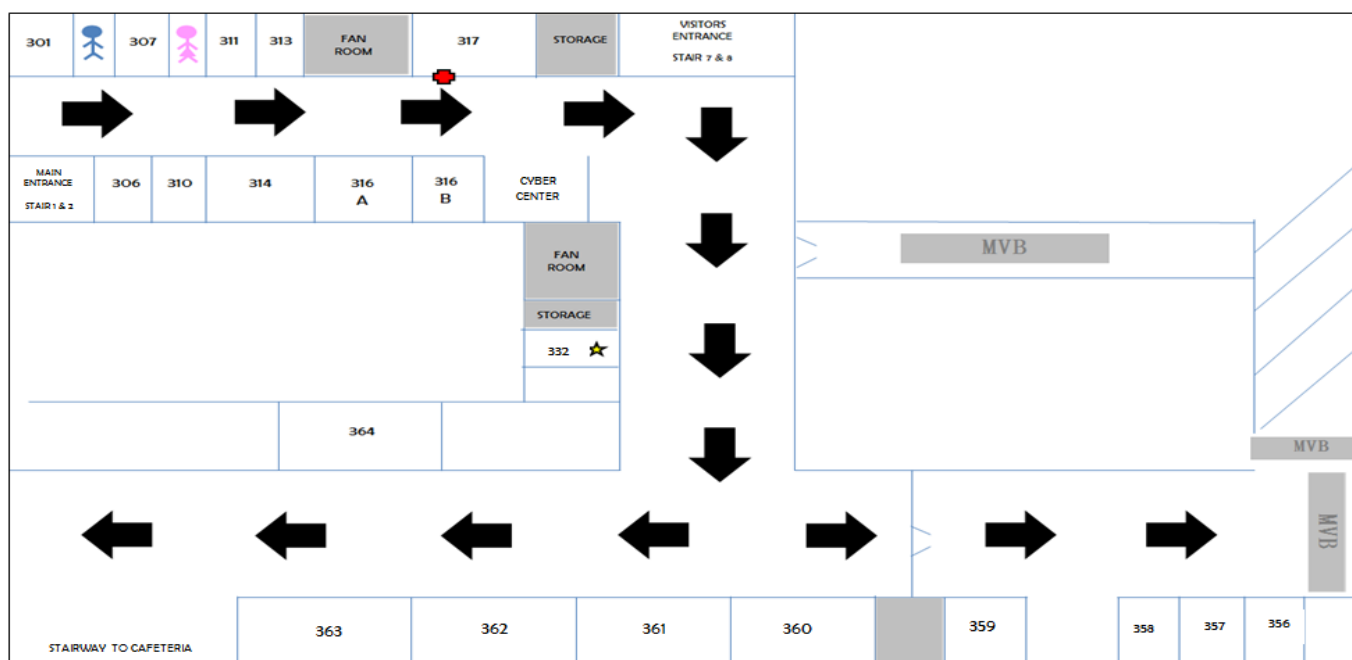
OR EMAIL AT INFO@BTECHNYC.ORG

VISITORS:

ALL VISITORS ARE TO USE THE MAIN ENTRANCE OF THE BUILDING. PERSONS VISITING THE SCHOOL MUST SIGN IN THE MAIN DESK AS WELL AS THE BTECH MAIN OFFICE; EACH INDIVIDUAL WILL NEED TO PRESENT A PHOTO ID AT THE SECURITY DESK AND SIGN FOR A VISITOR'S PASS. AFTER ISSUING A PASS THE SECURITY GUARD WILL DIRECT VISITORS TO BTECH'S MAIN OFFICE, ROOM 316A.

BTECH Floor Map

Do you know where you're going?



FLOOR MAP KEY	
Computer Lab	Room 314
Guidance/ College Office	Room 358
School Store	Room 332
Student Resource Center	Room 364

FLOOR MAP KEY – ADMINISTRATION/OFFICES	
BTECH MAIN OFFICE	ROOM 316A
Teacher PD Center	Room 307
Administrative Office	Room 311
ICT Office	Room 313
Staff Room	Room 316B
Principal Office	Room 359

SHARED SPACES ON CAMPUS WITH MARTIN VAN BUREN:

CAFETERIA — LOCATED IN THE BASEMENT

GYMNASIUM, NURSE, AUDITORIUM — LOCATED ON 1ST FLOOR

LIBRARY— LOCATED ON 2ND FLOOR

OUTDOOR TRACK FIELD, HANDBALL COURTS, TENNIS COURTS

BTECH STAFF DIRECTORY

NAME	ROLE	EMAIL
MR. ACQUAOTTA	BIOLOGY/CHEMISTRY	macquaotta@btechnyc.org
MS. BARONE	SPEECH INSTRUCTION	lbarone@btechnyc.org
MR. CASIL	US HISTORY	mcasil@btechnyc.org
MR. CASTILLO	PHYSICAL EDUCATION/BUSINESS	castillo@btechnyc.org
MR. DORNBAUM	ESL/TECHNOLOGY	kdornbaum@btechnyc.org
MS. ELIVERT	ENGLISH LANGUAGE ARTS	nelivert@btechnyc.org
MRS. FRIEDENBURG	ENGLISH LANGUAGE ARTS	sfriedenburg@btechnyc.org
MS. HUNTER	ALGEBRA I & II	khunter@btechnyc.org
MR. LEE	ICT SOCIAL STUDIES/ELA	dlee@btechnyc.org
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MS. STREFFACIO	GEOMETRY & ALGEBRA I	mstreffacio@btechnyc.org
MS. TU	PRINCIPAL	htu@btechnyc.org

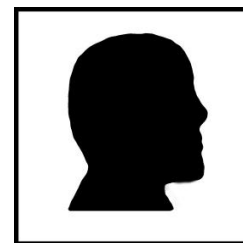
360-DEGREE FEEDBACK & TWO WAY MENTORING

STAFF PROFILES

Mr. ACQUAOTTA, BIOLOGY/CHEMISTRY

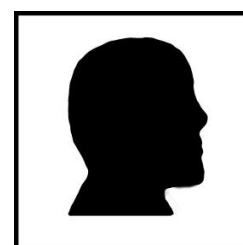
MR. ACQUAOTTA IS THE BIOLOGY AND CHEMISTRY TEACHER AT BTECH. BEFORE COMING TO NYC HE WAS A STUDENT AT THE UNIVERSITY OF MASSACHUSETTS AMHERST. WHEN HE ENTERED UMASS HE WAS GOING BE A DOCTOR AND ENROLLED AS A PRE-MED STUDENT THERE. AFTER HIS FIRST SEMESTER HE DECIDED MEDICINE WAS NOT HIS PATH AND SUBSEQUENTLY FELL IN LOVE WITH BIOLOGY. HE STARTED TO LOOK FOR A JOB THAT WOULD IMMERSE HIM IN SCIENCE EVERY DAY AND HE DECIDED TO BECOME A TEACHER. HE ENTERED A TEACHER TRAINING PROGRAM AS AN UNDERGRADUATE AND COMPLETED HIS STUDENT TEACHING AT ATHOL HIGH SCHOOL IN ATHOL MASSACHUSETTS IN MAY 2015.

MR. ACQUAOTTA BELIEVES THAT THE BEST WAY TO LEARN SCIENCE IS BY ACTIVELY DOING SCIENCE AND THIS IS REFLECTED IN HIS TEACHING AND BELIEFS IN EDUCATION. HE IS A NEW TEACHER AND IS VERY EXCITED TO BE WORKING AT BTECH AND BELIEVES HE COULD BE HERE FOR A SIGNIFICANT AMOUNT OF TIME. HE LOVES SPORTS AND WOULD LIKE TO EVENTUALLY SEE ALL OF THE BASEBALL STADIUMS IN THE MLB (ONLY 27 TO GO!)



Ms. BARONE, SPEECH INSTRUCTION

MS. BARONE JOINED BTECH IN THE 2014 TO 2015 SCHOOL YEAR. SHE IS RETURNING AS A SPEECH INSTRUCTION SUPPORT STAFF.



Mr. CASIL, US HISTORY

MR. CASIL IS A HISTORY TEACHER WHO HAS WORKED FOR THE NEW YORK CITY DEPARTMENT OF EDUCATION FOR OVER FIVE YEARS. HE HAS A PASSION FOR HISTORY AND POLITICS. HE READS BOOKS, NEWSPAPERS, JOURNALS AND MAGAZINES TO STAY ABREAST OF ALL THE LATEST HISTORICAL FINDINGS AND EVENTS TAKING PLACE IN THE WORLD TODAY. HE INCORPORATES CURRENT EVENTS IN HIS LESSONS AND CONSTANTLY ASKS STUDENTS TO COMPARE AND CONTRAST PAST EVENTS TO PRESENT ISSUES. MR. CASIL ALSO BELIEVES IN THE IMPORTANCE OF STUDYING HISTORY FROM AN INQUIRY PERSPECTIVE. WITHIN HIS CLASSROOM STUDENTS ANALYZE, JUDGE AND APPLY THE DECISIONS OF LEADERS TO THE VARIOUS GROUPS OF PEOPLE AFFECTED BY THEM. HE ALSO HAS STUDENTS TAKE ON VARIOUS ROLES WITHIN GOVERNMENT AND WORK TO FIND SOLUTIONS TO THE ISSUES OF THE DAY.

OVER THE COURSE OF HIS CAREER, MR. CASIL HAS TAUGHT GLOBAL HISTORY & GEOGRAPHY AND US HISTORY & GOVERNMENT. HE GRADUATED MANHATTAN COLLEGE IN 2006 WITH A BACHELOR'S OF ARTS IN POLITICAL SCIENCE. HE RECEIVED AN ADVANCED CERTIFICATE IN SOCIAL STUDIES EDUCATION IN 2010 AND A MASTER'S OF ARTS IN HISTORY IN 2012, BOTH FROM QUEENS COLLEGE. MR. CASIL IS MARRIED TO HIS WIFE DANA, AND HE IS A PROUD FATHER TO HIS NEWBORN SON RYAN. IN HIS SPARE TIME, HE LOVES FOLLOWING THE METS, GIANTS, KNICKS AND RANGERS. HE ALSO ENJOYS WATCHING MOVIES AND POLITICAL COMMENTARY.



Mr. CASTILLO, PHYSICAL EDUCATION/BUSINESS

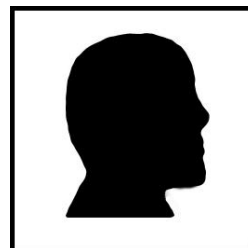
MR. CASTILLO IS THE PHYSICAL EDUCATOR OF BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (BTECH). PRIOR TO JOINING THIS AWESOME STAFF, HE TAUGHT 2 YEARS OF PHYSICAL EDUCATION AT RICHMOND HILL HIGH SCHOOL AND A YEAR AT PS/MS 108. WITHIN THOSE TWO YEARS AT RICHMOND HILL, HE COACHED 4 AFTERSCHOOL SPORTS TEAMS: GIRLS' VOLLEYBALL, GIRLS' TRACK, GIRLS' SOCCER AND BOYS' FLAG FOOTBALL. HE WAS ALSO A STUDENT ATHLETE. IN JUNE 2000, HE WAS THE STARTING THIRD BASEMAN OF THE FOREST HILLS HIGH SCHOOL BASEBALL TEAM THAT WON THE B DIVISION CHAMPIONSHIP GAME AT YANKEE STADIUM.

MR. CASTILLO RECEIVED HIS B.S. AT CUNY QUEENS COLLEGE. HE CHOSE THE EXERCISE SCIENCE ROUTE AND NEVER LOOKED BACK. DURING THOSE YEARS, HE DEVELOPED A PASSION FOR HELPING OTHERS ACHIEVE GREATNESS, NO MATTER HOW SMALL THE IMPROVEMENTS MAY SEEM. MR. CASTILLO IS PROUD TO BE AN ATHLETE, A GREAT SON, AN AWESOME BROTHER, A FANTASTIC FIANCÉ, A BEST FRIEND TO MANY, AND A HERO TO THOSE WHO DO AND DON'T EVEN KNOW IT.



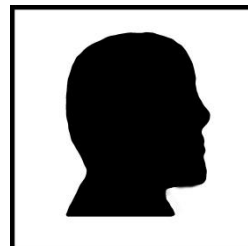
MR. DORNBAUM, TECHNOLOGY/ESL

MR. DORNBAUM LOVES COMPUTERS, PROGRAMMING AND WRITING CODE, AND PIONEERED TEACHING WEB DESIGN AND MICROSOFT OFFICE CERTIFICATION AT HIS PREVIOUS SCHOOL IN 2002. HE LOVES BEING A TEACHER AND HIS CAREER INCLUDES SUCH VARIED ACTIVITIES AS TEACHING OUTWARD BOUND COURSES TO CREATING A WEB BASED SCHOOL PARTNERSHIP PROGRAM WITH A SCHOOL IN AUSTRIA BACK WHEN THE INTERNET WAS NOTHING MORE THAN A SERIES OF BULLETIN BOARDS (BBS). MR. DORNBAUM IS A WORD BUFF, LOVES LEARNING NEW LANGUAGES AND IS FLUENT IN MANY. HE IS A SELF-PROCLAIMED BOOKWORM AND READS AT LEAST 150 BOOKS PER YEAR.



MS. ELIVERT, ENGLISH LANGUAGE ARTS

MS. ELIVERT IS A TEACHER OF 10TH GRADE BTECH STUDENTS OF ENGLISH LANGUAGE ARTS, WHO IS EXCITED TO FACILITATE A COMMUNITY OF LEARNING BOTH IN AND OUTSIDE OF HER CLASSROOM. HER PASSIONS INCLUDE READING AND WRITING, YOGA AND MEDITATION, AND SOCIAL JUSTICE. ISSUES OF EDUCATIONAL EQUITY WERE THE DRIVING FORCE BEHIND HER CHANGE OF CAREER FROM THE PRACTICE OF LAW TO TEACHING. SHE IS A GRADUATE OF AMHERST COLLEGE, BROOKLYN LAW SCHOOL, PACE UNIVERSITY AND IS CURRENTLY STUDYING EDUCATIONAL LEADERSHIP AT THE COLLEGE OF SAINT ROSE. NOT LEAST OF ALL, SHE IS THE FORTUNATE MOTHER OF A DAUGHTER WHO HELPS HER SEE AND ENJOY THE WORLD THROUGH A NEW LENS EVERYDAY, AND SINCERELY BELIEVES, "[T]EACHERS ... LOVE LEARNING, LOVE LEARNERS, AND LOVE OF BRINGING THE[SE] TWO LOVES TOGETHER" (SCOTT HAYDEN).



MRS. FRIEDENBURG, ENGLISH LANGUAGE ARTS

MRS. FRIEDENBURG IS AN ENGLISH TEACHER AT BTECH. AFTER GRADUATING FROM COLLEGE, SHE BEGAN A 17-YEAR CAREER AT THE GEORGE WASHINGTON EDUCATIONAL CAMPUS IN MANHATTAN. SHE TAUGHT ALL LEVELS OF ENGLISH FROM GRADES 9-12, BUT THE LAST 10 YEARS OF HER CAREER HAVE BEEN FOCUSED ON TEACHING 10TH GRADE ENGLISH AS WELL AS HONORS ENGLISH. SHE HAS ALSO TAUGHT VARIOUS ELECTIVES SUCH AS JOURNALISM, CREATIVE WRITING AND THEATER/ACTING.

HAVING WORKED WITH STRUGGLING STUDENTS FOR YEARS, MRS. FRIEDENBURG IS COMMITTED TO HELPING ALL STUDENTS LEARN. SHE BELIEVES THAT ALTHOUGH STUDENTS LEARN DIFFERENTLY, THROUGH COLLABORATION AND INQUIRY ALL STUDENTS CAN BE SUCCESSFUL. SHE LOVES TO ENGAGE HER STUDENTS IN DEBATES/DISCUSSIONS AND HELP THEM TO FOSTER CREATIVITY AND INNOVATION THROUGH COLLABORATIVE PROJECTS.

IN 1997, MRS. FRIEDENBURG GRADUATED FROM QUEENS COLLEGE WITH A BACHELOR'S DEGREE IN ENGLISH AND SECONDARY EDUCATION. IN 2002, SHE GRADUATED FROM HUNTER COLLEGE WITH HER MASTER'S DEGREE IN SPECIAL EDUCATION FOR THE DEAF/HARD OF HEARING. SHE IS A WIFE AND MOTHER TO THREE CHILDREN WHO RANGE IN AGE FROM HIGH SCHOOL TO PRE-SCHOOL.



MS. HUNTER, MATHEMATICS

ORIGINALLY FROM LONG ISLAND, NEW YORK, MS. HUNTER EARNED HER BACHELOR'S DEGREE AND MASTER OF BUSINESS ADMINISTRATION IN MARKETING AND FINANCE AT FLORIDA A & M UNIVERSITY. AFTER REALIZING TEACHING WAS HER PASSION, SHE BECAME A NYC TEACHING FELLOW AND OBTAINED AN ADDITIONAL MASTER OF SCIENCE FOR TEACHERS AT PACE UNIVERSITY. SHE WAS SELECTED TO PARTICIPATE IN THE INAUGURAL MATH FOR AMERICA EARLY CAREER FELLOWSHIP PROGRAM. SHE IS ALSO PROFICIENT IN VARIOUS EDUCATIONAL TECHNOLOGIES INCLUDING TEXAS INSTRUMENTS CALCULATORS AND INTERACTIVE WHITE BOARDS.

MS. HUNTER'S TEACHING PHILOSOPHY IS THAT ALL STUDENTS CAN LEARN MATH. SHE BELIEVES EVERYONE HAS THE ABILITY TO REASON, PROBLEM SOLVE AND THINK CREATIVELY USING NUMBERS. AS A MATH TEACHER, IT'S HER RESPONSIBILITY TO SHOW THEM HOW IN A MANNER THAT IS UNDERSTANDABLE, INTRIGUING, AND TRANSFERABLE. SHE HAS TAUGHT MATH FOR OVER SEVEN YEARS AND IS PROUD TO BE ONE OF THE FOUNDING TEACHERS FOR BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (BTECH). SHE IS EXCITED TO BE ABLE TO HELP SHAPE THE MATH DEPARTMENT AT BTECH AND FOSTER AN INTEREST IN MATH AND TECHNOLOGY AT THIS INNOVATIVE NEW SCHOOL.

PRIOR TO TEACHING MS. HUNTER HAD A CAREER IN THE SPORTS INDUSTRY MARKETING PRODUCTS, SPEARHEADING COMMUNITY PROGRAMS LIKE READ TO ACHIEVE, AND WORKING CLOSELY WITH PROFESSIONAL ATHLETES. SHE WORKED FOR PUMA NORTH AMERICA, THE ORLANDO MAGIC AND NEW ORLEANS HORNETS. AMONG HER OTHER ACHIEVEMENTS, MS. HUNTER CONSIDERS HER BIGGEST ACCOMPLISHMENTS ARE BEING A WIFE AND MOTHER TO TWO YOUNG BOYS.



Mr. Lee, Instructional Support Services: Math/Science

BORN IN QUEENS, BUT RAISED ON LONG ISLAND, MR. LEE IS A SPECIAL EDUCATION/SOCIAL STUDIES AT BTECH. HE IS ALSO A NEW YORK CITY TEACHING FELLOW, AND RECEIVED HIS BACHELOR'S DEGREE IN COMMUNICATIONS AT VILLANOVA UNIVERSITY. WHILE AT VILLANOVA, HE HELPED START A CHAPTER OF A NONPROFIT ORGANIZATION CALLED THE SUPPLY EDUCATION GROUP WHERE HE ORGANIZED MANY FUNDRAISING ACTIVITIES INCLUDING BASKETBALL TOURNAMENTS AND BENEFIT CONCERTS. HE IS A FIRM BELIEVER THAT EVERYONE IS CAPABLE OF LEARNING, THINKING CRITICALLY, AND PROBLEM SOLVING. MR. LEE'S PASSION FOR TEACHING STARTED IN HIGH SCHOOL. WORKING AS A TUTOR TO STUDENTS AT AN INNER CITY HS IN PHILADELPHIA OPENED HIS EYES TO JUST HOW REWARDING THE TEACHING PROFESSION COULD BE AND HOW IMPORTANT IT IS TO EQUIP OUR STUDENTS WITH THE RESOURCES AND KNOWLEDGE TO SUCCEED. MR. LEE IS AN AVID SPORTS FAN. HE FOLLOWS BASKETBALL, FOOTBALL, AND BASEBALL. HIS FAVORITE TEAMS ARE THE METS, KNICKS, AND GIANTS. HE COACHED HIS CHURCH'S WOMEN'S FLAG FOOTBALL LEAGUE FOR TWO YEARS, ULTIMATELY WINNING THE CHAMPIONSHIP IN HIS FINAL YEAR AS COACH. HE IS VERY EXCITED AND PROUD TO BE A FOUNDING TEACHER FOR BTECH AND EXCITED TO FOSTER A PRODUCTIVE LEARNING ENVIRONMENT AT THIS INNOVATIVE NEW SCHOOL.



Ms. Legitime, College Liaison

MS. LEGITIME IS THE COLLEGE LIAISON FOR BTECH. SHE IS A STRONG BELIEVER THAT ALL STUDENTS DESERVE AN EQUITABLE OPPORTUNITY TO NOT ONLY ACCESS EDUCATION, BUT TO THRIVE IN IT. HOLISTIC AND INDIVIDUALIZED SUPPORT IS SOMETHING SHE BELIEVES CAN HELP ALL STUDENTS SUCCEED. AFTER EARNING HER B.S. IN PUBLIC RELATIONS AT SYRACUSE UNIVERSITY, SHE DECIDED TO TAKE A YEAR OFF AND JOIN AMERICORPS AS A SENIOR CORPS MEMBER WITH CITY YEAR NEW YORK. FOLLOWING HER TIME AT CITY YEAR, SHE JOINED A THEN SMALL NONPROFIT CALLED IMENTOR FOR TWO YEARS. AS A PROGRAM COORDINATOR, SHE OVERSAW THE MENTORING RELATIONSHIPS OF OVER 100 MENTOR-MENTEE PAIRS ANNUALLY, TAUGHT WEEKLY LESSON PLANS TO ALL OF HER STUDENTS, PLANNED MONTHLY MEETINGS BETWEEN THE PAIRS, AND COACHED THEM THROUGH THEIR RELATIONSHIPS. AT HER TIME THERE, SHE COORDINATED THE PROGRAM AT A VARIETY OF SCHOOL TYPES; INTERNATIONAL, COLLEGE BOARD, URBAN ASSEMBLY NETWORK, CHARTER AND EVEN SCHOOLS STARTED BY COMMUNITY ORGANIZATIONS.

UPON GRADUATING FROM THE UNIVERSITY OF MICHIGAN WITH HER MASTER'S DEGREE IN HIGHER AND POSTSECONDARY EDUCATION, MS. LEGITIME ACCEPTED AN EDUCATION PIONEERS FELLOWSHIP IN THE GRANTS MANAGEMENT AND DEVELOPMENT OFFICE AT BRIDGEPORT PUBLIC SCHOOLS IN CONNECTICUT. SHE FOCUSED ON GRANT RESEARCH FOR NEW AND INNOVATIVE SCHOOL DISTRICT INITIATIVES AND GRANT WRITING. SHE THEN TRANSITIONED TO A PERMANENT POSITION AT THE NEW SCHOOL UNIVERSITY IN MANHATTAN AS THE COORDINATOR OF STUDENT PROGRAMS IN THE OFFICE OF STUDENT DEVELOPMENT AND ACTIVITIES.

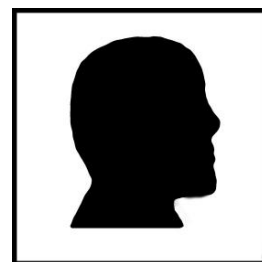
MS. LEGITIME IS EXTREMELY EXCITED TO JOIN THE BTECH TEAM AND DESCRIBES THIS AS HER DREAM JOB!



Ms. Ma, School Secretary

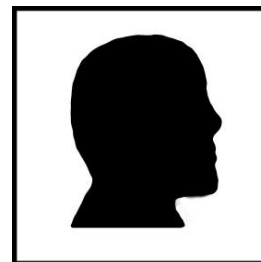
MS. MA IS AN ADMINISTRATIVE SUPPORT AT BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL. SHE IS IN THE PROCESS OF PURSUING A BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN BUSINESS OPERATIONS MANAGEMENT AND HUMAN RESOURCE MANAGEMENT. WHILE IN COLLEGE, SHE HAS TAKEN ON INTERNSHIP OPPORTUNITIES IN VARIOUS PRIVATE FIRMS TO HEIGHTEN HER KNOWLEDGE AND HANDS ON EXPERIENCE IN BUSINESS MANAGEMENT AND MARKETING. SHE BECAME AN AFTER SCHOOL TUTOR FOR NEIGHBORHOOD STUDENTS WHERE SHE DEVELOPED A PASSION IN WORKING WITH KIDS ON A DAILY BASIS—NOT AS A CLASSROOM TEACHER, BUT AS A FRIEND AND MENTOR. HER INTEREST IN WORKING WITH YOUTH LED HER TO SCOPE OUT OPPORTUNITIES THAT WOULD ALLOW HER TO MANAGE, AS WELL AS, WORK AROUND STUDENTS.

AS A CURRENT UNDERGRADUATE STUDENT, MS. MA UNDERSTANDS THE CHALLENGES STUDENTS WILL FACE WHEN IN HIGH SCHOOL AND STEPPING OUT TO COLLEGE. AS A FULL TIME STUDENT AND FULL TIME EMPLOYEE, MS. MA HOPES TO BECOME A ROLE MODEL FOR BTECH STUDENTS TO LET THEM KNOW THAT ANYTHING IS POSSIBLE WITH DETERMINATION AND APPLIED SELF-CONTROL. HAVING DEVELOPED A PASSION IN DIRECTING STUDENTS, SHE AIMS TO APPLY HER KNOWLEDGE AND EXPERIENCES TO HELP STUDENTS BUILD THEIR FUTURE.



Mr. MADERA, ICT MATH

MR. MADERA WAS BORN AND LIVED IN BROOKLYN UNTIL TURNING 5 YEARS OLD. HE WAS RAISED IN QUEENS EVER SINCE, GRADUATING FROM FOREST HILLS H.S. IN 1987. MR. MADERA HAD TWO DEGREES IN MARKETING, AN A.A.S. FROM NYC TECHNICAL COLLEGE AND BBA FROM BARUCH COLLEGE, BUT FELT HE FOUND HIS CALLING WORKING WITH TEENS AND YOUNG ADULTS FOR FOURTEEN YEARS AS AN ASSISTANT AND SUBSTITUTE TEACHER, JOB COACH, AND J.V. BASKET BALL COACH AT A PRIVATE DAY SCHOOL. IN 2007, MR. MADERA WAS ACCEPTED AS A NEW YORK CITY TEACHING FELLOWS AND RECEIVED A MASTER OF ARTS IN TEACHING IN 2009 FROM QUEENS COLLEGE. OVER THE YEARS, HE HAS TAUGHT MATH, WORKED AS A TRANSITION LINKAGE COORDINATOR, AND COACHED PSAL GIRLS VARSITY TENNIS, BOYS BASKETBALL AND BOYS BOWLING.



Ms. MANZO, SOCIAL STUDIES

MS. MANZO IS BEYOND ECSTATIC TO BE TEACHING THIS YEAR AT BTECH! THIS WILL BE HER FOURTH YEAR TEACHING FOR THE DEPARTMENT OF EDUCATION IN NYC AS A SOCIAL STUDIES TEACHER AND HER FIFTH YEAR OF TEACHING OVERALL. PRIOR TO WORKING FOR THE NYCDOE, SHE TAUGHT IN COLUMBIA, SOUTH CAROLINA AS A WORLD HISTORY TEACHER. MS. MANZO DECIDED TO MOVE BACK TO NEW YORK, AT WHICH TIME SHE RECEIVED A POSITION WITH ACADEMY OF HOSPITALITY AND TOURISM IN BROOKLYN. AT AOHT SHE TAUGHT UNITED STATES HISTORY, GLOBAL HISTORY, AP WORLD HISTORY AND CAREER IN FINANCE MANAGEMENT. SHE BELIEVES THAT BUILDING A STRONG SCHOOL COMMUNITY IS VITAL TO THE SUCCESS OF STUDENTS AND A SCHOOL. THEREFORE, SHE PARTICIPATED IN ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SENIOR ADVISOR, ACADEMIC INTERVENTION SERVICES, PM SCHOOL, SATURDAY SCHOOL AND THE SCHOOL IMPROVEMENT COUNCIL.

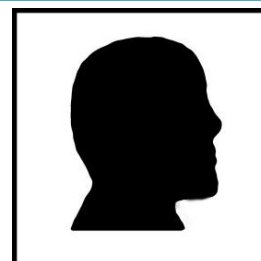


PRIOR TO TEACHING, MS. MANZO WORKED IN THE MORTGAGE BANKING INDUSTRY AS A MORTGAGE UNDERWRITER, APPRAISAL REVIEW MANAGER, PROCESSING DEPARTMENT MANAGER, AND ACCOUNT MANAGER. WHEN THE HOUSING MARKET DECLINED, SHE DECIDED TO GO BACK TO COLLEGE TO ATTAIN HER DEGREE IN EDUCATION. SHE GRADUATED FROM DOWLING COLLEGE WITH A MASTER'S DEGREE IN SECONDARY EDUCATION WITH A MIDDLE SCHOOL EXTENSION, AS WELL AS, HER BACHELOR OF SCIENCE IN LIBERAL ARTS AND SCIENCES. SHE ALSO OBTAINED AN ASSOCIATE'S DEGREE FROM SUFFOLK COUNTY COMMUNITY COLLEGE IN LIBERAL ARTS AND SCIENCES.

MS. MANZO WAS BORN AND RAISED ON LONG ISLAND, WHERE SHE GRADUATED FROM EARL L. VANDERMEULEN HIGH SCHOOL IN PORT JEFFERSON. SHE LOVES LONG ISLAND, FOR ITS BEACHES, SUNSETS, FOOD AND MOST IMPORTANTLY HER FAMILY AND FRIENDS.

Ms. MOORE, ICT SCIENCE

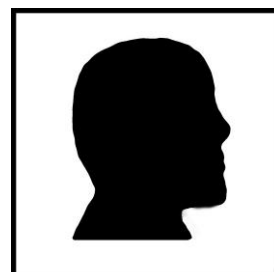
MS. MOORE IS THANKFUL FOR THE OPPORTUNITY TO JOIN THE SPECIALIZED STUDENT SERVICE TEAM AT B-TECH FOR THE 2015-2016 SCHOOL YEAR. IN THIS ROLE SHE PLANS TO ENCOURAGE ALL THAT SHE ENCOUNTERS TO TAKE RISK AND BELIEVE IN THEIR ABILITY TO SUCCEED. MS. MOORE PLANS TO PROVIDE EDUCATIONAL AND SOCIAL EMOTIONAL SUPPORT TO ALL STUDENTS WHILE CREATING AN ENVIRONMENT THAT IS FRIENDLY AND SAFE. SHE RECEIVED MY B.S. IN SPECIAL EDUCATION FROM CENTRAL STATE UNIVERSITY AND MY GRADUATE DEGREE FROM CAMBRIDGE COLLEGE IN MASSACHUSETTS. MS. MOORE HAS 15 YEARS OF TEACHING EXPERIENCE AND HOPE TO EXPOSE STUDENTS AND PARENTS TO AS MANY NEW IDEAS AND CHOICES TO CONSIDER WHILE PLANNING THEIR FUTURE.



Ms. PERLMUTTER, GUIDANCE COUNSELOR

MS. PERLMUTTER IS EXCITED TO JOIN THE BTECH TEAM AS A GUIDANCE COUNSELOR. SHE RECEIVED HER MS IN SCHOOL COUNSELING FROM THE LONG ISLAND CAMPUS OF CW POST IN 2012, AND IS AN ACTIVE MEMBER OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION. HER GOALS ARE TO SUPPORT STUDENTS' PERSONAL AND ACADEMIC SUCCESS, HELP STUDENTS EXPLORE POST-SECONDARY OPTIONS, AND PREPARE THEM FOR THE CHALLENGES OF THE 21ST CENTURY. PRIOR TO RECEIVING HER CERTIFICATION IN SCHOOL COUNSELING, MS. PERLMUTTER TAUGHT SOCIAL STUDIES-INCLUDING GLOBAL STUDIES, UNITED STATES HISTORY, AND ECONOMICS-FOR MANY YEARS AT MARTIN VAN BUREN HIGH SCHOOL. SHE RECEIVED HER MS IN SECONDARY EDUCATION FROM QUEENS COLLEGE.

AMY LIVES ON THE SOUTH SHORE OF LONG ISLAND, BUT WAS BORN AND RAISED IN QUEENS, GRADUATING FROM RYAN JHS AND THE FORMER JAMAICA HIGH SCHOOL. SHE LOVES READING HISTORICAL FICTION, AND SPENDING TIME AT THE BEACH DURING THE SUMMER.

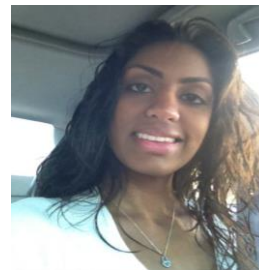


Ms. PRASHAD, ICT ENGLISH LANGUAGE ARTS

MS. PRASHAD IS A SPECIAL EDUCATION ENGLISH LANGUAGE ARTS TEACHER IS JOINING BTECH FOR THE UPCOMING SCHOOL YEAR. ORIGINALLY FROM NEW JERSEY, SHE HAS EARNED HER BACHELOR'S DEGREE FROM RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY. SHE IS ALSO CURRENTLY ATTENDING ST. JOHN'S UNIVERSITY, WHERE SHE WILL EARN HER MASTERS OF SCIENCE IN EDUCATION.

AFTER VOLUNTEERING FOR AN EXTENDED PERIOD OF TIME AT AN URBAN COMMUNITY YOUTH CENTER, SHE RECOGNIZED THAT TEACHING WAS GOING TO BE HER CAREER PATH. SHE HAS AN IMMENSE AMOUNT OF EXPERIENCE WORKING WITH YOUNG ADULTS THROUGH THE AFTER SCHOOL ENRICHMENT PROGRAM AND ENJOYS HELPING STUDENTS PLAN THEIR FUTURE. SHE IS ALWAYS WILLING TO SPEND EXTRA TIME WITH STUDENTS TO ENSURE THEIR PROGRESS AND MAKE SURE THEY MEET THEIR GOALS.

AS A SPECIAL EDUCATION TEACHER SHE UNDERSTANDS THAT STUDENTS LEARN IN DIFFERENT WAYS AND WORKS TO ACCOMMODATE THEIR EXCEPTIONS. SHE ENJOYS LEARNING STUDENTS' INTERESTS AND STRENGTHS AND USING THEM TO SPARK CREATIVITY THAT CAN HELP THEM LEARN. SHE BELIEVES THAT STUDENTS WILL THRIVE SO LONG AS THEY HAVE THE SUPPORT AND RESOURCES THEY NEED TO DO SO.



Mr. PERALES, ENGLISH LANGUAGE ARTS

MR. PERALES IS AN ENGLISH LANGUAGE ARTS TEACHER THAT HAS BEEN DEVOTED TO WORKING WITH STUDENTS IN NYC FOR OVER SEVEN YEARS. HE HAS WORKED AS AN INSTRUCTIONAL CABINET MEMBER, GRADE TEAM LEADER AND COMMON CORE PILOT PROGRAM MEMBER TO ENHANCE LITERACY SKILLS AND DEVELOP LIFE LONG LEARNERS.

MR. PERALES BEGAN HIS CAREER IN BROOKLYN IN 2007. IN 2012, HE BEGAN TEACHING IN MANHATTAN'S LOWER EAST SIDE CONTRIBUTING TO THE EXPANSION OF A NEW SCHOOL. HE IS COMMITTED TO SERVICING STUDENTS IN ORDER TO CREATE A WORLD THAT IS HEALTHY, FAIR AND PROGRESSIVE.

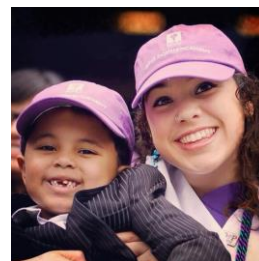


Ms. QUINONES, PHYSICS (SCIENCE)

MS. QUINONES IS BTECH'S PHYSICS TEACHER, SCIENCE DEPARTMENT COORDINATOR AND ROBOTICS CLUB FACILITATOR. MS. QUINONES HAS ALWAYS BEEN PASSIONATE ABOUT SCIENCE AND MAKING SCIENCE ACCESSIBLE TO THE COMMUNITY. SHE BELIEVES IN THE POWER OF INQUIRY BASED LEARNING, AND RUNS HER CLASSES WITH HANDS ON ACTIVES AND PROJECT BASED ASSESSMENT AT ITS CORE.

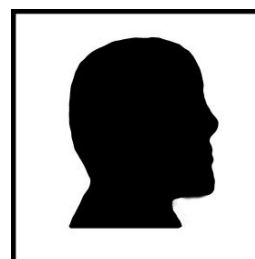
FOR THE PAST 6 YEARS, MS. QUINONES HAS BEEN STUDYING PHYSICS AND EDUCATION AT NYU. SHE HAS CO-TAUGHT IN MANY DIFFERENT SCIENCE PROGRAMS AT OVER 5 DIFFERENT HIGH SCHOOLS ACROSS THE TRI-STATE AREA AND HAS BEEN INSPIRED BY STUDENTS FROM ALL WALKS OF LIFE. SHE BEGAN HER EDUCATION AT LA GUARDIA COMMUNITY COLLEGE, WHERE SHE FIRST DISCOVERED HER PASSION FOR TEACHING. THERE SHE TUTORING COLLEGE STUDENTS IN MATH AND SCIENCE WITH THE COLLEGE DISCOVERY PROGRAM AND THE OFFICE FOR STUDENTS WITH DISABILITIES.

AFTER RECEIVING AN ASSOCIATE'S DEGREE IN MATH AND SCIENCE, SHE BEGAN HER BACHELOR'S IN TEACHING PHYSICS AT NYU. HERE SHE DEVELOPED A GREAT APPRECIATION FOR EXPERIENTIAL LEARNING AND PROJECT BASED ASSESSMENT. SHE WORKED AS AN ADJUNCT PROFESSOR AT NYU'S PHYSICS DEPARTMENT WHERE SHE TAUGHT LAB COURSES FOR PRE-MED STUDENTS TAKING GENERAL PHYSICS. SHE ALSO TUTORING WITH THE HEOP PROGRAM WHERE SHE CONDUCTED GROUP RECITATIONS FOR STUDENTS TAKING PHYSICS COURSES DURING THE SEMESTER. SHE HAS DEVOTED HER SUMMERS TO TEACHING HIGH SCHOOL STUDENTS WITH THE NYU STEP/BEST PROGRAM AND FACILITATING A SUMMER SCIENCE PROGRAM IN ENGINEERING FOR MIDDLE SCHOOL STUDENTS. MOST RECENTLY, MS. QUINONES HAS COMPLETED HER MASTER'S IN SCIENCE EDUCATION FROM NYU AS A NOYCE/CRISP SCHOLAR.



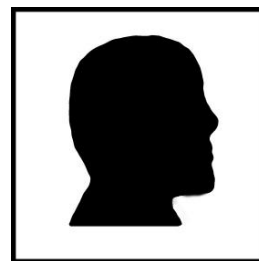
Mr. REYES, COMMUNITY ASSISTANT

MR. REYES IS THE COMMUNITY ASSISTANT AT BTECH. HE JOINED THE TEAM NOVEMBER 2015. HE IS PART OF THE OFFICE TEAM AND WILL BE ASSISTING THE COMMUNITY TO ENSURE ALL CUSTOMER SERVICE IS FULFILLED.



MR. RIVERA, TECHNOLOGY SPECIALIST

MR. RIVERA IS THE TECHNOLOGY SPECIALIST AT BTECH. HE WILL BE ASSISTING THE COMMUNITY IN THEIR TECHNOLOGY NEEDS BY MANNING A TECHNOLOGY HELP DESK IN THE MAIN OFFICE.



MS. ROGERS, PARENT COORDINATOR

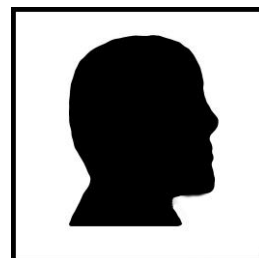
MS. ROGERS IS BTECH'S COMPASSIONATE AND ATTENTIVE PARENT COORDINATOR. "I AM ENTHUSIASTIC AND HOPEFUL ABOUT WORKING WITH STUDENTS AND THEIR FAMILIES TO MAKE SURE THAT BOTH THE PARENTS' AND STUDENTS NEEDS ARE HEARD AND MET." SHE BELIEVES THAT COMMUNICATION AND UNDERSTANDING BETWEEN PARENTS, FAMILIES, TEACHERS, STAFF AND ADMINISTRATION IS KEY TO ACHIEVE THE GREATEST LEVEL OF ACADEMIC SUCCESS FOR ALL OF OUR STUDENTS.

MS. ROGERS HAS WORKED WITH STUDENTS FOR FOURTEEN YEARS IN VARIOUS CAPACITIES. SHE STARTED AS A MATH TUTOR WHILE ATTENDING SCHOOL. SHE THEN WENT ON TO WORK AS AN AFTER-SCHOOL SPECIALIST FOR A FEW ORGANIZATIONS. DORINDA'S PASSION TO DEVELOP YOUNG MINDS SENT HER TO USE HER TALENTS AS A UNIVERSAL PRE-KINDERGARTEN TEACHER, AND SUMMER CAMP PROGRAM DIRECTOR FOR THE PAST THREE YEARS.

MS. ROGERS HAS EARNED A B.S. IN PSYCHOLOGY FROM GEORGIA STATE UNIVERSITY, AND IS CURRENTLY COMPLETING HER MASTER'S DEGREE IN CLINICAL PSYCHOLOGY AT LONG ISLAND UNIVERSITY.

MS. ROGERS IS A VERY CREATIVE. SHE LOVES CREATING ART, JEWELRY AND POETRY. TALENTS THAT SHE HAS PASSED ON TO HER TWO-YEAR-OLD DAUGHTER WHO LOVES TO DRAW AS WELL.

"THERE NEEDS TO BE TRUST, A BOND, BETWEEN STUDENTS, PARENTS, TEACHERS, AND ADMINISTRATORS THAT WE ARE ALL HERE FOR ONE PURPOSE: TO ENSURE OUR STUDENTS LEAVE HERE PREPARED TO TACKLE THE WORLD; KNOWLEDGEABLE, AND FULL OF SELF-CONFIDENCE TO ACHIEVE ANY GOAL THEY SET THEIR MIND TO."



MS. SANTORO, BUSINESS/ENGLISH LANGUAGE ARTS

MY LOVE FOR ENGLISH BEGAN WITH SHAKESPEARE, MY LOVE FOR BUSINESS BEGAN WITH COMPUTERS. I ALWAYS WONDERED HOW I COULD COMBINE THE TWO AND THEN I FOUND BTECH! HAVING THE OPPORTUNITY TO TEACH HERE IS A DREAM COME TRUE. MY ROLE IN BTECH IS PART ENGLISH EDUCATOR AND PART BUSINESS EDUCATOR. I'M LOOKING FORWARD TO RUNNING A SCHOOL STORE AND AM OPEN TO IDEAS FROM MY STUDENTS.

PASSION/INTERESTS: I LOVE COMPUTER GRAPHICS, VIDEO EDITING, SLEEPING, AMERICAN MUSCLE CARS, JETSKIING, CAMPING, BONFIRES, FISHING, ANIME, SLEEPING...DID I MENTION THAT ONE ALREADY?

EDUCATION:

ASSOCIATES IN COMPUTER PROGRAMMING

BACHELOR OF SCIENCE IN COMPUTER PROGRAMMING AND INFORMATION SYSTEMS

MASTER OF SCIENCE IN BUSINESS EDUCATION

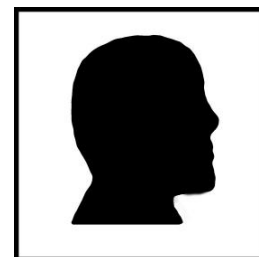
CERTIFICATION IN ENGLISH 7-12 AND CTE IN COMPUTER GRAPHICS

EXPERIENCE AS AN EDUCATOR:

THIS WILL BE MY 10TH YEAR TEACHING! I TAUGHT MIDDLE SCHOOL BUSINESS FOR 5 YEARS, HIGH SCHOOL BUSINESS FOR 1 YEAR AND HIGH SCHOOL ENGLISH FOR 3 YEARS

MOVING FORWARD ASPIRATIONS:

I ASPIRE TO MOTIVATE MY STUDENTS TO BECOME LIFE LONG LEARNERS LIKE MYSELF AND MY COLLEAGUES. "THE BEST INVESTMENT YOU CAN MAKE IS IN YOURSELF." -WARREN BUFFETT



Ms. STREFFACIO, MATHEMATICS

MS. STREFFACIO WILL BE TEACHING GEOMETRY AND ALGEBRA I. SHE WILL BE A 9TH GRADE FEMALE NETWORK COACH.



Ms. Tu, PRINCIPAL

MS. TU IS FOUNDER AND PRINCIPAL OF BUSINESS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (BTECH). SHE HAS DEVOTED THE LAST 18 YEARS OF HER CAREER TO DEVELOPING AND IMPLEMENTING NEW INSTRUCTIONAL PROGRAMS AT THE SCHOOL, DISTRICT AND CENTRAL LEVELS. HER PASSION IS IN ENSURING MINORITY INNER CITY YOUTH HAVE GREATER ACCESS TO THE RESOURCES AND OPPORTUNITIES OUR SYSTEM HAS TO OFFER. SHE BEGAN HER EDUCATION CAREER AS A HIGH SCHOOL BIOLOGY AND CHEMISTRY TEACHER AT THE BROOKLYN INTERNATIONAL HS FOR NEW IMMIGRANTS. SHE THEN WENT ON TO BE A FOUNDING MEMBER OF LIFE SCIENCES SECONDARY SCHOOL IN EAST HARLEM AND BARD HIGH SCHOOL EARLY COLLEGE ON THE LOWER EAST SIDE. MS. TU WAS THE FOUNDING PRINCIPAL OF HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES, A SECONDARY SCHOOL (6-12) IN LOWER MANHATTAN, A PARTNERSHIP SCHOOL WITH THE ASIA SOCIETY AND THE INTERNATIONAL STUDIES SCHOOLS NETWORK.



SHE WAS MOST RECENTLY THE DEPUTY CLUSTER LEADER AND THE CHIEF INSTRUCTION OFFICER FOR THE PSO CLUSTER, SUPPORTING OVER 360 SCHOOLS ACROSS SIX PARTNERSHIP SUPPORT ORGANIZATIONS, A POSITION SHE HELD FOR THREE YEARS. PRIOR TO THAT SHE WAS THE SENIOR DIRECTOR FOR NEW SCHOOL DEVELOPMENT WHERE SHE COACHED ASPIRING NEW LEADERS IN THE DESIGN AND DEVELOPMENT OF NEW SCHOOLS. MS. TU IS A NATIONALLY TRAINED FACILITATOR AS WELL AS TRAINER IN FACILITATIVE LEADERSHIP WITH THE SCHOOL REFORM INITIATIVE. SHE ALSO RECENTLY BECAME A CERTIFIED MEDIATOR WITH THE NY CENTER FOR INTERPERSONAL DEVELOPMENT (NYCID).

A GRADUATE OF THE NEW LEADERS PRINCIPAL FELLOWSHIP PROGRAM, MS. TU RECEIVED HER BACHELOR'S DEGREE IN BIOLOGY FROM BARD COLLEGE AND HER MASTER OF EDUCATION FROM THE TEACHERS COLLEGE AT COLUMBIA UNIVERSITY. MS. TU IS COMMITTED TO ENSURING THAT TEACHERS HAVE THE PROFESSIONAL DEVELOPMENT AND SUPPORT THEY NEED TO BE SUCCESSFUL IN THE CLASSROOM. SHE ADVOCATES FOR PERSONAL LEADERSHIP DEVELOPMENT IN HER TEACHERS AND STUDENTS.

MS. TU IS THE PROUD MOTHER OF TWO TODDLER GIRLS AND ENJOYS ASSEMBLING COLORFUL MEALS FOR FRIENDS AND FAMILIES.

BE ADVOCATIVE...ESTABLISHING EXPECTATIONS

MISSION:

We believe for students to succeed professionally and academically they need an education based on *technology*, *innovation*, *thinking*, and *problem solving*. Business Technology Early College High School (BTECH), in collaboration with *Queensborough Community College* and *SAP*, helps prepare students to re-imagine the future.



BTECH is a safe and *intellectually challenging* student-centered learning community



BTECH offers a *dynamic* and innovative *dual enrollment* high school and college curriculum.

CORE VALUES (C.R.A.F.T.):

COLLABORATION: Network locally, nationally, and globally

Responsiveness: Give feedback with empathy
and take feedback with humility

ADVOCACY: Advocate for self and others

FOCUS: Concentrate on personal
and professional learning

TENACITY: Relentless pursuit of solutions

Be In! In*novative* In*elligent* In*credible*

Be BTECH

SCHOOL CULTURE

PHILOSOPHY AND APPROACH

AT BTECH WE STRIVE TO CULTIVATE A SCHOOL CULTURE BASED ON A PHILOSOPHY KNOWN AS:

“UBUNTU: I AM BECAUSE WE ARE.”

“A PERSON WITH UBUNTU IS OPEN AND AVAILABLE TO OTHERS, AFFIRMING OF OTHERS, DOES NOT FEEL THREATENED THAT OTHERS ARE ABLE AND GOOD, BASED FROM A PROPER SELF-ASSURANCE THAT COMES FROM KNOWING THAT HE OR SHE BELONGS IN A GREATER WHOLE AND IS DIMINISHED WHEN OTHERS ARE HUMILIATED OR DIMINISHED, WHEN OTHERS ARE TORTURED OR OPPRESSED.”

– DESMOND TUTU

BTECH’S SCHOOL CULTURE EMPHASIZES STUDENT EMPOWERMENT BY ENSURING EVERYONE HAS A VOICE.

THE EXPECTATION IS THAT WE RESPECT EACH OTHER AS INDIVIDUALS WITH DIFFERENT BACKGROUNDS, CULTURES, NEEDS, AND INTERESTS.

WE RECOGNIZE HOW OUR WORDS AND ACTIONS CAN IMPACT OTHERS, USING THE REALIZATION OF THIS INTERCONNECTEDNESS TO CONTRIBUTE TO THE SUCCESS OF OTHERS, WHICH ALSO LEADS TO OUR OWN SUCCESS. AS A COMMUNITY WE CAN ALL BE SUCCESSFUL

AT OUR SCHOOL WE BELIEVE IN ESTABLISHING AN ENVIRONMENT WHERE ALL COMMUNITY MEMBERS VALUE GROWTH AND PROGRESS, WHILE RECOGNIZING THIS IS ACHIEVED THROUGH COLLABORATION WITH OTHERS AND COMPETING ONLY WITH ONE’S SELF.

MUTUALLY ACCOUNTABLE RELATIONSHIPS BETWEEN ALL MEMBERS OF THE BTECH COMMUNITY ARE KEY TO MAINTAINING A POSITIVE SCHOOL CULTURE WHERE EVERYONE FEELS EMPOWERED. WHEN A MISUNDERSTANDING OR MISTAKE IS MADE, IT IS AN OPPORTUNITY FOR ALL PARTIES INVOLVED IN THE INCIDENT TO REFLECT ON THEIR CHOICES AND CONSIDER PRODUCTIVE ALTERNATIVES TO THINK AND BEHAVE IN ACCORDANCE TO OUR SCHOOL EXPECTATION AND CULTURE.

THE BTECH LEARNING COMMUNITY IS INTENDED TO BE A SAFE SPACE FOR EVERYONE. WE CAN HELP EACH OTHER FEEL SAFE BY CONDUCTING OURSELVES ACCORDING TO OUR CORE VALUES: COLLABORATION, RESPONSIVENESS, ADVOCACY, FOCUS, AND TENACITY (C.R.A.F.T.).

WE CAN EXERCISE OUR CORE VALUES ON A DAILY BASIS BY COLLABORATING WITH OTHERS BOTH WITHIN AND BEYOND THE BTECH COMMUNITY; BY BEING RESPONSIVE THROUGH GIVING FEEDBACK WITH EMPATHY AND TAKING FEEDBACK WITH HUMILITY; BY PRACTICING ADVOCACY FOR OTHERS AND OURSELVES; BY FOCUSING OUR EFFORTS IN CONCENTRATING ON PERSONAL AND PROFESSIONAL LEARNING; AND BY EMPLOYING TENACITY IN THE RELENTLESS PURSUIT OF SOLUTIONS IN ALL PROBLEMS WE FACE.

BE INNOVATIVE.....SCHOOL DESIGN

WHAT IS BTECH?

BTECH IS AN INNOVATIVE NEW SCHOOL THAT ENABLES STUDENTS TO EARN A HIGH SCHOOL DIPLOMA, AN ASSOCIATE DEGREE IN BUSINESS SYSTEMS OR ENGINEERING TECHNOLOGY, AND GAIN RELEVANT WORK EXPERIENCE IN THE BUSINESS TECHNOLOGY FIELD. THE SCHOOL WAS DEVELOPED THROUGH A STRONG PARTNERSHIP BETWEEN **SAP**, THE NEW YORK CITY DEPARTMENT OF EDUCATION, QUEENSBOROUGH COMMUNITY COLLEGE, AND THE EARLY COLLEGE INITIATIVE AT THE CITY UNIVERSITY OF NEW YORK.

BTECH'S MISSION IS TO COMBINE ACADEMIC EXCELLENCE WITH TECHNICAL APTITUDE, THUS EMPOWERING STUDENTS TO BE SUCCESSFUL IN OUR MODERN, INFORMATION-BASED GLOBAL ECONOMY AND COMMUNITY. ALONG WITH CORE TOPICS, STUDENTS WILL DEVELOP STRONG TECHNICAL, DESIGN AND COMMUNICATION SKILLS AND WILL GRADUATE WITH THE PROFESSIONAL CERTIFICATIONS AND WORKPLACE EXPERIENCE NECESSARY TO GIVE THEM A COMPETITIVE EDGE IN TOMORROW'S IT EMPLOYMENT MARKETPLACE.

THE NEED

EMPLOYMENT IN **STEM** OCCUPATIONS IS PROJECTED TO GROW NEARLY TWO TIMES FASTER THAN THE AVERAGE FOR ALL OCCUPATIONS OVER THE NEXT FOUR YEARS¹, YET MORE THAN HALF OF BUSINESSES WORLDWIDE ARE CONCERNED ABOUT THE QUALITY AND QUANTITY OF IT TALENT AVAILABLE FOR HIRE². ECONOMIC PROJECTIONS POINT TO A NEED FOR APPROXIMATELY 1 MILLION MORE **STEM** PROFESSIONALS THAN THE U.S. WILL PRODUCE AT THE CURRENT RATE OVER THE NEXT DECADE³. **BTECH** IS A RESPONSE TO THIS EMPLOYER DEMAND AND PROVIDES THE ON-THE-JOB EXPERIENCE AS WELL AS PROFESSIONAL DEVELOPMENT TRAINING TO ENSURE STUDENTS ARE ABLE TO TAKE ADVANTAGE OF AND SUCCEED IN THEIR FUTURE CAREERS.

MENTORSHIPS AND ACCESS TO JOBS


STUDENTS AT **BTECH** ARE PAIRED WITH **SAP** MENTORS TO HELP THEM STAY FOCUSED ON THEIR EDUCATION AND UNDERSTAND WHAT KINDS OF CAREERS ARE AVAILABLE IN IT. STUDENTS WILL HAVE OPPORTUNITIES TO WORK WITH **SAP** TECHNOLOGIES SUCH AS **SAP CLOUD SOLUTIONS**, **SAP HANA**, AND MOBILE APPS. **SAP** WILL ALSO WORK WITH THE PRINCIPAL AND TEACHERS TO ENSURE THAT THEY HAVE APPROPRIATE TRAINING IN TECHNOLOGY AND GAIN REAL-WORLD EXPERIENCES WORKING IN IT AND/OR A CORPORATE ENVIRONMENT VIA APPRENTICESHIPS, INTERNSHIPS OR JOB SHADOWING OPPORTUNITIES WITHIN **SAP'S** ECOSYSTEM.


¹ U.S. Bureau of Labor Statistics


² CompTIA's International Technology Adoption & Workforce Issues study

³ 2012 Council of Advisors on Science and Technology

THE WORKSHOP MODEL

 **AS PER OUR SCHOOL'S INSTRUCTIONAL METHODOLOGIES, CLASSES WILL BE INSTRUCTED USING THE WORKSHOP MODEL. THE WORKSHOP MODEL IS BOTH A STRUCTURE FOR ORGANIZING CLASSROOM INSTRUCTION AND A VEHICLE TO GET STUDENTS MORE ENGAGED AND INVESTED IN CLASSROOM INSTRUCTION. THE STRUCTURE PROVIDES MORE TIME DURING THE SCHOOL DAY FOR STUDENTS TO READ, WRITE, TALK, AND USE EFFECTIVE LEARNING STRATEGIES AND TO EXPLORE AND RESPOND TO THE TOPICS AND IDEAS THEY ARE STUDYING. IT PROVIDES MORE TIME FOR TEACHERS TO WORK WITH INDIVIDUAL STUDENTS, AND FOR STUDENTS TO WORK WITH ONE ANOTHER. THE STRUCTURE EVOLVED AS TEACHERS REALIZED THAT MUCH TRADITIONAL INSTRUCTION - THE TRANSFER OF INFORMATION FROM ADULT TO STUDENT - WAS NOT LEADING TO THE OWNERSHIP OF THE LEARNING PROCESS AND TO THE DEEPER UNDERSTANDING THAT STUDENTS NOW NEED TO MEET STANDARDS. TO DO THAT, THE TEACHERS AND STUDENTS MUST CONSTRUCT LEARNING. THE TEACHERS ALSO MUST RECOGNIZE THAT EACH STUDENT BEGINS AT A DIFFERENT PLACE BUT THAT *ALL* MUST MEET THE SAME HIGH STANDARDS, EVEN THOUGH THIS MAY TAKE MORE TIME.**

 **WORKSHOP STARTS WITH *TIME* - TIME FOR STUDENTS TO READ, WRITE, TALK, AND THINK IN CLASS, INDEPENDENTLY OR IN SMALL-GROUP SESSIONS. THE STRUCTURE ALSO OFFERS TEACHERS TIME TO OBSERVE, TAKE NOTES, AND CONFER WITH STUDENTS. BECAUSE STUDENTS OFTEN CHOOSE WHAT THEY READ AND WRITE, THEY DEVELOP *OWNERSHIP* OF THEIR LEARNING. AS THEY BEGIN TO USE NEWLY TAUGHT STRATEGIES THAT MAKE THEM MORE SKILLED READERS, WRITERS, AND LEARNERS, THEY ARE ABLE TO ACCESS MORE AND A GREATER VARIETY OF MATERIALS, INCREASING THEIR CONFIDENCE AND SENSE OF OWNERSHIP.**

 ***RESPONSE* IS BUILT INTO WORKSHOP INSTRUCTION. DURING THE MINI-LESSON, STUDENTS HAVE THE OPPORTUNITY TO QUESTION AND CLARIFY STRATEGIES BEFORE THEY ADAPT THEM TO THEIR OWN LEARNING. THE TEACHER-STUDENT CONFERENCES, SMALL-GROUP WORK, NOTEBOOKS, AND SHARING SESSIONS ALL OFFER OPPORTUNITIES FOR STUDENTS TO EXPLORE AND RESPOND TO CONTENT WITH THEIR TEACHERS AND OTHERS. BY EXPERIENCING GENUINE DISCOURSE, CONSIDERING AND BUILDING ON THE IDEAS OF OTHERS, FINDING EVIDENCE IN WHAT THEY READ, AND SHARING THEIR WORK, STUDENTS DEVELOP AS A *COMMUNITY* OF LEARNERS. IN WORKSHOP INSTRUCTION, THE WHOLE CAN BE GREATER THAN THE SUM OF THE PARTS.**

BE FOCUSED.....LEARNING GOALS

INDIVIDUALIZED LEARNING PLAN (ILP)

EVERY STUDENT WILL HAVE A INDIVIDUALIZED LEARNING PLAN (ILP). MODELED AFTER THE INDIVIDUALIZED EDUCATION PLAN (IEP), EACH ILP WILL HAVE LITERACY, NUMERACY, AND TECHNICAL SKILLS ACHIEVEMENT SECTIONS, AND INCLUDE STUDENT GOAL-SETTING, INSTRUCTIONAL SUPPORT/ENRICHMENT AND PROGRESS TRACKING. STUDENTS WILL BE REQUIRED TO SET GOALS ACROSS ALL DISCIPLINES AND WORK WITH TEACHERS TO REFLECT ON THEIR LEARNING AND TRACK PROGRESS. EACH ILP WILL BE COORDINATED BY THE STUDENT'S ADVISOR WITH INPUT FROM CONTENT TEACHERS, COLLEGE PROFESSORS, WORKPLACE MENTORS, AND THE STUDENT. **WHILE THE SCHOOL MEETS ALL STATE MANDATES FOR REGENTS AND COURSES, THE PACE AT WHICH THE STUDENT WILL MOVE THROUGH THE HIGH SCHOOL AND ASSOCIATE DEGREE REQUIREMENTS IS PERSONALIZED. INDIVIDUAL STUDENT NEEDS WILL BE HONORED AS STUDENTS WORK AT THEIR OWN PACE TO ACHIEVE THEIR OWN INDEPENDENT LEARNING GOALS. ALL STUDENTS ARE EXPECTED TO MEET HIGH SCHOOL REQUIREMENTS AND EARN THEIR ASSOCIATE DEGREE IN SIX YEARS. THOSE WHO PROCEED AT AN ACCELERATED PACE CAN EARN THEIR ASSOCIATE DEGREE IN A SHORTER TIME.**

INDIVIDUAL ACADEMIC PLAN DESIGNED COLLABORATIVELY TO ENSURE THAT EACH STUDENT LEARNS AT HIS/HER OWN PACE AND STAYS ON TRACK TOWARD EARNING AN ASSOCIATE DEGREE.



"TO BEGIN WITH THE END IN MIND MEANS TO START WITH AN UNDERSTANDING OF YOUR DESTINATION. IT MEANS TO KNOW WHERE YOU'RE GOING SO THAT YOU BETTER UNDERSTAND WHERE YOU ARE NOW SO THAT THE STEPS YOU TAKE ARE ALWAYS IN THE RIGHT DIRECTION."

- STEPHEN R. COVEY, *THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE*, 1989, P. 98



Workplace Style

- ☐ Able to work independently
- ☐ Collegial/teamwork
- ☐ Lifelong learner
- ☐ Conflict management
- ☐ Creative thinker
- ☐ Analytical
- ☐ Resilience/perseverance
- ☐ Drive/sense of urgency

Communication Skills

- ☐ Oral communication
- ☐ Virtual communication
- ☐ Written communication
- ☐ Directing, informing,

Customer Relations

- ☐ Networking
- ☐ Timely responsiveness
- ☐ Active listening
- ☐ Needs assessment
- ☐ Empathic
- ☐ Socially and culturally aware

Project Management Skills

- ☐ Time management
- ☐ Defining dependencies
- ☐ Multi-tasking
- ☐ Organization
- ☐ Prioritization
- ☐ Consistency and stability

Problem Solving Skills

- ☐ Inquisitive/creative thinker/ analytical
- ☐ Problem solving cycle



ESSENTIAL SKILLS

BE INTELLIGENT.....ACADEMICS

THE PRIMARY PURPOSE OF SCHOOL IS TO ENABLE LEARNING. IT INVOLVES THE DEVELOPMENT OF THINKING SKILLS THAT HAVE LIFE-LONG APPLICATIONS AND REQUIRES THAT EACH STUDENT STRETCH TOWARD HIS OR HER FULL INTELLECTUAL POTENTIAL. TO ACHIEVE THIS, OUR SCHOOL PROVIDES A RICH AND INVIGORATING ACADEMIC COLLEGE PREPARATORY PROGRAM FOCUSED AROUND CAREER-BASED THEMES THAT ARE INTERDISCIPLINARY, INTERACTIVE, AND PROJECT-ORIENTED IN THE AREAS OF BUSINESS TECHNOLOGY.

A COLLABORATIVE APPROACH TO PROBLEM SOLVING IS CENTRAL TO HOW STUDENTS WORK IN THE CLASSROOM AND TO HOW OUR GREATER SCHOOL COMMUNITY FUNCTIONS. OUR STUDENTS ENGAGE IN COLLABORATIVE WORK IN EACH CLASS AND MEET WEEKLY IN NETWORK GROUPS. STAFF AND PARTNERS, ALSO, WORK IN TEAMS TO DESIGN HIGH---QUALITY PROGRAMS, TO MONITOR PROGRESS, AND TO MAKE REVISIONS WHEN NECESSARY. OUR APPROACH MAINTAINS A HIGH DEGREE OF ACCOUNTABILITY TO ONE ANOTHER AND A STRONG SENSE OF VALUE, BELONGING, AND OWNERSHIP.

THE 9 – 14 MODEL AFFORDS STUDENTS THE UNIQUE OPPORTUNITY TO STAY IN HIGH SCHOOL FOR UP TO SIX YEARS, PARTICIPATING IN A RANGE OF HIGH SCHOOL AND COLLEGE COURSES, AS WELL AS A PROGRESSION OF WORKPLACE EXPERIENCES. IN THIS MODEL, PARTNERS WORK CLOSELY TOGETHER TO IDENTIFY THE ELEMENTS OF THE PROGRAM THAT ARE MOST EFFECTIVELY ALIGNED WITH INDUSTRY NEED. THE TECHNICAL AND ACADEMIC TRAINING STUDENTS RECEIVE, DOWN TO THE INDIVIDUAL COURSES THEY TAKE, IS CAREFULLY MATCHED TO THE ACTUAL JOBS THAT ARE AVAILABLE – AND WILL BE AVAILABLE – TO YOUNG PEOPLE MOVING INTO THESE PROFESSIONS. THE GOAL IS TO PROVIDE ALL THE TOOLS NECESSARY IN ONE PROGRAM FOR STUDENTS TO GRADUATE STRAIGHT INTO CAREERS IN THE INDUSTRY.

“WITH COURAGE YOU WILL DARE TO TAKE RISKS, HAVE THE STRENGTH TO BE COMPASSIONATE, AND THE WISDOM TO BE HUMBLE. COURAGE IS THE FOUNDATION OF INTEGRITY.”

—KESHAVAN NAIR

SCOPE AND SEQUENCE OVERVIEW → THE 6 YR PLAN

	9 - Fall	9-Spring	10 - Fall	10 - Spring	11 - Fall	11 - Spring	12 - Fall	12 - Spring	13 - FALL	13 - Spring	14 - Fall	14 - Spring
ELA	ELA 1/2	ELA 2/3	ELA 4/5	ELA 5/6 R	English Composition 101 D	English Composition 102 D						
Math	Algebra 1	Algebra 1 ®	Geometry	Geometry R	Algebra 2	Algebra 2 R	MA 321: Math in Contemporary Society or MA 128: Business Technology Calculus D					
Science	Active Physics	Active Physics	Biology	Biology R			Chemistry	Chemistry R				
								ET 841 or ET 842: Energy and Power D				
Social Studies	U.S. History	U.S. History ®	Global History 1	Global History 2	Global History 3	Global History 4 R	ECON 101: Microeconomics D	ECON 102: Macroeconomics D				
								Humanities/ Government D				
Language					Language (LOTE)	Language (LOTE)						
PE/Health	PE	PE	PE	PE	PE	PE/Health	PE	PE	PE			
Art				Art		Dance or Theater		Art or Music				
College/Career Seminar	CC sem 1	CC sem 2	CC sem 3	CC sem 4	CC sem 5	CC sem 6	CC sem 7	CC sem 8	CC sem 9	CC sem 10	CC sem 11	CC sem 12
CTE	Introduction to Business : Career Exploration (CFM)	Introduction to Technology: History of Technology (IC3 - certificatoin)	Introduction to Business Technology 1: Entrepreneurship (MOS)	Introduction to Business Technology 2: Entrepreneurship (MOS - certification)		SP 211: Speech D						
WBL	mentoring and job site visitation		mentoring and job shadowing		mentoring and internship		mentoring and internship		mentoring and apprenticeship		mentoring and apprenticeship	
Computer Information System (AAS)					BU 512: Intro to Info System Management		BU 520: Intro to Computer Programming for Business		BU 502: Fund Program	BU 203: Principles of Statistics	BU 534: Local Area Network Management 3	BU 537: Data Security
Internet Technology (AAS)					ET 710: Web Technology 1		ET 575: C++ programming		ET 704: Networking Fundamental I	ET 728: Web Technology XML	ET 504: Operating Systems	ET 718: Database Technology
High School Credits Total	6.5	6.5	6.5	8.5	5	7.5	4	6	1		0.5	
College Credits Total	0	0	0	0	6 or 7*	6	9	10	9 or 11*		10 or 6*	

*Credit assignments differ for CIS (1st #) and IT (2nd #)

ACADEMIC PROGRAMS

THE BTECH INSTRUCTIONAL PHILOSOPHY IS ONE THAT PROMOTES A DEEPER UNDERSTANDING OF CONCEPTS AND FOSTERS CONNECTION BETWEEN CONTENT AND INTERNATIONAL CONCEPTS VIA DAILY LESSONS, UNIT PROJECTS, AND YEARLONG INQUIRIES.

THE INSTRUCTIONAL PHILOSOPHY OF OUR SCHOOL IS BASED ON THE PROCESS OF PROBLEM BASED LEARNING (PBL) AND COMMON INSTRUCTIONAL FRAMEWORK (CIF). DAILY LESSONS WILL INCLUDE TIME FOR STUDENTS TO PRACTICE THE USE OF ACADEMIC LANGUAGE AND VERBAL COMMUNICATION SKILLS. THE GOAL OF LITERACY AND ESSENTIAL SKILLS INSTRUCTION IS TO BUILD A STUDENT'S CONFIDENCE, CRITICAL THINKING, COMPREHENSION, WRITING SKILLS, AND OVERALL SKILLS IN COMMUNICATION.

STUDENTS HAVE UP TO SIX YEARS TO EARN A HIGH SCHOOL DIPLOMA AND AN AAS IN INTERNET TECHNOLOGY OR COMPUTER INFORMATION SYSTEMS

MAJOR: DECLARATION, AFFIRMATION, CONFIRMATION

STUDENTS ARE ASKED TO DECLARE THEIR MAJOR: COMPUTER INFORMATION SYSTEM OR INTERNET TECHNOLOGY BY THE END OF 10TH GRADE. STUDENTS MAY CHANGE THEIR MAJOR AT THE END OF 11TH AND BY THE END OF 12TH MUST CONFIRM THE MAJOR THEY INTEND TO COMPLETE THE ASSOCIATE DEGREE IN FOR THE REMAINING TWO YEARS OF THE PROGRAM.

PROGRAMMING

STUDENT PROGRAM CHANGES: ALL PROGRAM CHANGE REQUESTS ARE TO BE REFERRED TO THE GUIDANCE COUNSELOR. STUDENTS MUST FOLLOW THEIR PROGRAMS AS PRINTED UNTIL AN OFFICIAL CHANGE IS MADE.

REPORT CARDS

REPORT CARDS ARE ISSUED SIX TIMES EACH YEAR. THE FIRST (1ST) AND FOURTH (4TH) REPORT CARDS WILL BE DISTRIBUTED TO PARENTS DIRECTLY DURING STUDENT LED CONFERENCES. AT ALL OTHER TIMES, REPORT CARDS WILL BE GIVEN TO STUDENTS DIRECTLY AND A COPY MAILED HOME.

BTECH ACADEMIC PROGRESS REPORT CALENDAR 2015–2016

Date	Type
October 13, 2015	End of Progress Period #1
November 13, 2015	End of Progress Period #2/Report Card #1 Student Led Conference on November 19, 2015
December 15, 2015	End of Progress Period #3
January 22, 2016	End of Progress Period #4/Report Card #2
March 7, 2016	End of Progress Period #5
April 8, 2016	End of Progress Period #6/Report Card #3 Student Led Conference on April 14, 2016
May 10, 2016	End of Progress Period #7
June 10, 2016	End of Progress Period #8/Marking Period #4

HOME LEARNING/PROJECTS

HOME LEARNING AND PROJECTS ARE AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM AND ARE A SIGNIFICANT LINK BETWEEN SCHOOL AND HOME. THE PURPOSE OF HOMEWORK IS TO STRENGTHEN CLASS WORK, BROADEN A STUDENT'S COMPETENCY IN A SPECIFIC COURSE OR SKILL, AND TO REINFORCE THE DAY'S LESSON AND PREPARE FOR A FUTURE LESSON.

PROJECTS ALLOW STUDENTS THE OPPORTUNITY TO EXPLORE AND DEVELOP MORE COMPLEX ISSUES AND SKILLS WHILE WORKING INDIVIDUALLY OR IN GROUP SETTINGS. THIS APPROACH REQUIRES STUDENTS TO TAKE RESPONSIBILITY AND OWNERSHIP OF THEIR LEARNING, WHICH ARE ESSENTIAL ASPECTS OF OUR SCHOOL'S PHILOSOPHY AND AN IMPORTANT COMPONENT OF EACH CHILD'S ACADEMIC SUCCESS.

AS A GENERAL RULE OF THUMB, STUDENTS SHOULD BE SPENDING APPROXIMATELY 20---30 MINUTES PER EVENING ON HOME LEARNING, PER SUBJECT. IN SOME CLASSES, THIS MIGHT LOOK LIKE WATCHING A VIDEO OF SAFETY AND LAB INSTRUCTIONS BEFORE CONDUCTING A SCIENCE EXPERIMENT. IN OTHER CLASSES, IT MIGHT LOOK LIKE READING AND JOURNALING, OR WORKING ON A FEW COMPLEX PRACTICE PROBLEMS. SOMETIMES, HOMEWORK WILL NOT BE ASSIGNED ON A DAILY BASIS, BUT RATHER WILL BE ASSIGNED IN A LARGER SEGMENT FOR A LONGER PERIOD OF TIME. FOR EXAMPLE, A TEACHER MAY ASSIGN A MORE IN-DEPTH WRITING ASSIGNMENT THAT WILL TAKE SEVERAL EVENINGS TO COMPLETE. WE ARE INCREASINGLY PREPARING STUDENTS FOR THE READING, WRITING, AND HOME LEARNING STAMINA THAT WILL BE REQUIRED IN COLLEGE.

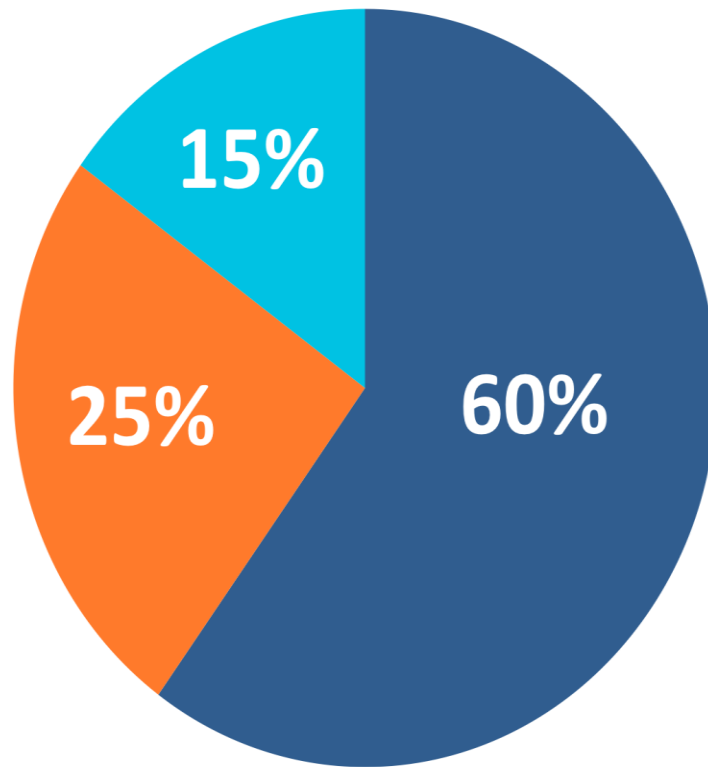
IF YOUR CHILD'S HOMEWORK IS TAKING LONGER (OR SHORTER) THAN YOU THINK IT SHOULD, YOUR FIRST POINT OF CONTACT IS THE NETWORK COACH (NC). THE NC CAN CHECK IN WITH OTHER TEACHERS ABOUT HOMEWORK AND YOUR CHILD'S PROGRESS, AND CAN ALSO REFER YOUR CHILD FOR ADDITIONAL SUPPORT. YOU WILL BE ABLE TO ACCESS YOUR CHILD'S ONLINE GRADING SYSTEM AND ADDITIONALLY SOME CLASS ASSIGNMENTS.

WHEN STUDENTS MISS ASSIGNMENTS, THESE WILL BE POSTED ONLINE. AFTER SEVERAL MISSED ASSIGNMENTS, PARENTS WILL BE CALLED. MISSING ASSIGNMENTS MAY RESULT IN:

- PARENT/STUDENT/NC MEETINGS
- MANDATORY HOMEWORK DETENTION
- FAILING GRADES
- DISCIPLINARY ACTION

HOME LEARNING IS ASSIGNED FOR THE PURPOSE OF EXTENDING STUDENTS' LEARNING AND PROVIDING TEACHERS WITH IMPORTANT INFORMATION ABOUT WHAT STUDENTS KNOW AND ARE ABLE TO DO. IT IS ESSENTIAL THAT STUDENTS FULLY COMPLETE THESE TASKS AND TURN THEM IN ON TIME.

BTECH SCHOOL-WIDE GRADING POLICY



➔ Assessments & Projects 60%

Tests, quizzes, and project-based outcomes for course objectives on course content, literacy skills, and essential skills

➔ Classwork 25%

Classroom engagement, attendance/punctuality, notebooks

➔ Homework 15%

Assignments, practice problems

GRADING POLICY

TEACHERS WILL BEGIN PLANNING WITH A SET OF OUTCOMES THEY EXPECT ALL STUDENTS TO MASTER BY THE END OF THEIR COURSES. THE OUTCOMES WILL BE INFORMED BY THE COMMON CORE LEARNING STANDARDS OF THEIR CONTENT AREAS, COURSE OUTCOMES WILL DEFINE BOTH THE CONTENT AND SKILLS STUDENTS NEED TO PROVE DEEP KNOWLEDGE AND UNDERSTANDING OF A PARTICULAR SUBJECT AREA. OUR GOAL AT BTECH IS TO PROVIDE STUDENTS WITH MULTIPLE OPPORTUNITIES TO SHOW MASTERY OF EACH OUTCOME.

STUDENTS WILL BE ASSESSED IN REFERENCE TO ARTICULATED LEARNING OUTCOMES, NOT DONE ON A “CURVE”. THIS METHOD, KNOWN AS MASTERY BASED ASSESSMENT PROVIDES INFORMATION FOR STUDENT SELF-EVALUATION AND DOCUMENTS STUDENTS’ PERFORMANCE. ASSESSMENTS ARE DEVELOPED IN SERVICE FOR LEARNING; NOT OF LEARNING. IT EXPLAINS TO WHAT EXTENT A STUDENT IS LEARNING A CONCEPT, SKILL, OR KNOWLEDGE SET.

SUBJECT TEACHERS WILL ISSUE A *COURSE SYLLABUS* TO EACH STUDENT, OUTLINING THEIR GRADING POLICIES, COURSE EXPECTATIONS, AND THE PERCENTAGE VALUES FOR EACH SPECIFIC CRITERIA (E.G. HOMEWORK, TESTS, PARTICIPATION, PROJECTS, ETC.). THE PASSING GRADE AT BTECH IS 65%.

IF A STUDENT MISSES AN ASSIGNMENT OR EXAM DUE TO ABSENCES AND WISHES TO TAKE THE MAKE-UP, THE STUDENT MUST SUPPLY A DOCTOR’S NOTE OR A NOTE FROM HOME UPON HIS/HER RETURN, DETAILING THE EMERGENCY REASON FOR THE ABSENCE. ANY STUDENT WHO DOES NOT PROVIDE THIS INFORMATION AND DOES NOT MAKE UP HIS/HER WORK WILL RECEIVE A ZERO (0) FOR THE EXAM GRADE OR ASSIGNMENT. BECAUSE OF NEW YORK STATE EXAMINATION REGULATIONS, ANY STUDENT WHO ARRIVES LATE OR MISSES A REGENTS EXAM CANNOT MAKE UP THAT EXAM.

GRADES AND GRADING

INFORMATION ABOUT GRADING POLICY — WEIGHTED COMPONENTS, FEEDBACK ABOUT EFFORT AND PROGRESS, AND RUBRICS — WILL BE AVAILABLE ON OUR ONLINE GRADING SYSTEM. WE WILL OFFER TRAINING FOR STUDENTS AND FAMILIES IN THE FALL.

WE WILL UTILIZE REPORT CARDS, AND PERIODIC PROGRESS REPORTS WILL BE GENERATED FOR FAMILIES. THE NUMERIC SCALE WITH GRADE EQUIVALENTS IS AS FOLLOWS:

90---100% = A

80---89% = B

70---79% = C

65---69% = D

BELOW 65 = F

PLEASE BE REMINDED THAT STUDENTS MUST EARN AN 80 ON REGENTS EXAMS TO QUALIFY FOR COLLEGE COURSEWORK. WE WILL PROVIDE FEEDBACK AND INTERVENTION BASED ON THIS BENCHMARK.

ONLINE GRADING SYSTEM

AT THE BEGINNING OF THE SCHOOL YEAR, TRAININGS AND SUPPORT WILL BE PROVIDED TO STUDENTS, PARENTS, AND FAMILIES FOR THE USE OF OUR ONLINE GRADING SYSTEM, SKEDULA. PARENTS AND STUDENTS WILL HAVE ACCESS TO GRADES AND TEACHER COMMENTS ON AN ONGOING BASIS. WE STRONGLY ENCOURAGE STUDENTS AND FAMILIES TO CHECK THIS SITE ONCE PER WEEK TO ENSURE THAT NO WORK IS MISSING.

DIPLOMA AND CREDIT REQUIREMENTS BEHAVIOR EXPECTATIONS

IN ADDITION TO THE NEW YORK CITY DEPARTMENT OF EDUCATION DISCIPLINE POLICY, WE WILL SEND HOME A STUDENT CONTRACT OUTLINING THE BEHAVIORS WE WILL PROMOTE AT OUR SCHOOL COMMUNITY. WE HAVE A SPECIAL FOCUS ON PREPARING OUR STUDENTS NOT ONLY TO BE HIGH SCHOOL STUDENTS, BUT ALSO TO THRIVE IN EARLY COLLEGE AND WORKPLACE SETTINGS. OUR STANDARDS FOR STUDENT BEHAVIOR ARE GUIDED BY COLLEGE AND CAREER EXPECTATIONS.

BE INCREDIBLE.....STUDENT LIFE

BREAK TIME

THERE IS A **10** MINUTE BREAK IN THE MIDDLE OF THE DAY WHEN ALL STUDENTS ARE ON BREAK FROM CLASSES. THIS IS THE TIME WHERE STUDENTS ARE ENCOURAGED TO TAKE CARE OF PERSONAL AND SCHOOL BUSINESS, I.E. CONNECT WITH THEIR CLASSMATES ON ASSIGNMENTS AND PROJECTS, MAKE APPOINTMENTS TO SEE THEIR NETWORK COACH, GUIDANCE COUNSELOR AND COLLEGE LIAISONS, VISIT THE MAIN OFFICE FOR NECESSARY INQUIRIES.

SCHOOL STORE

THE SCHOOL STORE WILL BE AVAILABLE TO STUDENTS DURING THEIR BREAK PERIOD. STUDENTS MAY PURCHASE SCHOOL SUPPLIES DURING THE STORE'S BUSINESS HOURS (POSTED OUTSIDE THE STORE, ROOM 332).

STUDENT BULLETINS

STUDENT BULLETINS OFFERING IMPORTANT AND TIMELY INFORMATION ABOUT SCHOOL POLICIES AND PROCEDURES, INSTRUCTIONAL PROGRAMS, AND OTHER USEFUL OPPORTUNITIES WILL BE POSTED ON TELEVISIONS LOCATED IN FRONT OF THE MAIN OFFICE (ROOM 316) AND IN THE CYBER CENTER. STUDENTS SHOULD CHECK THE BULLETINS REGULARLY FOR IMPORTANT UPDATES.

NETWORK GROUP NEWS AND ANNOUNCEMENTS WILL BE EMAILED OUT TO THE WHOLE COMMUNITY ON TUESDAY AND FRIDAYS. STUDENTS SHOULD MAKE THE HABIT OF CHECKING THEIR BTECH EMAIL DAILY FOR IMPORTANT NEWS AND UPDATES.

CLASS DOCENTS

AS A SCHOOL OF MANY PARTNERSHIPS, WE WILL HAVE MANY GUESTS AND VISITORS THROUGHOUT THE SCHOOL YEAR. WHEN GUESTS AND VISITORS ARRIVE AT OUR SCHOOL, WE WANT TO WELCOME THEM AND PROVIDE THEM WITH THE INFORMATION AND SUPPORT THEY NEED TO HAVE A PRODUCTIVE VISIT. OUR STUDENTS WILL SUPPORT THIS BY SERVING AS CLASS DOCENTS.

CLASS DOCENTS, MUCH LIKE MUSEUM DOCENTS, WILL BE RESPONSIBLE FOR:

- GREETING SCHOOL /CLASSROOM GUESTS WITH A WELCOME AND HANDSHAKE
- PROVIDING OVERVIEW INFORMATION AND BRIEF SCHOOL/CLASS TOURS
- GIVING CONTEXT FOR CLASSROOM ACTIVITIES AND ASSIGNMENTS DURING VISITS
- ANSWERING BASIC QUESTIONS ABOUT THE SCHOOL AND COURSEWORK

CLASS DOCENTS WILL BE IDENTIFIED THROUGHOUT THE SCHOOL YEAR BY TEACHERS/STAFF, PEERS, AND/OR SELF-NOMINATION.

BE TENACIOUS.....EXTRACURRICULARS

EXTRACURRICULAR ACTIVITIES

STUDENTS ARE ENCOURAGED TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES. PARTICIPATING IN THESE PROGRAMS AFFORD STUDENTS OPPORTUNITIES TO ACQUIRE ADDITIONAL SKILLS, PURSUE INTERESTS, AND DEVELOP LEADERSHIP POTENTIAL.

WHEN STAYING FOR A CLUB, ACTIVITY, OR ATHLETICS, A STUDENT WILL BE UNDER THE SUPERVISION OF A TEACHER, ADVISOR, OR COACH. AS A PARTICIPANT OR SPECTATOR, A STUDENT IS EXPECTED TO EXHIBIT SPORTSMANLIKE CONDUCT AND RESPOND TO ALL TEACHER DIRECTIVES. STUDENTS NEED TO BE MEETING EXPECTATIONS IN ACADEMICS, ATTENDANCE, AND BEHAVIOR IN ORDER TO PARTICIPATE/ATTEND EXTRACURRICULARS.

MEETING EXPECTATIONS FOR PARTICIPATION IN EXTRACURRICULARS INCLUDES:

- PASSING GRADES
- AN ATTENDANCE RATE OF 90% OR ABOVE
- ACCEPTABLE BEHAVIOR STATUS

WHEN APPLYING FOR EXTRACURRICULARS, STUDENTS WILL NEED TO COMPLETE AN APPLICATION AND RECEIVE SIGNED CONSENT FROM A GUARDIAN/PARENT AND NETWORK COACHES.

BTECH CO-OP PROGRAM

THE CO-OP PROGRAM IS AN EMPLOYMENT PROGRAM WITHIN BTECH THAT ALLOWS STUDENTS TO BUILD THEIR PROFESSIONAL REPUTATION WITH JOB TRAINING AND MENTORING. APPLICATIONS ARE AVAILABLE EVERY SCHOOL SEMESTERS. STUDENTS APPLYING MUST FILL OUT AN APPLICATION, MEET ALL REQUIREMENTS AND BE IN ACADEMIC GOOD STANDING. APPLICATIONS SHOULD BE SUBMITTED TO THE MAIN OFFICE FOR REVIEW.

CLUBS

- ROBOTICS CLUB
- NETWORK FOR TEACHING ENTREPRENEURSHIP (NFTE)
- MOUSE SQUAD

STUDENT PROPOSED GROUPS/CLUBS

- STUDENTS MAY ORGANIZE CLUBS OR TEAMS OF THEIR OWN INTEREST BY FOLLOWING THE GUIDELINES OF THE CHANCELLOR'S REGULATIONS. STUDENTS ARE ENCOURAGED TO PROPOSE A CLUB OF THEIR INTEREST AND PASSION. OBTAIN A CLUB PROPOSAL APPLICATION FROM THE GUIDANCE COUNSELOR IN ROOM 358.

PUBLIC SCHOOL ATHLETIC LEAGUE (PSAL) AND SPORTS CLUBS

PSAL TEAMS ARE OPEN TO STUDENTS FROM BOTH BTECH AND MARTIN VAN BUREN. STUDENTS MAY TRY OUT FOR THE FOLLOWING TEAMS, PENDING STUDENT INTEREST AND PSAL APPROVAL:

- **PSAL SPORTS – BOYS: BASEBALL, BASKETBALL & JV BASKETBALL, CRICKET, CROSS COUNTRY, INDOOR TRACK, OUTDOOR TRACK, SOCCER, VOLLEYBALL**
- **PSAL SPORTS – GIRLS: BASKETBALL, INDOOR TRACK, OUTDOOR TRACK, SOCCER, SOFTBALL, TENNIS, VOLLEYBALL & JV VOLLEYBALL**

STUDENTS WILL NEED TO COMPLETE A MEDICAL FORM PRIOR TO TRYING OUT FOR TEAMS OR CLUBS. THIS CAN BE OBTAINED FROM THE PHYSICAL EDUCATION DEPARTMENT AND IS REQUIRED IN ORDER TO BE ELIGIBLE FOR THESE SPORTS.

BE RESPONSIVE...STUDENT, FAMILY, SCHOOL PARTNERSHIP

BTECH IS A TRULY COLLABORATIVE PARTNERSHIP MOTIVATED BY A MUTUAL DESIRE TO CREATE A STUDENT-CENTERED LEARNING COMMUNITY. AT **BTECH** WE BELIEVE THE FOUNDATION OF OUR LEARNING COMMUNITY IS BASED ON THE STUDENT-FAMILY-SCHOOL RELATIONSHIP. WITH VARYING ROLES AND RESPONSIBILITIES—STUDENTS, FAMILIES, AND SCHOOL STAFF—ALL HAVE A HAND IN CONTRIBUTING TO THE SUCCESS OF OUR ENDEAVOR. AS OUR SCHOOL DEVELOPS, OUR ROLES OVER TIME WILL BE REFINED AND ADJUSTED ACCORDING TO THE NEEDS OF THE **BTECH** COMMUNITY.

WHAT PARENTS AND STUDENTS CAN EXPECT OF THE SCHOOL:

OPEN AND CONSISTENT COMMUNICATION WITH SCHOOL STAFF, UP-TO-DATE INFORMATION ON STUDENT LEARNING AND PROGRESS POSTED ON A SECURE SCHOOL WEBSITE.

FAMILY: ROLES AND RESPONSIBILITIES

- ☆ FAMILIES PLAY A VITAL ROLE IN THE SCHOOL COMMUNITY AND IN THEIR STUDENT'S SUCCESS. PARENT/GUARDIANS ARE ENCOURAGED TO ACTIVELY PARTICIPATE IN THE PARENT TEACHERS ASSOCIATION, SCHOOL LEADERSHIP TEAM, SOCIAL GATHERINGS, FUNDRAISING ACTIVITIES, AND ALL PARENT/GUARDIAN MEETINGS SPONSORED BY THE SCHOOL.
- ☆ WE STRONGLY ENCOURAGE PARENTS/GUARDIANS TO ACQUAINT THEMSELVES WITH SCHOOL PERSONNEL AND ALL SCHOOL POLICIES, AS WELL AS, PARTICIPATE IN ANY PARENT/GUARDIAN AND STUDENT ORIENTATION SESSIONS IN ORDER TO HELP BUILD A GREATER SENSE OF COMMUNITY AND TO PROVIDE ADDITIONAL RESOURCES FOR OUR STUDENTS. VISIT OUR SCHOOL WEBSITE FOR REGULAR UPDATES.
- ☆ THE SCHOOL COMMUNICATES REGULARLY WITH PARENTS THROUGH THEIR CHILD'S ADVISOR, GUIDANCE COUNSELOR, THE SCHOOL WEBSITE, STUDENT LED CONFERENCES, PROGRESS REPORTS, AND REPORT CARDS. PLEASE BE SURE TO ASK YOUR STUDENT FOR NOTICES ON A DAILY BASIS SO THAT IMPORTANT INFORMATION AND EMERGENCIES (UNPLANNED) MESSAGES ARE RECEIVED PROMPTLY.
- ☆ PARENTS MAY MAKE AN APPOINTMENT WITH ANY TEACHER OR ADMINISTRATOR BY CALLING THE SCHOOL. AS MUCH ADVANCE NOTICE AS POSSIBLE IS APPRECIATED. PARENTS WHO VISIT THE SCHOOL WITHOUT AN APPOINTMENT SHOULD FIRST REPORT TO THE MAIN OFFICE. PLEASE NOTE: IF YOU ARRIVE WITHOUT AN APPOINTMENT, YOU MAY NOT BE ABLE TO MEET WITH FACULTY MEMBERS YOU WISH TO SEE.
- ☆ WE CANNOT STRESS STRONGLY ENOUGH THE IMPORTANCE OF FAMILY INVOLVEMENT REGARDING STUDENT ATTENDANCE. EVERY EFFORT SHOULD BE MADE TO ENSURE THAT STUDENTS ATTEND SCHOOL ON A DAILY BASIS, MAKE UP THEIR WORK IF THEY ARE ABSENT, AND THAT THEIR ABSENCES ARE REPORTED BY A LETTER OR PHONE CALL IN A TIMELY MANNER.

RECOMMENDATIONS FOR FAMILIES TO SUPPORT THEIR STUDENTS' ACADEMIC SUCCESS:

- ☆ CHECK YOUR CHILD'S WORK AND MAKE SURE THEY ARE KEEPING UP WITH THEIR ASSIGNMENTS. ASK TO SEE THEIR DAILY PLANNER.
- ☆ CREATE AND POST SCHEDULES FOR TV TIME, COMPUTER TIME, READING TIME, AND SCHOOLWORK TIME.
- ☆ PROVIDE A SPACE FOR YOUR CHILD THAT IS QUIET, WELL-LIGHTED, AND ANYTHING ELSE THAT IS A GOOD ENVIRONMENT FOR WORKING AND LEARNING.
- ☆ TAKE AN INTEREST IN YOUR CHILD'S SCHOOL WORK. MAKE SURE THEIR ATTENDANCE, WORK HABITS, AND GRADES ARE CONSISTENT. ASK HIM/HER TO EXPLAIN SOMETHING FROM THE HOMEWORK. REVIEW HIS/HER NOTEBOOKS. TALK ABOUT SCHOOL. FOR EXAMPLE, WHAT DID YOU LIKE OR DIDN'T LIKE ABOUT TODAY? WHAT WERE YOU SURPRISED BY?
- ☆ SPEAK WITH YOUR CHILD ABOUT HIS/HER FUTURE. WHEN WE HAVE A FOCUS OR GOAL, IT BECOMES EASIER AND MORE PRACTICAL TO DO WORK AND DO IT WELL. SET GOALS WITH YOUR CHILD AND REASONABLE REWARDS WHEN THEY ARE MET.

STUDENT: ROLES AND RESPONSIBILITIES

- ☆ **BE PRESENT – PHYSICALLY AND MENTALLY.**
- ☆ **BE ON TIME TO ALL OF YOUR CLASSES.**
- ☆ **GENUINELY UNDERSTAND AND RESPECT OUR SCHOOL’S VALUES.**
- ☆ **BRING ALL THE NEEDED MATERIALS AND BE ORGANIZED FOR EACH CLASS EVERY DAY.**
- ☆ **IN THE CASE THAT YOU ARE ABSENT, MAKE SURE YOU HAVE A CLASSMATE’S CONTACT INFORMATION SO YOU CAN FIND OUT WHAT YOU MISSED AND WHAT YOU MUST BRING TO CLASS THE NEXT DAY.**
- ☆ **MAKE TIME IN YOUR DAILY SCHEDULE FOR YOU TO DO YOUR HOMEWORK AND TO STUDY. TRY TO MAKE IT A PLACE WHERE YOU CAN CONCENTRATE.**
- ☆ **SUBMIT ALL COMPLETED ASSIGNMENTS, HOMEWORK, AND PROJECTS ON TIME.**
- ☆ **WHEN HAVING DIFFICULTIES, WHETHER IT IS A PERSONAL OR ACADEMIC MATTER, ASK SOMEONE FOR HELP.**
- ☆ **SURROUND YOURSELF WITH GOOD FRIENDS WHO WILL HELP YOU SUCCEED BOTH IN AND OUT OF THE CLASSROOM.**
- ☆ **MAKE THE MOST OF YOUR YEARS IN HIGH SCHOOL. WHAT YOU DO TODAY WILL AFFECT WHAT YOU ARE ABLE TO DO IN THE FUTURE.**

TO FACILITATE COMMUNICATION BTECH UTILIZES THE FOLLOWING MECHANISMS:

EACH AND EVERY OFFICIAL COMMUNICATION FROM THE SCHOOL WILL BE SENT VIA SNAIL MAIL, EMAIL, POST ON WEBSITE AND SOCIAL MEDIA OUTLETS AS WELL AS ROBO CALLS. EACH STUDENT WILL RECEIVE AN EMAIL ACCOUNT FROM THE SCHOOL AND ARE ENCOURAGED TO USE THAT FOR SCHOOL RELATED MATTERS.

TRANSLATION SERVICES

WE ARE EXCITED ABOUT OUR LINGUISTICALLY DIVERSE SCHOOL COMMUNITY—TOGETHER, WE SPEAK MORE THAN 11 DIFFERENT HOME LANGUAGES. WE ARE FORTUNATE TO HAVE STAFF MEMBERS WHO ARE FLUENT IN CHINESE AND SPANISH. WE ARE WORKING WITH OUR STAFF, OUR PARTNER COLLEGE, AND THE DEPARTMENT OF EDUCATION TO PROVIDE TRANSLATIONS OF THE MATERIALS WE SEND HOME. IF YOU REQUIRE WRITTEN OR ORAL TRANSLATION, PLEASE CONTACT THE SCHOOL. WE WILL FIND WAYS TO SHARE OUR LANGUAGES WITH EACH OTHER, KNOWING THAT OUR LANGUAGES ARE BOTH VALUABLE SKILLS AND IMPORTANT PARTS OF WHO WE ARE.

EMERGENCY CONTACT FORMS

PARENTS/GUARDIANS ARE ASKED TO COMPLETE EMERGENCY CONTACT FORMS PROVIDING UP-TO-DATE AND ACCURATE INFORMATION, AS WELL AS PREFERENCES FOR CONTACT. PARENTS AND FAMILIES WILL ALSO BE ABLE TO SIGN UP FOR AUTOMATED VOICE AND TEXT MESSAGES THROUGH GLOBAL CONNECT. MORE INFORMATION WILL BE PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR.

STUDENT, FAMILY, AND NETWORK COACH CONFERENCES

THESE CONFERENCES WILL TAKE PLACE ONCE A SEMESTER. THESE MEETINGS WILL BE STUDENT-LED, AS THEY PRESENT AND DISCUSS THEIR PORTFOLIOS WITH THE FAMILY AND NETWORK GROUP LEADER.

504 FORMS

OCCASIONALLY, STUDENTS MAY NEED SOME ADDITIONAL ACADEMIC ATTENTION BECAUSE OF A PERMANENT OR TEMPORARY CONDITION. UNDER THE REHABILITATION ACT OF 1973, PARENTS AND PHYSICIANS HAVE THE RIGHT TO REQUEST SPECIFIC EDUCATIONAL ACCOMMODATIONS OR SERVICES. THE SCHOOL WILL NOT CONDUCT THEIR OWN EVALUATION; IT IS RELYING ON THE FAMILY AND THE PHYSICIAN TO PROVIDE INFORMATION TO BETTER SERVE THE CHILD. SEE THE SCHOOL GUIDANCE COUNSELOR FOR ASSISTANCE.

BTECH TECHNOLOGY

CLASSROOMS ARE EQUIPPED WITH A PROJECTION SET UP CONSISTS OF A LARGE SCREEN TV, A MACBOOK AND AN APPLE TV. CONTENT ON THE MACBOOK OR IPADS CAN BE PROJECTED ONTO THE LARGE SCREEN TV VIA THE APPLE TV. THERE IS ALSO A COMPUTER LAB, 2 THINKPAD LAPTOP CARTS, 2 IPAD CARTS, AND A STUDENT RESOURCE CENTER IN THE SCHOOL. THE MOBILE CARTS ARE STORED IN THE TECHNOLOGY CLOSET.

ALL STUDENTS MUST HAVE SIGNED AN AUTHORIZED USAGE POLICY (AUP) ON FILE BEFORE ENGAGING IN INTERNET ACTIVITIES. READ AND FAMILIARIZE YOURSELF WITH THE DEPARTMENT OF EDUCATION'S "STUDENT RULES AND RESPONSIBILITIES FOR ON-LINE SAFETY" AND "INTERNET USAGE POLICY".

PROPER USAGE OF AND MAINTENANCE OF COMPUTER EQUIPMENT IS VITAL. BE ALERT TO ANY VANDALISM OR MISUSE OF EQUIPMENT IN THE LABS. REPORT ANY INCIDENTS TO OUR TECHNOLOGY SPECIALIST AND/OR TECHNOLOGY TEACHER

COMPUTERS

BTECH PROVIDES STUDENTS WITH ACCESS TO COMPUTERS AND THE INTERNET. THE INTERNET IS A RICH RESOURCE OF INFORMATION AND FUNDAMENTAL TO THE PREPARATION OF CITIZENS AND FUTURE EMPLOYEES. ACCESS TO THE INTERNET ENABLES STUDENTS TO EXPLORE THOUSANDS OF LIBRARIES, DATABASES, BULLETIN BOARDS, AND OTHER RESOURCES.

JUST AS STUDENTS ARE RESPONSIBLE FOR THEIR BEHAVIOR AWAY FROM A COMPUTER, THEY ARE RESPONSIBLE FOR THEIR BEHAVIOR WHILE WORKING WITH ONE. ALL STUDENTS WILL CONDUCT THEIR INTERNET WORK IN A SUPERVISED ENVIRONMENT AND COMPLY WITH THE SCHOOL'S INTERNET USAGE POLICY AND THE DEPARTMENT OF EDUCATION DISCIPLINE CODE. VIOLATIONS OF COMPUTER GUIDELINES MAY RESULT IN SUSPENSION OR REVOCATION OF INTERNET ACCESS AND/OR COMPUTER PRIVILEGES.

CELL PHONE POLICY

STUDENTS ARE PERMITTED TO BRING THE FOLLOWING ELECTRONIC ITEMS TO SCHOOL: 1) CELL PHONES; 2) LAPTOPS, TABLETS, IPADS AND OTHER SIMILAR COMPUTING DEVICES ("COMPUTING DEVICES"). STUDENTS MUST ADHERE TO SCHOOL ELECTRONICS POLICY WHEN ON SCHOOL GROUNDS.

CELL PHONES MAY BE USED AS SET FORTH BELOW (SELECT FROM BULLETS BELOW OR SELECT OTHER OPTIONS CONSISTENT WITH REGULATION A-413).

DURING THE SCHOOL DAY:

- CELL PHONES MAY NOT BE TURNED ON OR USED DURING INSTRUCTIONAL TIME, EXCEPT FOR INSTRUCTIONAL AND EDUCATIONAL PURPOSES WITH THE EXPLICIT APPROVAL OF THE TEACHER.
- CELL PHONES MAY BE USED DURING THE FOLLOWING NON-INSTRUCTIONAL TIMES OF THE SCHOOL DAY: **LUNCH** IN THE FOLLOWING DESIGNATED AREAS: **CAFETERIA**

THE COMPLETE POLICY CAN BE FOUND ON OUR SCHOOL WEBSITE

GUIDELINES FOR LEARNING JOURNEYS

ALL LEARNING JOURNEYS ARE CONSIDERED EXTENSIONS OF THE SCHOOL DAY; THEREFORE, WHILE WE ARE AWAY FROM CAMPUS, AS THE AMBASSADORS OF BTECH, WE SHOULD REMIND EACH OTHER TO EXERCISE C.R.A.F.T. AT ALL TIMES. THE RESPECT AND DECORUM WE OFFER OTHERS DURING LEARNING JOURNEYS SHOULD MEET OR EXCEED HOW WE CARRY OURSELVES ON A DAILY BASIS AT BTECH. PARTICIPATION IN LEARNING JOURNEYS IS CONTINGENT UPON APPROVAL OF SCHOOL ADMINISTRATION AND WRITTEN PERMISSION FROM A STUDENT’S GUARDIAN. SIGNED PERMISSION SLIPS FOR EACH LEARNING JOURNEY WILL BE SUBMITTED TO THE ORGANIZING TEACHER/STAFF MEMBER AT LEAST 48 HOURS PRIOR TO THE TRIP.

STUDENT CONDUCT CODE

INTERACTIONS BETWEEN STAFF AND STUDENTS ARE RESPECTFUL AND ADULTS ARE EXPECTED TO MODEL THE DESIRED LANGUAGE AND BEHAVIORS WITH THE STUDENTS. STUDENTS WILL NOT CALL TEACHERS BY THEIR FIRST NAMES. THE MUTUALLY ACCOUNTABLE RELATIONSHIPS BETWEEN ALL MEMBERS OF THE COMMUNITY ARE ESTABLISHED THROUGH THE STRUCTURES AND PROCESSES NOTED ABOVE. THERE WILL BE A CLEAR AND COMMON SET OF RULES GOVERNING STUDENT AND STAFF BEHAVIORS THAT UPHOLD THE CHANCELLOR'S REGULATIONS IN TERMS OF INFRACTIONS AND CONSEQUENCES. THERE WILL BE ZERO-TOLERANCE FOR ANY PHYSICAL, SEXUAL OR VERBAL ABUSE ON THE PART OF STUDENTS OR ADULTS, INCLUDING DISPARAGING REMARKS REFLECTING ETHNIC AND RACIAL DIFFERENCES, AND BULLYING. STUDENTS TAKE RESPONSIBILITY OF THEIR OWN ACTION AND MAKE THE CHOICE IN PROTECTING THEMSELVES AND ADVOCATING FOR WHAT THEY NEED.

SCHOOL RULES WILL BE IMPLEMENTED WITH CONSISTENCY AND FAIRNESS, THE CONSEQUENCES OF MISBEHAVIOR WILL BE KNOWN, AND TEACHERS', STAFF'S AND STUDENTS' ROLES IN HANDLING DISCIPLINARY PROBLEMS WILL BE CLEARLY ARTICULATED. WHEN A STUDENT NEEDS TO BE DISCIPLINED, IT IS AN OPPORTUNITY FOR ALL PARTIES INVOLVED IN THE INCIDENT TO REFLECT ON THEIR CHOICES AND CONSIDER PRODUCTIVE ALTERNATIVES TO THINK AND BEHAVE IN ACCORDANCE TO OUR SCHOOL EXPECTATIONS AND CULTURE.

BTECH'S SCHOOL WIDE DISCIPLINE SYSTEM IS BASED ON PREVENTION VIA STRONG CURRICULUM, MODELING OF DESIRED BEHAVIORS BY ADULTS AND OPPORTUNITIES FOR SELF-CORRECTION BY ALL MEMBERS OF THE COMMUNITY. DISCIPLINE ISSUES CAN BE PREVENTED WITH STRONG CULTURALLY RELEVANT CURRICULA; CHALLENGING AND ENGAGING INSTRUCTION; AND FAIR AND TRANSPARENT ASSESSMENTS THAT VALUE GROWTH AND PROGRESS.

NOTE

WHILE THIS HANDBOOK DESCRIBES NUMEROUS POLICIES AND PROCEDURES FOR OUR SCHOOL, ALL STUDENTS ARE SUBJECT TO THE COMPLETE DISCIPLINE CODE OF THE NEW YORK CITY DEPARTMENT OF EDUCATION, WHICH WILL BE DISTRIBUTED TO EACH STUDENT DURING THE SCHOOL YEAR. FURTHERMORE, IN ACCORDANCE WITH THE ABOVE, TEACHERS HAVE THE RIGHT TO ESTABLISH SPECIFIC RULES AND REGULATIONS TO INSURE A PROPER LEARNING ENVIRONMENT IN EACH OF THEIR RESPECTIVE CLASSROOMS.

CHANCELLOR'S REGULATIONS ARE POSTED ONLINE AT [SCHOOLS.NYC.GOV](https://schools.nyc.gov)

BE PREPARED...THE ABC'S

ATTENDANCE

IT IS IMPORTANT THAT YOU PRACTICE GOOD ATTENDANCE NOW IN ORDER TO BUILD GOOD HABITS AND USE ALL INSTRUCTIONAL TIME TO YOUR ADVANTAGE. PROMPT AND REGULAR ATTENDANCE IS EXPECTED OF ALL STUDENTS UNLESS THERE IS AN IMPORTANT AND LEGITIMATE REASON TO BE ABSENT.

UPON HIS OR HER RETURN, IT IS THE STUDENT'S RESPONSIBILITY TO FIND OUT AND COMPLETE ANY MISSED ASSIGNMENTS DUE TO ABSENCES.

ANTICIPATED ABSENCES

IF PARENTS ANTICIPATE AN ABSENCE IN ADVANCE, THEY SHOULD WRITE A NOTE TO THE SCHOOL GIVING THE REASON AND DATES OF ABSENCE. A SECOND NOTE IS ALSO REQUIRED UPON THE STUDENT'S RETURN.

BELL SCHEDULE

MONDAY, TUESDAY, THURSDAY, FRIDAY			
Period 1	8:40am – 9:28am	Lunch	12:17pm – 12:57pm
Period 2	9:31am – 10:19am	Period 7	1:00pm – 1:48pm
Break	10:22am – 10:32am	Period 8	1:51pm – 2:39pm
Period 4	10:35am – 11:23am	Period 9	2:42pm – 3:30pm
Period 5	11:26am – 12:14pm		

WEDNESDAY			
Period 1	8:40am – 9:27am	Lunch	11:59pm – 12:29pm
Period 2	9:29am – 10:17am	Period 6	12:32pm – 1:20pm
Period 3	10:19am – 11:07am	Period 7	1:22pm – 2:10pm
Period 4	11:09am – 11:57am		

DRESS CODE

OUR EXPECTATION FOR ATTIRE IS THAT THE BTECH COMMUNITY EXHIBITS AN UNDERSTANDING OF DRESSING ACCORDING TO THE CONTEXT OF THE SITUATION. THE PRINCIPLE GUIDELINE IN MEETING THIS EXPECTATION IS:

APPROPRIATE CLOTHING ALLOWS THE WEARER A FULL RANGE OF MOTION—SITTING, REACHING, WALKING, BENDING, ETC—WITHOUT REQUIRING PERPETUAL READJUSTMENT.

HAVING TO CONTINUOUSLY ADJUST CLOTHING POSES AS A DISTRACTION TO THE LEARNING OF THE WEARER; I.E. PANTS SHOULD REST SECURELY ABOVE THE PELVIC BONE TO PREVENT THE DISTRACTION OF HAVING TO CONTINUALLY PULL PANTS UP, SHIRTS SHOULD BE LONG ENOUGH TO PREVENT CONSTANTLY NEEDING TO BE PULLED DOWN, AND STRAPS, SLEEVES, SHOES, ETC SHOULD FIT WELL ENOUGH TO AVOID THE NEED TO BE FREQUENTLY ADJUSTED.

ADDITIONALLY:

- FOR EVENTS STUDENTS WILL NEED TO HAVE ONE APPROPRIATE BUSINESS OUTFIT.
- FOR GYM STUDENTS WILL WEAR A BTECH UNIFORM SHIRT, SOLID BLACK OR BLUE ATHLETIC SHORTS, SWEATS, OR WINDBREAKERS, AND SNEAKERS

ELEVATOR

STUDENTS WHO TEMPORARILY OR PERMANENTLY NEED ACCESS TO THE ELEVATOR MAY OBTAIN AN ELEVATOR PASS BY PROVIDING A DOCTOR'S NOTE TO THE MAIN OFFICE.

EMERGENCY DRILLS

IN ACCORDANCE WITH MANDATED POLICY, PRACTICE DRILLS WILL OCCASIONALLY BE CONDUCTED TO PREPARE STUDENTS AND STAFF IN OUR BUILDING FOR EMERGENCY SITUATIONS. IT IS ESSENTIAL THAT WHEN THE SIGNAL IS GIVEN, EVERYONE FOLLOWS THE PROPER ROUTINES. ALL STUDENTS SHOULD BE FAMILIAR WITH EXIT ROUTES AND PROCEDURES. DURING THE DRILLS, STUDENTS SHOULD FOLLOW ALL THE DIRECTIONS OF STAFF MEMBERS. IMPORTANT INFORMATION WILL BE POSTED IN CLASSROOMS AND HALLWAYS OUTLINING THE APPROPRIATE PROCEDURES, EXITS, ETC.—SCHOOL STAFF WILL REVIEW THIS INFORMATION WITH STUDENTS EARLY IN THE YEAR.

ALL DRILLS WILL BE CONDUCTED IN SILENCE. STUDENTS ARE TO KEEP THEIR EYES ON THE SUPERVISING ADULT THROUGHOUT THE DRILL FOR IMPORTANT GUIDANCE. IT IS IMPORTANT FOR OUR SCHOOL COMMUNITY TO TREAT ALL DRILLS SERIOUSLY; THE SAFETY OF OUR COMMUNITY IS ALWAYS OUR TOP PRIORITY.

ENTRANCE AND EXIT

ALL STUDENTS ARE TO USE THE EXIT MARKED 1 AND 2 (LEFT OF THE MAIN DOORS TO THE BUILDING) TO ENTER AND LEAVE THE BUILDING. FAMILIES AND VISITORS ARE TO USE THE MAIN ENTRANCE AND SIGN IN WITH SCHOOL SECURITY AGENTS.

HALL PASSES

WHILE CLASSES ARE IN SESSION OR DURING LUNCH, STUDENTS WILL NEED A HALL PASS ISSUED BY A TEACHER OR ADMINISTRATOR TO TRAVERSE THE HALLWAY. AFTER OBTAINING PERMISSION FROM THEIR TEACHER, STUDENTS WILL SIGN AN OUT OF CLASS LOG BEFORE LEAVING THE CLASSROOM AND SIGN-IN UPON THEIR RETURN.

ILLNESS AT SCHOOL

STUDENTS OCCASIONALLY FEEL ILL DURING THE SCHOOL DAY. IN THESE INSTANCES, BTECH STAFF WILL DO THEIR BEST TO COMFORT YOUR CHILD. IN CASES IN WHICH WE CANNOT ASSIST YOUR STUDENT, THEY MAY BE REFERRED TO THE CAMPUS MEDICAL OFFICE FOR ADDITIONAL TREATMENT. IN THE EVENT THAT THE MEDICAL OFFICE DETERMINES YOUR CHILD NEEDS TO GO HOME OR SEEK MEDICAL ATTENTION, YOU WILL BE CONTACTED TO PICK YOUR CHILD UP.

IF A FAMILY MEMBER CANNOT BE REACHED, THE BEST ACCOMMODATION WILL BE MADE FOR THE STUDENT UNTIL A PARENT/GUARDIAN CAN BE REACHED. ILL STUDENTS WILL NOT BE PERMITTED TO LEAVE THE SCHOOL WITHOUT A PARENT/GUARDIAN. IF THE STUDENT'S CONDITION WORSENS TO THE POINT THAT IT IS DEEMED AN EMERGENCY BY THE OFFICE MEDICAL STAFF AND THE PRINCIPAL, THE STUDENT WILL BE TRANSPORTED TO THE HOSPITAL WITH A MEMBER OF THE SCHOOL STAFF, WHO WILL REMAIN WITH THE STUDENT UNTIL A PARENT/GUARDIAN CAN BE REACHED.

IMMUNIZATIONS

NEW YORK CITY MANDATES THAT ALL STUDENTS RECEIVE THE REQUIRED IMMUNIZATIONS TO ATTEND SCHOOL. PLEASE PROVIDE THE BTECH MAIN OFFICE WITH THE MOST UPDATED IMMUNIZATION RECORD YOU HAVE FOR YOUR CHILD SO WE CAN UPDATE OUR SCHOOL RECORDS. YOU WILL RECEIVE NOTIFICATION FROM THE MEDICAL OFFICE IF YOUR CHILD REQUIRES IMMUNIZATIONS. AFTER A SET DATE BY THE DEPARTMENT OF HEALTH, STUDENTS MAY NOT ATTEND CLASSES UNTIL THEY HAVE BEEN IMMUNIZED. *SHOULD WE CONTACT YOU, IT IS IMPERATIVE THAT STUDENTS PROVIDE APPROPRIATE DOCUMENTATION TO MAIN OFFICE STAFF.*

LOST & FOUND

ANY FOUND ARTICLES SHOULD BE BROUGHT TO THE MAIN OFFICE. STUDENTS WHO HAVE LOST AN ITEM SHOULD CHECK MORE THAN ONCE IF THE ITEM HAS NOT YET BEEN FOUND. UNCLAIMED ITEMS WILL BE HELD FOR UP TO ONE MONTH AFTER WHICH TIME IT WILL BE DONATED TO GOODWILL.

MEDICAL AND OTHER APPOINTMENTS

IF FEASIBLE, PLEASE TRY TO SCHEDULE YOUR CHILD'S APPOINTMENTS AFTER SCHOOL HOURS TO ENSURE THAT YOUR STUDENT IS ABLE TO ATTEND AS MUCH OF THE SCHOOL DAY AS POSSIBLE. IF A STUDENT IS LATE OR ABSENT BECAUSE OF A DOCTOR APPOINTMENT, PLEASE SUBMIT A NOTE FROM

THE MEDICAL OFFICE TO THE SCHOOL MAIN OFFICE. WE WISH YOUR CHILD GOOD HEALTH IN THE COMING SCHOOL YEAR!

MEDICATION

SOME STUDENTS REQUIRE DAILY MEDICATION OR PERIODIC MEDICATION TO ASSIST THEM DURING THE SCHOOL DAY FOR VARYING CONDITIONS (E.G. DIABETES, ASTHMA, ETC.). CONTROLLED SUBSTANCES MAY NOT BE CARRIED ON A CHILD'S PERSON FOR THE PURPOSE OF USE DURING THE SCHOOL DAY; FOR THIS REASON, MEDICAL EQUIPMENT AND PRESCRIPTION DRUGS CAN BE KEPT AT THE SCHOOL AND ADMINISTERED OR SUPERVISED BY A MEMBER OF THE CAMPUS MEDICAL STAFF. IF YOUR STUDENT REQUIRES MEDICATION, PLEASE COMPLETE THE MEDICATION ADMINISTRATION FORM AND SUBMIT IT TO THE MAIN OFFICE WITH A COPY OF YOUR CHILD'S PRESCRIPTION WITH PHYSICIAN'S SIGNATURE. THESE FORMS MUST BE UPDATED EVERY YEAR FOR STUDENTS.

METROCARD POLICY

IN THE CASE THAT STUDENTS NEED A METROCARD REPLACEMENT, STUDENTS WILL FILL OUT A METROCARD REPLACEMENT FORM FOUND IN THE MAIN OFFICE:

- ❖ 1ST TIME LOST – STUDENTS WILL RECEIVE THEIR REPLACEMENT NO LATER THAN ONE WEEK OF FILLING OUT THE REPLACEMENT FORM
- ❖ 2ND TIME LOST – STUDENTS WILL RECEIVE THEIR REPLACEMENT NO LATER THAN TWO WEEKS OF FILLING OUT THE REPLACEMENT FORM
- ❖ MORE THAN 3 TIMES LOST – PARENT/GUARDIAN MUST SIGN COME INTO THE SCHOOL TO SIGN THE METROCARD OUT FOR THEIR CHILD
- ❖ IF REPLACING A CARD THAT IS DAMAGED, STUDENTS SHOULD HAVE THEIR DAMAGED METROCARD WITH THEM TO INQUIRE ABOUT REPLACEMENT

SHOULD THE SCHOOL RUN OUT OF METRO CARDS AND IS AWAITING REPLACEMENTS, STUDENTS WILL BE ISSUED A SCHOOL LETTER FOR TRANSPORTATION PURPOSES

SCHOOL ID

THE SCHOOL WILL PROVIDE IDENTIFICATION CARDS TO INCOMING STUDENTS AND OVER TIME STUDENTS WILL BE ISSUED COLLEGE CARDS, AS WELL. IF STUDENTS LOSE THEIR STUDENT ID, THERE IS A \$5 REPLACEMENT FEE. THEY MAY FILE AN INQUIRY AT THE MAIN OFFICE DURING THEIR BREAK.

SCHOOL MEALS

BREAKFAST AND LUNCH WILL BE PROVIDED FOR STUDENTS ACCORDING TO THEIR DESIGNATED MEAL CODE. BREAKFAST WILL BE SERVED BETWEEN 8 AND 8:30 FOR OUR STUDENTS, STUDENTS WISHING TO EAT BREAKFAST AT SCHOOL SHOULD ENTER THROUGH THE MAIN ENTRANCE, PRESENT THEIR ID AND PROCEED TO THE CYBER CENTER.

SEPTEMBER	09	Wednesday	First day of school
	14-15	Monday-Tuesday	Rosh Hashanah (closed)
	23-24	Wednesday-Thursday	Yom Kippur/Eid al-Adha (closed)
OCTOBER	12	Monday	Columbus Day (closed)
	13	Tuesday	Progress Period 1 Ends
NOVEMBER	03	Tuesday	Election Day (no students)
	11	Wednesday	Veterans Day (closed)
	13	Friday	Progress Period 2 Ends/ Midterm Grades
	19	Thursday	Student Led Conference
	26-27	Thursday - Friday	Thanksgiving Recess
DECEMBER	15	Tuesday	Progress Period 3 Ends
DECEMBER - JANUARY	24-1	Wednesday – Following Friday	Winter Recess (students return Monday, January 4)
			<u>2016</u>
JANUARY	18	Monday	Dr. Martin Luther King, Jr. Day (closed)
	22	Friday	Progress Period 4 Ends/Fall Semester Ends
	26-29	Tuesday - Friday	NYS Regents Exams
FEBRUARY	02	Tuesday	Spring Term Begins
	08	Monday	Lunar New Year (closed)
	15-19	Monday - Friday	Midwinter Recess
MARCH	07	Monday	Progress Period 1 Ends
	25	Friday	Good Friday (closed)
APRIL	08	Friday	Progress Period 2 Ends/Midterm Grade
	14	Thursday	Student Led Conference
	25-29	Monday - Friday	Spring Recess (students return May 2, 2016)
MAY	10	Tuesday	Progress Period 3 Ends
	30	Monday	Memorial Day (closed)
JUNE	09	Thursday	Chancellor's Day (no students)
	10	Friday	Progress Period 4 Ends/Spring Semester Ends
	14-23	Tuesday - Thursday	NYS Regents Exams
	28	Tuesday	Last day of school

BE IN THE KNOW...FAQ'S

WHAT SHOULD I DO IF I HAVE A PROBLEM WITH MY COURSES OR PROGRAM?

IF YOU HAVE ANY PROBLEMS WITH YOUR PROGRAM, DISCUSS YOUR CONCERNS WITH YOUR GUIDANCE COUNSELOR. IF ANY CHANGES ARE DEEMED NECESSARY, FILL IN A *PROGRAM CHANGE REQUEST FORM* WITH THE HELP OF YOUR GUIDANCE COUNSELOR.

WHAT SHOULD I DO IF I LOSE MY ID, PROGRAM CARD, OR METRO CARD?

YOU SHOULD COMPLETE A *LOST ID OR PROGRAM CARD FORM* OR A *LOST METRO CARD FORM* AND SUBMIT IT TO THE MAIN OFFICE. THE COST OF REPLACING AN ID CARD IS \$5.00. REPLACEMENT METRO CARDS MAY TAKE TWO WEEKS.

WHAT SHOULD I DO IF I LOSE A TEXTBOOK?

IF YOU LOSE A TEXTBOOK, REPORT THE INCIDENT TO YOUR SUBJECT TEACHER, WHO WILL LET YOU KNOW THE PRICE OF THE LOST BOOK AND ISSUE YOU A REPLACEMENT. PAYMENT FOR THE LOST BOOK IS EXPECTED ON A PROMPT BASIS.

WHAT SHOULD I DO IF I HAVE A CHANGE OF ADDRESS OR NEW TELEPHONE NUMBER?

IF YOU HAVE A CHANGE OF ADDRESS OR NEW TELEPHONE NUMBER, INFORM THE MAIN OFFICE IMMEDIATELY AND COMPLETE AN *INFORMATION UPDATE FORM*. IN THE CASE OF A NEW ADDRESS, YOU WILL BE ASKED TO BRING IN A UTILITY BILL, GAS OR ELECTRIC BILL SHOWING YOUR NEW ADDRESS. THIS IS REQUIRED FOR VERIFICATION PURPOSES. ALL OF THIS INFORMATION MUST BE BROUGHT TO THE MAIN OFFICE FOR PROCESSING.

WHAT HAPPENS IF I LOSE MY HANDBOOK?

REPORT THE LOSS TO THE MAIN OFFICE IMMEDIATELY. HANDBOOKS WILL BE REPLACED FREE OF CHARGE, IF AVAILABLE.

HAVE FEEDBACK?

Email Us!

We are Happy to Receive Your Input!

info@btechnyc.org



**YOUR FEEDBACK
MATTERS**

**THERE IS NO
FIRST OR LAST IN
LEARNING;
THE LEARNED IS
THE FIRST.**