



BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

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**Student - Family
Culture & Discipline
Handbook
2015 - 2016**
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Table of Contents

Message to Families	page 3
Our Mission, Vision, and Core Values	page 4
Community Responsibility Code	page 5
Basic Operational Policies	page 6
● Attendance Policy	
● Late Pickup Policy	
● School Buses & Transportation	
● Healthy Foods Policy	
● Uniforms Policy	
Student Expectations & Rights	page 10
● Personal Belongings	
● Textbooks & Supplies	
● Internet & Social Media	
● Homework, Makeup Work & Tests	
● Bullying & Fighting	
Student Life at BSNBCS	page 13
● Character Education	
● Field Trips	
● Morning Meeting & THRIVE Meeting	
● Service Learning	
Family Engagement	page 14
● Parent Organization	
● Parent Workshops	
● Visiting Our School	
● Grievance Process	
Code of Conduct	page 16
● Clip It! Behavior Chart	
● THRIVE Tickets	
● Strike System	
● School-wide Code of Conduct	
Procedures for Disciplinary Violations	page 28
● Detentions	
● Suspensions	
● Expulsions	
● Alternative Instruction	
● Special Populations	
● Appeals Process	
● Physical Restraint Policy	
Visiting Our School	page 36

Message to Families

As partners of the BSNBCS community, we share the common goal of helping our children reach their highest academic potential. The motto of BSNBCS is *Ad Summum*, which in Latin means “TO THE TOP”!

BSNBCS policies are based on a set of rules and guidelines used to establish & maintain a safe, orderly and thriving environment for all our students. These policies were also developed to ensure fair and consistent expectations for all community members and stakeholders.

We have created this Handbook to help clarify policies and procedures around school culture and discipline. BSNBCS seeks to continually improve its ability to best meet the needs of our students, as we grow and learn as a school community. For this reason, the school reserves & maintains the right to amend parts of this Handbook as needed. We will notify families and students in writing of any changes should this occur.

Sincerely,

Anthony Thomas
Director of School Culture
On behalf of the BSNBCS School Management Team
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(e) athomas@bsnbcs.org

Mission, Vision, and Core Values

BSNBCS is driven by the mission, vision, and core values listed below:

Mission & Vision: *At the Bedford Stuyvesant New Beginnings Charter School, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework, students will be prepared to succeed in academically competitive schools and become responsible citizens of the global community.*

Core Values: T.H.R.I.V.E.

<p>T Temperantia</p>	<p>Self-Control</p>	<p>Our students and staff understand that self-control and self-discipline are keys to success. In order to succeed academically and become responsible citizens, students must follow directions the first time they are given. They must stay focused and follow the school rules to maintain a positive and safe learning environment.</p>
<p>H Humanitas</p>	<p>Kindness</p>	<p>Our focus on service learning and helping others is part of the foundation of our school. Being kind to others means being caring, helpful, and understanding of others, without expecting anything in return.</p>
<p>R Respectus</p>	<p>Respect</p>	<p>Our school community is built on respect. Learning Coaches (teachers) respect students by treating them with fairness and having high expectations for them. Students respect themselves, their peers, their teachers, and their school environment.</p>
<p>I Industria</p>	<p>Hard Work</p>	<p>Staff, students, and families understand that hard work is essential. Hard work is doing whatever it takes to achieve your goals. It means overcoming mistakes and not giving up.</p>
<p>V Veritas</p>	<p>Truth</p>	<p>BSNBCS believes that honesty is the best policy. Lying, cheating and stealing are not tolerated.</p>
<p>E Excellentia</p>	<p>Excellence</p>	<p>In order to achieve academic excellence, BSNBCS believes in committing ourselves to the character values defined above. Good character and academic excellence go hand in hand.</p>

Community Responsibility Code

Staff members, students, and families have equal parts in ensuring the academic success of the individuals in our school community. We have outlined the responsibilities of each stakeholder as a reminder of the commitment it takes to achieve to our highest potential.

Staff Members:

We commit to excellence at BSNBCS in the following ways:

- We will arrive every day at a time determined by the School Management Team.
- We will make ourselves available to students & families via phone or email, and will respond respectfully to any concerns they have.
- We will work hard to maintain a safe learning environment in classrooms.
- We will prepare engaging and rigorous lessons & meaningful homework and assessments.
- We will keep our students best interest at the forefront of all decision making.

Students:

We commit to excellence at BSNBCS in the following ways:

- We will arrive to school every day on time and ready to learn.
- We will remain at school until dismissal.
- We will attend school on Saturdays when necessary.
- We will ask for clarification, respectfully, if confused about a consequence or why something is important.
- We will remember that our teachers want what is best for us.
- We will follow the school wide behavior expectations:
 1. Scholars will be **RESPECTFUL**.
 2. Scholars will be **RESPONSIBLE**.
 3. Scholars will be **SAFE**.
- We will exercise our knowledge of the THRIVE values.
- We will always do our best work with a “Can Do” attitude.

Families:

We commit to excellence at BSNBCS in the following ways:

- We will ensure that our child arrives on time or before 8:00 AM each day.
- We will ensure that our child can remain at BSNBCS until dismissal.
- We will send our child to school in FULL uniform. This includes having black or brown shoes and the appropriate uniform sweater, when needed.
- We will review all communication from the school, check homework daily, and make sure that our child reads every night.
- We will always help our child learn in the best way we know how.
- We will communicate respectfully with our child’s teachers when we have questions or concerns about our child’s academic or behavioral performance or progress.
- We will support BSNBCS in enforcing the school rules. We understand that we are responsible for the behavior and actions of our child.
- We will volunteer and support the school in every way possible.
- We will provide the school with our most up-to-date contact information.
- We will respect the rules of the school while inside the building – we will model what is expected of our children.

Basic Operational Policies

Attendance & Punctuality:

Instruction at BSNBCS begins promptly at **8:00 am** and it is critical that all students be prepared to begin at that time.

- **Student Arrival:** Students are expected to report to school between 7:30am - 7:55am.
 - Grades K - 4 will enter the school building at the **Lewis Avenue side entrance**.
 - Grades 5 - 8 will enter the school building at the **Hart Street side entrance**.
 - Grades K - 2 will report to the **cafeteria** for breakfast.
 - Grades 3 - 6 will report to their **classrooms** for breakfast.
 - Grades 7 - 8 will report to the **gymnasium** for breakfast.

- **Absences:** Parents must contact the main office by phone whenever a child is going to be absent by 10 am that day and **send a written excuse** when the child returns to school. Regardless of academic performance, a child with 20 or more unexcused absences can be retained in their current grade. The following reasons are sufficient cause for an *excused* absence:
 - Illness
 - Death in the family
 - Inclement weather, which would be dangerous to the life or health of the child
 - Legal quarantine
 - Emergency conditions
 - Prior permission from the School Management Team responding to a letter from the legal Parent/Guardian.

- **Early Dismissal:** If it is necessary for a student to be dismissed from school before the end of the school day, parents must pick up their child by no later than 3:30 pm (1:00 pm on half days).

- **Dismissal:**
 - Grades K-4 will be dismissed at 4:00pm.
 - Grades K - 2 can be picked up at the **Hart Street side entrance**.
 - Grades 3 - 4 can be picked up at the **Lewis Avenue main entrance**.
 - Grades 5 - 8 will be dismissed at 3:30pm.
 - Grades 5 - 8 will be self-dismissed at the **Lewis Avenue side entrance**.

While traveling to and from school, students must conduct themselves in a way that is representative of the school's rules and character values. Students who commit behavioral infractions within a one-block radius of the school building will be subject to consequences as if they were in the school building.

After-School LATE Pickup

Students not picked up within 30 minutes of the class dismissal time (4:00pm - 4:30pm) are considered to be a Late Pickup and will be brought to the "Late Pickup Room". Attempts will be made immediately to contact the parent(s)/guardian(s) OR any authorized person on the Emergency Card to pick up the child(ren) if the parent(s)/guardian(s) cannot be reached. Students brought to the "Late Pick Up Room" MUST be signed out in the late pickup binder before

they are released to an authorized adult.

Procedure for Repeated Late Pickups

If at any point in the school year BSNBCS identifies a pattern of late pickups, the parent(s)/guardian(s) will receive a Late Pickup Letter. The Late Pickup Letter requires the parent(s)/guardian(s) to attend a meeting at the school to discuss the situation and possible solutions. If a child is NOT picked up on time AFTER a Late Pickup letter has been given and/or a meeting has been scheduled or taken place, BSNBCS reserves the right to call Child Protective Services (CPS) and/or bring the child to the local police department.

School Buses & Transportation:

Students who ride the school bus are expected to comply with school bus safety rules outlined in the school's behavior code. Rules for the school building also apply to the school bus, and students may receive consequences ranging from a written warning to removal from the school bus for not complying with bus rules. For more information, see the School Code of Conduct.

Healthy Foods:

Snack time and lunch time are used to promote healthy eating habits. A healthy diet increases learning and attention. Families may send food to school with their child to eat throughout designated times of the day. Examples of approved healthy foods include:

- Nuts/peanuts
- Dried fruits
- Canned fruits
- Trail mix
- Whole-grain cereal bars
- Pretzels
- Baked chips or crackers
- Animal crackers
- Graham crackers
- Baked cereal mix
- Baked fish-shaped crackers
- Granola bars
- Whole-grain chips
- String cheese
- Fresh fruits
- Raw vegetables
- Popcorn
- Low Fat yogurt
- Low Fat baked goods
- Low Fat crackers
- Pudding
- Beef jerky
- Bagels
- Multigrain bars
- Fruit snacks

Beverages

- Bottled water
- 100 percent fruit juice
- Tea (unsweetened or diet)
- Skim milk
- 1 percent milk (flavored or unflavored)
- Sports drinks
- Electrolyte replacement drink
- Fruit-based (no less than 50 percent fruit juice and no added sweeteners)

If a student brings food to school that does not meet the guidelines of our healthy food policy, it will be confiscated. Examples of unhealthy foods are listed below:

- Soda (of any kind)
- Rice Krispie Treats
- Powdered donuts
- Kool Aid (or other sugary drinks)
- Candy of ANY kind
- Cookies
- Potato Chips

The last Friday of each month, your child's Learning Coach (teacher) may opt to celebrate birthdays from the month. This is the only day that students may celebrate birthdays in the classroom, as we make every attempt not to have interruptions to our academic program. If you choose to bring in "treats" for your child's birthday, please ensure they align with our healthy foods policy. We must also protect students with food allergies, such as nuts, peanut butter, etc. Unless parents are notified, we wish to refrain from bringing homemade treats to school. Please check with your child's Learning Coach if you are interested in having your child celebrate a birthday.

School Uniforms

At Bedford Stuyvesant New Beginnings Charter School, scholars must follow the rules of our school uniform as outlined in the policy folder. Please review the following item(s) with your child to help them with daily compliance.

- Long khaki pants
- Knee length khaki skirts or jumpers
- Hunter green polo shirt (short sleeved or long sleeved)
- Sweater, Sweatshirt, or Hoodie (Solid Hunter Green, Solid Navy Blue, Solid Grey)
- Shirts tucked in
- BLACK or BROWN closed-toe shoes (trim, soles, laces included)
- BLACK or BROWN athletic shoes
- Black or brown belts
- Plain colored socks
- Simple neckwear, tucked inside shirt
- Simple earrings (small hoop or stud)

Cookie's wants the students of Bedford Stuyvesant New Beginnings Charter School to dress for success! You can place your order for school uniforms with the school logo 7-days a week, 365 days a year! Don't forget to use our **School Source Code "BSNB"** to receive free shipping on orders over \$25. There are three ways to place your order:

1. Shop at their website, **CookiesKids.com**
2. Shop by calling them at 877-942-6654 (Monday - Friday from 10am - 6pm)
3. Place your order at their Brooklyn store: 510 Fulton Street, Brooklyn, NY 11201

Part of Uniform	Permitted	NOT Permitted
Bottoms	<ul style="list-style-type: none"> ● Long khaki pants ● Knee length khaki skirts or jumpers ● Khaki shorts (after May 1) 	<ul style="list-style-type: none"> ● Tight or revealing pants ● Pants fitting below the waist ● Jeans or non-khaki colors
Tops	<ul style="list-style-type: none"> ● Hunter green polo shirt (short or long sleeved) MUST be tucked in ● Sweater, Sweatshirt, or Hoodie (Acceptable Colors: Solid Hunter Green, Solid Navy Blue, Solid Black) 	<ul style="list-style-type: none"> ● Sweaters, Sweatshirts and Hoodies with writing, logos or colors other than SOLID Hunter Green, Navy Blue or Black ● Shirts with writing or logos
Shoes	<ul style="list-style-type: none"> ● ALL black or brown closed-toe shoes ● ALL black or brown athletic shoes (physical education) 	<ul style="list-style-type: none"> ● Shoes with colored designs ● Shoes with distracting details (sparkles, sequins, etc.) ● Rain or snow boots in the classroom
Socks & Belts	<ul style="list-style-type: none"> ● Black or brown belts ● Plain colored socks 	<ul style="list-style-type: none"> ● Distracting belts, including bright colors ● Distracting socks, including bright patterns
Jewelry	<ul style="list-style-type: none"> ● Simple neckwear, tucked inside shirt ● Simple earrings (small hoop or stud) 	<ul style="list-style-type: none"> ● Rubber band bracelets ● Large earrings ● Distracting or expensive jewelry
Hair & Hats	<ul style="list-style-type: none"> ● Neat hair, out of eyes ● Hats worn to and from school 	<ul style="list-style-type: none"> ● Shaved designs in hair ● Unnatural hair colors (ex. Blue or green) ● Hats or head wear in the building

“Share and Spare” Uniform Bank: A “share and spare” uniform bank is maintained at the school for families in need and for children who soil their clothes in school and require a change. If a financial need exists in your family and you would like to take advantage of this resource, please contact the school to arrange assistance. Clean, donated items from children who have outgrown uniforms are appreciated and can be dropped off at the school office.

Student Expectations and Rights

Personal Belongings:

BSNBCS puts safety and learning above everything else. Therefore, personal belongings that distract from the safe, respectful, responsible and rigorous instructional environment are not permitted.

Examples of items not allowed in BSNBCS include (but are not limited to):

- Gum and candy of any kind;
- Real, toy, or model weapons;
- Excessive amounts of cash;
- Distracting jewelry (“rainbow looms” are prohibited);
- Any illegal substance;
- Stuffed animals or dolls;
- Fireworks, sparklers, poppers, snappers, fountains, bottle rockets, and any other explosive devices; and
- Electronic devices**

If a student is seen with any of the items in the list above, the item may be confiscated and not returned until a parent or guardian meets with a member of the School Culture Team.

** Cell phones, Kindles, and other non-instructional electronic devices must be turned off and put away before entering the school property, unless explicit permission has been given by a member of the School Management Team. Any electronic equipment used without permission may be confiscated. Students may bring cell phones to school for safety reasons, but phones may never be turned on or used in the school building. **

Search of Student Belongings:

BSNBCS reserves the right to search a student’s person and possessions (backpacks, cubbies, desks, etc.) may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. The school does this to maintain a safe and orderly environment for all community members.

Textbooks & Supplies:

All textbooks and instructional supplies are furnished by BSNBCS and they remain the property of the school. Students are responsible for caring for and the upkeep of these materials including not defacing or writing in the textbooks. Parents will be required to reimburse the school for lost or damaged books *before* new books are issued.

There are other supplies that students will need to furnish for themselves. You should have received a supply list for school year 2015 - 2016 from your child’s Learning Coach (teacher). It is

extremely important that students are prepared for their lessons each day and bring to school the necessary tools for completing assignments. If there is a problem getting these supplies for your child in a timely manner, please let your child's Learning Coach know.

Please remind your child to be responsible for his/her supplies and materials. Three sharpened pencils each day are essential tools for school. It is helpful if all of your child's possessions, especially sweaters and shirts, have their names clearly printed on them

Internet & Social Media Policy:

BSNBCS recognizes that the Internet and social media can be used as learning and communication tools. However, inappropriate use of technology can lead to serious consequences as students enter the "real world." Moreover, misuse of the Internet and social media can lead to distractions and/or an unsafe learning environment. For these reasons, BSNBCS has put policies into place regarding the Internet and social media (which will be defined as any method of communication in cyberspace). These policies apply on school grounds as well as when using social media in a manner that jeopardizes a student or staff member's emotional or physical safety, well-being, welfare, and/or security. See the School Code of Conduct for more details.

Homework, Makeup Work, & Tests

Homework:

BSNBCS believes that homework is an essential component for learning. Students can reinforce academic skills taught in school and learn how to, for example, conduct research effectively, develop ideas creatively, and become life-long learners. We also believe that the School Management Team, the teachers, the families, and students share the responsibility for ensuring the success of homework in order to enhance and support the student's instructional program.

Homework relates directly to classroom work. The objectives of homework are as follows:

- To reinforce learning through the practice, application, integration, and extension of knowledge and skills.
- To encourage independent learning by developing study skills, work habits, and a sense of personal responsibility.
- To stimulate originality and creativity.
- To prepare for classroom participation.
- To enhance home-school communication.

Your child will be given homework assignments regularly. Below are average times for completion of homework by grade level:

- K-2: approximately 30 minutes of homework per night
- 3-4: approximately 40 minutes of homework per night
- 5-8: approximately 60 minutes of homework per night

Absences do not excuse students from the responsibility of homework assignments. Assignments for our K - 4 students are sent home in a folder along with a weekly homework sheet for parents/guardians to review. Please sign or initial the homework sheet prior to sending it back to school with your child, so as to verify that you have seen the homework and that it has been *neatly*

completed. We want our students to take pride in their work product and as your child's first teacher; we need you to hold him/her responsible for quality work product.

Students are responsible for **completion** of homework, and parents/guardians are responsible for **monitoring** the completion of homework. This may include the following:

- Assisting the student to plan and schedule time;
- Establishing an appropriate environment;
- Participating in assignments that call for parent involvement; and
- Maintaining consistent communication with the Learning Coach (teacher).

The Academic Leadership & Instructional staff are responsible for establishing homework requirements consistent with these guidelines. The Learning Coach has the responsibility to communicate and explain expectations for homework to students and parents and to monitor homework. As part of their responsibilities, Learning Coaches do the following:

- Assign homework in a timely manner to allow for student questions and planning;
- Evaluate assignments promptly;
- Inform students of results; and
- Notify parents when students are not meeting requirements.

Make-Up Work and Tests:

Students are responsible for all of their assignments even when they are absent. Students are allowed to complete all assignments and tests missed during an excused absence. Students receive full credit if the work is turned in according to a reasonable make-up schedule as determined by the teacher. Teachers are not required to provide make-up work or allow students to take tests missed because of absences that have been designated "unexcused." Please feel free to contact your child's teacher or the Academic Leader if you have questions about homework.

Bullying & Fighting Policy:

BSNBCS has a "no tolerance for violence" policy. This simply means that no student will be allowed to resort to fighting, hitting, or verbally bullying for any reason on the school bus, while at school, traveling to or from school, or at any school event.

Any student who, after the required investigation, has been determined hit or bully others may be suspended, even if another student hits him or her first. Students must realize that it is the staff's responsibility, not the student's responsibility, to intervene and discipline a fellow student who hits or bullies.

If a student is ever hit while in school or on the school bus, he or she must find a non-violent way to react. Students at BSNBCS have three (3) choices when someone tries to hit or bully them:

1. Block the student who hits/or move away from them.
2. Use "their words." Verbally ask the student to stop. ("Can you please stop? I don't like it when you do that.")
3. Immediately tell an adult in the school (Learning Coach, Instructional Associate, etc.) what happened.

In the case that the supervising staff member is unable to handle a reported incident, he or she will report the incident to the School Culture Team. In this case, the Academic Dean will investigate the incident and make a recommendation for a consequence, where necessary. The Director of School Culture will review the recommendation and determine appropriate next steps.

Student Life at BSNBCS

Morning and Community Meeting

Morning Meeting:

Classrooms in grades K-4 use Morning Meeting (Greeting and Sharing) as part of their daily morning routine. The Morning Meeting provides daily opportunities for children to practice skills such as greeting, listening and responding, speaking to a group, reading, and group problem-solving. Learning Coaches integrate different aspects of their classroom curriculum into the routine, which helps students make the transition to school and sets a tone of interactive and engaged learning from the outset of the day.

THRIVE Community Meeting:

These gatherings will offer an opportunity for scholars to recognize their peers' exemplary contributions and reflect upon their own behavior. During each meeting, BSNBCS staff will also recount moments in which scholars exhibited exemplary behavior. Then a motivational message examines an aspect of the THRIVE values.

Character Education:

BSNBCS teaches students to exemplify our school's THRIVE values defined on page 4 of this Handbook. The school provides the following opportunities for students to learn and internalize appropriate character:

- Morning Meeting or THRIVE Community Meeting which focus on a particular trait
- Alignment of the Clip It! Behavior Chart and THRIVE Ticket System
- Service learning projects, which are aligned with THRIVE values

Field Trips:

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents/Guardians will receive advance notice of all such trips. A permission slip **must be signed** by a student's parent/guardian in order for the student to participate in a field trip. Students without signed permission slips will remain at the school in another class. Some students may not be allowed to participate in field trips or may be required to have a chaperone to insure the safety and well-being of that student or other students. The Learning Coach will inform the parents if there is such a situation.

Occasionally, parents/guardians may be asked to serve as chaperones on class trips. No parent/guardian should feel obligated to serve in this capacity, but they are encouraged to volunteer, if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. Children who are not enrolled in the class may not accompany the chaperones.

THRIVE Tickets:

"THRIVE Tickets" are a school-wide incentive given to students by members of the BSNBCS staff when they are "Caught Making Good Choices." Students then deposit their earnings into their "Class Bank."

Lower School

The top class on each grade level (K - 4) that has worked together to earn the most "THRIVE Tickets" at the end of each month wins a fun-filled afternoon celebration surprise and/or special privilege.

Middle School

The top classes on each grade level (5 - 8) that have worked together to earn the most "THRIVE Tickets" at the end of each month wins a fun-filled afternoon celebration surprise and/or special privilege.

THRIVE tickets may be given anywhere a scholar is "Caught Making Good Choices" and/or following the THRIVE values.

Service Learning:

Community Service is a core part of our school's mission and is most effective when integrated into learning ("service learning") in the classroom. At BSNBCS, service learning is divided into three projects per year: fall, winter and spring. Each project consists of three phases: research (learning about the project), action (putting thoughts into action), and reflection (writing and/or presenting). Students are required to complete 25 community service hours per year.

Family Engagement

BSNBCS believes that creating meaningful collaboration and partnership with families is essential to student achievement. Our priority is establishing a positive school culture in which all community members can THRIVE.

Parent, Family, Staff Organization (PFSO)

The Parent, Family, Staff Organization at BSNBCS is a collaborative group consisting of members of the BSNBCS school community, including parents, teachers, family members, staff members and Trustees that work together to support the learning of our scholars. The PFSO meets monthly to share information, identify learning opportunities for our staff, students and families and to promote effective family/school communications.

To promote effective communications that will allow for the greatest number of family member participants in 2015-16, PFSO meetings will be held on a monthly basis. Staff and instructors are encouraged to attend, to present, and to learn from family members through a constructive dialogue.

The School Management Team will work closely with the PFSO to establish an effective meeting schedule, topics for discussion, working groups as needed for projects that support student learning. The PFSO will ensure that its goals and objectives align with the BSNBCS mission statement and that it embodies the THRIVE virtues as a way to reinforce the culture established for all BSNBCS students and community members.

Parent/Family Workshops:

BSNBCS believes that creating a supportive and rigorous learning environment is the work of both educators and families. To that end, we provide parent workshops that address areas that parents have communicated are important to supporting their child's success. Examples of these workshops may include (but are not limited to):

- Homework Help: Setting up for Success
- Effective Strategies for Positive Discipline
- Nutrition Education
- Middle School Transitions & Child Development
- Financial Literacy
- Internet Safety & Cyber-bullying

Grievance Process:

The purpose of the Grievance Process is to provide families a recognized procedure through which a complaint or concern may be resolved in a timely manner. This process is also an avenue to bring any concerns or complaints that have not been satisfactorily addressed by the Instructional Staff. In the event that you are not satisfied with the assistance of the Instructional Staff then the Culture Team Members of the school are available to address your concern. If you feel that your claim still has not been addressed appropriately, you can appeal to the School Management Team.

We ask that if you have concerns or complaints, please speak to your child's Learning Coach (teacher) first. As the staff members who are with your child most of the day, they may be able to resolve your concerns or discuss an amicable solution. You can speak to your child's teacher at dismissal, calling the school to schedule a meeting or emailing the staff member. If you are having trouble receiving a response from a staff member, please email the Culture Team at culture@bsnbcs.org or leave a message at the front desk and they will follow up promptly.

If a formal grievance is needed, then you must complete a Formal Grievance form (available in the main office and on our website www.bsnbcs.org). This should be submitted to the Culture Team. If your concern is not addressed sufficiently following the submission of the Formal Grievance, your issue will be reviewed by the Executive Director. If you do not feel the Executive Director has satisfactorily addressed your concern you may then submit to the Appeals Committee of the BSNBCS Board of Trustees. Finally, if you are not satisfied by the actions of the Board of Trustees you may appeal to the school's authorizer, the Department of Education.

Grievance escalation chain:

- A grievance must be made in writing to the Culture Team (Culture@bsnbcs.org), who will follow up on the issue and provide a response.
- If not resolved, Escalate to the Executive Director to make determination in accordance with, approved policies.
- If not resolved, to BSNBCS Board of Trustees
- If not resolved, to Authorizer – NYC Department of Education

Code of Conduct

Clip It! Behavior Chart (Grades K-4):

BSNBCS faculty members monitor student behavior using a chart system. There are five levels, each a different color to help children self-monitor their own behavior. When a scholar exhibits a THRIVE value he/she will be asked to move his/her **clip up**. When an infraction occurs, a scholar is asked to move their **clip down** to the next color. Each morning, students will begin the new day on green and start with a clean slate. Below is an explanation of the color system used in the Clip It! Behavior Chart.

Pink	The Scholar is teaching and modeling THRIVE values.
Purple	The Scholar displays THRIVE values all of the time.
Blue	The Scholar displays THRIVE values most of the time.
Green	The Scholar is ready to THRIVE.
Yellow	Scholar is not ready to THRIVE. The Scholar has received a warning about his/her behavior, and a reminder to follow the rules.
Orange	The Scholar continues to not display the THRIVE values. She/he will lose a privilege and the teacher will decide what other appropriate action is needed.
Red	The scholar is not making an effort to display the THRIVE values a parent/guardian needs to be called.

A scholar who reaches the Outstanding level (PINK) will earn a star on his/her clip. After five stars scholars will receive a special note home, the clip will be retired to the **Hall of Fame** and a new clip will be given! Scholars whose clip(s) have been retired to the "Hall of Fame" will receive a special privilege/incentive determined by his/her Learning Coach.

THRIVE Tickets (Grades 5 - 8):

"THRIVE Tickets" are an incentive given to scholars by staff members when they are modeling the THRIVE values. THRIVE tickets are earned by individual scholars and then deposited into their "Class Bank". Then at given intervals, there will be a raffle drawing every two weeks with the collected tickets and students whose names are drawn will receive an incentive and/or special privilege.

Strike System (Grades 5-8):

The Strike System will be used to reinforce expectations and behaviors. A student will receive a strike each time a rule is broken. Strikes in the classroom will be monitored with a visual representation (strike chart). The strike chart will be made available to all teachers.

- Strike one – **Warning.** Teacher records 1st strike and immediate re-teaching of appropriate behaviors takes place by the adult issuing the strike.

- **Strike two – Teachers Choice.** Teacher records 2nd strike and has a brief private conversation with the student. The teacher will also implement appropriate classroom interventions.
- **Strike three – Parent Contact / Consequences.** If the scholar is not making any effort to display the THRIVE values then the student will receive a third check next to his/her name. The scholar’s parent/guardian will be contacted, and may be requested to come into the school for a meeting. The student will be required to complete a reflection sheet and additional classroom interventions will be implemented by the teacher.

School-wide Code of Conduct:

BSNBCS believes in positive behavioral interventions and in enlisting family support in discipline to prevent disruptive behaviors. To that end, our school-wide system of behaviors and consequences includes a tiered system of interventions and parent involvement in addition to suspensions, detentions, and expulsions.

Infractions are grouped into five levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct will begin with the lowest level of disciplinary response and will include appropriate behavioral intervention(s).

Infraction Levels	
Level 1	Noncompliant or Uncooperative Behaviors
Level 2	Disorderly Behavior
Level 3	Disruptive Behavior
Level 4	Aggressive or Injurious/Harmful Behavior
Level 5	Seriously Dangerous or Violent Behavior

Each level of infractions provides a set of possible guidance interventions as well as a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher, principal, the Chief Executive Officer of the Office of Safety and Youth Development or other designee of the Chancellor or Community Superintendent.

**Level 1 -
Noncompliant or
Uncooperative
Behaviors**

Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Unexcused absence from school	Student has been absent from school more than 10 days	-3-day absence or a pattern of absences: Phone call to parent or note re: absence -5-day absence or a pattern of absences: Request for Parent Conference with School Culture/Management Team	-On the 11th absence, the Guidance Counselor will request a conference or conduct a home visit with the family to determine what can be done to correct the behavior. If there is no improvement in the incidents, a call will be placed to ACS for <i>Educational Neglect</i> .
2. Failing to wear the required school uniform	Student violates any part of the BSNBCS uniform policy (fingernail polish, open-toed shoes, designs in hair, etc.)	- written notice -phone call to Parent to bring in appropriate uniform - Parent contact and in-school consequence	-Chronic, serious, repeated offenses: -Academic Dean will contact parent to discuss disregard for school rules and develop a plan for improvement. -In-school consequence will be implemented
3. Being late for school	Student has been late to school more than 10 days	-9-days of lateness or a pattern of latenesses: Phone call to Parent or note re: lateness -30-days of lateness or a pattern of lateness: Request for Parent Conference with School Culture/Management Team	-On the 31 st lateness, the Guidance Counselor will request a conference with the family to determine what can be done to correct the behavior. If there is no improvement in the incidents, a call will be placed to ACS for <i>Educational Neglect</i> .

<p>4. Bringing inappropriate items to school (toys, candy, etc.)</p>	<p>Student brings figurines, trading cards, or other inappropriate items listed in the Handbook to school</p>	<p>-1st and 2nd incident: Conference with Student and offending item will be confiscated for the day. Item will be returned at the end of the day to take home.</p>	<p>-3rd Incident: School Culture Team will confiscate the item until parent/guardian comes to school to retrieve the item.</p>
<p>5. Behaving in a manner that interrupts instruction in the classroom</p>	<p>Student gets out of seat, calls out without permission, makes noise</p>	<p>- 1st – 3rd warnings: Teacher will address the issue with the student by implementing appropriate classroom interventions such as conferencing with the student, in-class time out, loss of privilege, corrective assignment restitution, written contract, etc.</p>	<p>-Phone call to Parent -Parent Meeting -Detention (1-5 days) -Academic Dean and/or Guidance Counselor will work with teacher to create a behavior management plan for student</p>
<p>6. Engaging in verbally rude or disrespectful behavior</p>	<p>Student chooses to argue with the teacher or attempts to “talk back” to the teacher in a highly disrespectful manner.</p>	<p>-1st - 2nd incident: Teacher will address the issue with the student by implementing appropriate classroom interventions such as conferencing with the student, in-class time out, loss of privilege, corrective assignment restitution, written contract, etc.</p>	<p>-3rd incident: Phone call to Parent or Request for Parent Conference; -Detention (1-5 days) -Academic Dean and/or Guidance Counselor will work with teacher to create a behavior management plan for student</p>
<p>7. Using school equipment without appropriate permission (computers, etc.)</p>	<p>Student uses laptops or other school devices without permission from school personnel</p>	<p>-1st incident: Teacher will address the issue with the student -2nd incident: In-school consequence -3rd incident: Phone call to Parent or Request for Parent Conference</p>	<p>-4th incident: Suspension (1-2 days) -5th incident: Suspension (3-5 days)</p>

Level 2 - Disorderly Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Using profane, obscene, vulgar, or lewd language, gestures, or behavior*	Cursing at classmates or school personnel Using vulgar or sexually explicit language Giving the staff members or Students the “middle finger”	-1 st incident: Phone call to Parent/Guardian; student reflection on behavior -2 nd incident: Referral to Guidance Counselor; request for Parent Conference	-3 rd and repeated incidents: Guidance Counselor will work with teacher to develop a behavior plan for student. -Detention (1-5 days)
2. Lying to, giving false information to, and/or misleading school personnel	Purposely not telling the truth regarding an inappropriate action	-1 st incident: Phone call to Parent; student reflection on behavior -2 nd incident: Referral to School Culture Team, phone call to Parent or request for Parent Conference	-3 rd and repeated incidents: Academic Dean will work with teacher to develop a behavior plan for student. -Suspension or Detention (1-5 days)
3. Misusing property belonging to others	Student tampers with or destroys books or other items that do not belong to them	-1 st incident: Student Time Out / reflection or letter of apology -2 nd incident: Phone call to Parent/Guardian or request for Parent Conference, student must fix item if possible	-3 rd and repeated incidents: Suspension or Detention (1-5 days) with reflection assignment
4. Leaving the classroom without permission	Student walks out of the classroom or runs out of the sight of supervising staff	-1 st incident: Loss of privilege / student reflection on behavior -2 nd incident: Loss of privilege and Phone call to Parent/Guardian or Request for Parent Conference	-3 rd and repeated incidents: Academic Dean will work with teacher to develop a behavior plan for student. -Detention or Suspension (1-5 days)
5. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (grades K-2)	Student is either exposing themselves or engaging in inappropriate behaviors with other children	-1 st Incident: Immediate Phone call to Parent/Guardian + Guidance Office Referral -2 nd Incident: Request for Parent Conference	-3 rd and repeated incidents: Phone call to parent; possible contact to ACS or appropriate outside provider

6. Violating the BSNBCS' Internet Use Policy	Student uses the Internet for non-educational purposes; security/privacy violations; alters equipment	-1 st Incident: Phone Call To Parent/Guardian + student reflection -2 nd Incident: Loss of privilege and Request for Parent Conference	-3 rd incident: Suspension (1-2 days) -4 th incident: Suspension (3-4 days) -5 th incident: Suspension (5 days)
7. Engaging in academic dishonesty*	Cheating Plagiarizing Colluding	-1 st incident: student reflection on incident + phone call to Parent/Guardian	-2 nd incident: Detention -3 rd incident: Suspension (1-2 days) -4 th incident: Suspension (3-4 days) -5 th incident: Suspension (5 days)
8. Engaging in persistent level 1 behaviors in the same school year	Students continues to exhibit uncooperative behaviors that interfere with the instructional program	-Request for Parent conference -Meet with Guidance Counselor -Referral to School Culture Team	- Suspension (1-5 days)

Level 3 – Disruptive Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Insubordination, willfully disobeying school personnel	Loudly arguing with school personnel; absolute refusal to comply with a reasonable request	-Student Conference with Teacher -Phone Call to Parent/Guardian + student letter of apology	-Student Reflection Assignment - Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
2. Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability	Calling other Students names based on ethnicity, color, race, etc.	-Phone Call to Parent + student apology letter/reflection -Student Conference with Guidance Counselor + apology letter -Request for Parent Conference	-Student Reflection Assignment -Suspension (1-2 days) -Suspension (3-4 days) - Suspension (5 days)

3. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel	Pushing or shoving students or school personnel	-Student Timeout and Reflection on behavior -Student Reflection on school safety + phone call to Parent/Guardian	-Student Reflection Assignment -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
4. Engaging in disruptive behavior on the school bus	Getting out of seat Screaming Refusal to follow directions of Bus Driver	-Written warning and phone call to Parent/Guardian by School Culture Team	- 5 day Bus Suspension - 10 day Bus Suspension -Bus suspension for remainder of the school year
5. Bringing unauthorized or inappropriate visitors to school	Bringing in an older sibling, relative or friend with the intent to inflict harm on a Student or staff member	-In-School Disciplinary action -Phone call to Parent/Guardian	-Request for meeting with Parent -Request from NYPD for Assistance
6. Taking property belonging to another without authorization (theft)	Student intentionally takes the possessions of a student or staff member with the intent to keep it.	- Student Reflection + Phone Call to Parent, or Request for Parent Conference -Referral to Guidance Counselor	-Possible phone call to NYPD -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
7. Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body (Grades 3-6)	Student is either exposing themselves or engaging in inappropriate behaviors with other children	- Immediate Phone Call to Parent/Guardian - Request for Parent Conference - Guidance Office Referral	- Possible phone call to ACS or appropriate outside provider -In-school disciplinary action -Suspension (1-5 days)
8. Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others	Student writes on the walls, on furniture or in books	-Phone call to Parent, student will be asked to clean up any vandalism -Request for Parent Conference	-Student Reflection Assignment -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
9. Engaging in behavior which	Large-scale tantrum that severely	- Student Reflection Assignment	- Suspension (1-2 days)

severely disrupts instruction	disrupts instruction/learning time	- Referral to Academic Dean - Behavior Contract - Phone Call to Parent and/or Request for Parent Conference	-Suspension (2-3 days) -Suspension (3-5 days)
10. Engaging in persistent level 2 behaviors in the same school year	Serious and chronic disorderly behaviors	-Request for Parent Conference -In-school disciplinary action Referral to School Culture Team	Suspension (1-5 days)

Level 4 – Aggressive or Injurious/Harmful Behavior			
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Posting or distributing, displaying, or sharing literature containing a threat of violence, injury or harm or depicting obscene, vulgar, or lewd pictures of students/staff	-Student posts threats on students or staff members on a social networking site (Facebook, Twitter, etc.)	-Phone Call To Parent/Guardian -Request for parent conference -Referral to Guidance Counselor	-Possible phone call to NYPD -Suspension (1-5 days)
2. Engaging in physically aggressive behavior other than minor altercations as described in 3.3, which creates substantial risk of or results in injury	- Hitting or punching with the intent to injure or harm another individual	-Phone Call To Parent/Guardian -Referral to Student Life Coordinator -Behavior Plan / revised Behavior Plan -Student Reflection Assignment	-Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
3. Engaging in an act of coercion or threatening violence, injury, or harm to another or others	-Serious threats of violence upon another student or staff member	-Referral to School Culture Team -Phone Call to Parent -Student Reflection Assignment -Behavior Plan / revised Behavior Plan	-Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School

<p>4. Engaging in behavior on the school bus which creates a substantial risk for personal injury</p>	<ul style="list-style-type: none"> -Throwing objects out of the window Fighting on the bus -Threatening or harming the Bus Driver -Injuring another Student on the bus 	<ul style="list-style-type: none"> - Phone call to Parent/Guardian by School Culture Team 	<ul style="list-style-type: none"> - Immediate Suspension or Removal from School Bus(5-10 days) - Bus suspension for remainder of the school year
<p>5. Engaging in intimidating and bullying behavior, including cyber bullying</p>	<ul style="list-style-type: none"> -Threatening, stalking or seeking to coerce or compel a student or staff member to do something -Engaging in verbal or physical conduct that threatens another with harm -Taunting and/or intimidation including through the use of epithets or slurs 	<ul style="list-style-type: none"> -In-School Disciplinary action -Referral to Guidance Counselor Phone Call to Parent -Student Reflection and Apology 	<ul style="list-style-type: none"> -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
<p>6. Making sexually suggestive comments, innuendos, propositions or similar remarks, or engaging in nonverbal physical conduct of a sexual nature*</p>	<ul style="list-style-type: none"> -Touching, patting, pinching, lewd or indecent public behavior, sending or posting sexually suggestive messages or images 	<ul style="list-style-type: none"> -In-School Disciplinary action -Referral to Guidance Counselor -Phone Call to Parent and request for a meeting 	<ul style="list-style-type: none"> -Suspension (1-5) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
<p>7. Falsely activating a fire alarm or other disaster alarm</p>	<ul style="list-style-type: none"> -Student pulls the fire alarm for any reason that is not an emergency 	<ul style="list-style-type: none"> -Conference with Student -Phone Call to Parent/Guardian -Referral to School Culture Team 	<ul style="list-style-type: none"> -Phone call to NYPD & Fire Dept. -Suspension (1-5 days) -Suspension (5 or more days)

<p>8. Creating the substantial risk of or causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury</p>	<p>-Student uses or attempts to use an object to inflict bodily harm on another student or staff member</p>	<p>-Referral to School Culture Team -Phone Call to Parent/Guardian -Conference with Student</p>	<p>-Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>9. Possessing controlled substances or prescription medication without proper authorization, illegal drugs, synthetic hallucinogens, and/or alcohol</p>	<p>-Student brings drugs or alcohol to school premises</p>	<p>-Referral to School Culture Team -Phone Call to Parent/Guardian and meeting request -Possible referral for Alcohol and Drug Treatment</p>	<p>-Phone call to ACS -Phone call to NYPD -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>10. Engaging in persistent Level 3 behaviors in the same school year</p>	<p>-Serious and chronic disruptive behaviors</p>	<p>-Request for Parent Conference -In-school Disciplinary Action -Referral to School Culture Team</p>	<p>-Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>

<p>Level 5 – Seriously Dangerous or Violent Behavior</p>			
<p>Level of Infraction</p>	<p>Examples of Specific Behavior</p>	<p>Intervention and/or Consequence</p>	<p>Disciplinary Action</p>
<p>1. Using force against, or inflicting serious injury against students or staff</p>	<p>-Student hits or punches staff member and causes serious injury</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to School Culture Team -Behavior or Crisis Plan -Student Reflection Assignment</p>	<p>-Suspension (1-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>

<p>2. Planning, instigating, or participating with another or others, in an incident of group violence</p>	<p>-Student is involved in planning an incident of group violence</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to Leadership Team -Referral to Counseling Services -Student Reflection Assignment</p>	<p>-Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>3. Engaging in threatening, dangerous, or violent behavior that is gang-related</p>	<p>-Student makes threats or engages in violent behavior related to gang</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to School Culture Team -Referral to Counseling Services -Student Reflection Assignment</p>	<p>-Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>4. Engaging in physical sexual aggression or forcing another to engage in sexual activity</p>	<p>-Harming or coercing another Student to engage in sexual activity against their will causing harm or injury</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral School Culture Team -Referral to Counseling Services</p>	<p>-Phone Call to ACS -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>5. Use of alcohol of other controlled substances</p>	<p>-Student comes to school under the influence of drugs and/or alcohol</p>	<p>-Referral to Leadership Team -Phone Call to Parent/Guardian and meeting request -Possible referral for Alcohol and Drug Treatment</p>	<p>-Phone call to ACS -Phone call to NYPD -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>
<p>6. Selling or distributing illegal drugs or controlled substances and/or alcohol</p>	<p>-Student sells drugs or alcohol</p>	<p>-Referral to School Culture Team -Phone Call to Parent/Guardian and meeting request -Possible referral for Alcohol and Drug Treatment</p>	<p>-Phone call to ACS -Phone call to NYPD -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School</p>

7. Inciting or causing a riot	-Student starts a riot in the school building or immediate surroundings	-Phone Call To Parent/Guardian and meeting request -Referral to School Culture Team -Student Reflection Assignment	-Phone call to NYPD -Phone call to ACS -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
8. Making a bomb threat or threat to cause harm to the school community	-Student threatens to bring a bomb to the school building or commit arson	-Phone Call To Parent/Guardian and meeting request -Referral to School Culture Team -Referral to Counseling Services	-Phone call to NYPD & Fire Dept. -Phone call to ACS -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
9. Committing arson	-Setting a fire in the building in ANY common area	-Phone Call To Parent/Guardian and meeting request -Referral to Culture Team -Referral to Counseling Services -Student Reflection Assignment	-Phone call to NYPD & Fire Dept. -Phone call to ACS -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
10. Possessing or using a gun or serious weapon	-Student brings a gun or weapon to school and either shows it or threatens harm to other Students or staff	-Referral to School Culture Team -Phone Call to Parent/Guardian and parent meeting	-Phone call to NYPD -Phone call to ACS -Suspension (5 or more days) -Referral to Director of School Culture for Removal from School
11. Engaging in persistent level 4 behaviors in the same school year	-Serious and chronic harmful and/or injurious behaviors	-Request for Parent Conference -Referral to Culture Team	-Suspension (5 or more days) -Referral to Director of School Culture for Removal from School

Procedures for Disciplinary Violations

At BSNBCS, we are committed to serving all students, while simultaneously protecting the strong culture that makes academic gains possible. All students are taught the THRIVE values and are held accountable to them throughout the year.

As stated above in the school-wide Code of Conduct, misbehaviors at BSNBCS result in consequences. If negative behaviors persist, or if students have not adequately fulfilled the given consequence, more serious consequences may be put in place. Consequences vary based on the grade level of the student, the severity of the action, and the frequency of the incident.

Consequences may include:

- Student written reflection on violation;
- Referral to the Academic Dean;
- Removal of school privileges (including school trips, in-school privileges, etc.);
- Lunch, recess or after-school detention;
- School or community service;
- In-school suspension;
- Short-term out-of-school suspension (1-5 days);
- Long-term out-of-school suspension (5 or more days); and
- Permanent Removal from the school (Expulsion)

Please note: BSNBCS does not disclose the disciplinary status of students to families outside those of the student facing consequences. This policy protects the confidentiality of all students.

Detentions:

Detention may be served in grade 5-8 for a ½ hour or (1) hour after school, during lunch and/or recess, depending on the infraction. Behaviors that constitute a detention may include (but are not limited to) the following:

- Failure to complete homework or turn in THRIVE log
- Disrespectful behavior to staff and other students
- BLUE on the Roadmap to Success (repeated disruptions)
- Academic dishonesty and lying
- Disorganized cubby (papers on the floor, etc.)
- Reporting late to class
- Misusing property belong to others
- Walking out of the classroom without permission
- Profane language
- Using above a “level one voice” in the hallway
- Failure to wear the uniform
- Theft
- Bullying

For repetitive behaviors, the Learning Coach and/or Instructional Associate will contact the family before detention occurs. If a detention is given, the family will be contacted by the Director of School Culture/ Dean the day the incident occurs. The Director of School Culture / Dean will organize a time with the family when the detention will be served.

Suspensions:

After an incident occurs, the Director of School Culture or Academic Dean investigates and obtains a written report from the observer(s) of the incident. This investigation may involve speaking with other observers of the incident (victim, students, and staff members) as well as the student in question. BSNBCS Utilizes the following checklist to track the progress of a potential suspension or expulsion:

BSNBCS 2015-16**Disciplinary Incident Checklist (General Education and SPED Students)**

- Incident occurs. Ensure safety of all students and staff. Determine whether student requires immediate health and safety exclusion. If not, they may remain in the building pending the completion of the investigation/hearing process.
- Investigation by School Culture Team. Gather student and staff statements and any evidence.
- The parent receives initial notification that an incident has occurred and an investigation is underway, verbally via phone or via text/email following the incident. This an informal, non-mandated notification for parents, to make them aware of the issue and potentially gather additional information that may be helpful during the investigation.
- The investigation is conducted by the School Culture team and then completed. If a recommendation is made to suspend or expel the child, the 24 hour clock starts for parent notification.
- The Suspension/Expulsion recommendation letter is written. The School Culture Team utilizes the correct template for suspensions of 5 days or less (leading to an informal hearing), or 6 days or more/Expulsion (leading to a formal hearing).
- School Culture Team member telephones the parent to inform the parent that a letter is being sent regarding the incident and to explain the contents of the letter and confirm their ability to attend a formal or informal hearing on the selected date. If they are available for the proposed date, complete letter; if not, schedule another hearing time. Parents who decline their right to attend a hearing shall do so in writing, prior to the hearing date.
- The suspension/expulsion letter is sent to the parent within 24 hours of the recommendation to suspend/expel the student.
- The letter and notification of the formal or informal hearing are provided before the student is suspended unless the student's presence poses a threat to persons or property or a threat of disruption to the learning environment. In that case, the notice and formal hearing are given as soon as practical following the completion of the investigation.
- Suspension or Expulsion hearing occurs. Decision is made following a review of the evidence, including any new or additional evidence provided by the family. Family is notified of the decision in writing, including their right to appeal the decision within 10 days.

- Students receiving out-of-school suspensions are provided Compensatory Education/Alternative Instruction services. Compensatory Education takes place in the School Culture suite (or other appropriate location) for a minimum of two hours daily for the duration of the suspension period. Students with IEPs placed in this 'interim alternative educational setting' must still receive the services required by the IEP as well as any services and modifications designed to address the behavior.

Additional procedures for Students with Disabilities or suspected of having Disabilities:

- A student with a disability, or suspected of having a disability, is entitled to a manifestation hearing to decide whether the child's behavior resulted from his/her disability if the change in placement (in school, out of school, or expulsion) is for more than 10 days for a single suspension, or for multiple suspensions, which, in the aggregate, amount to more than 11 days.
- Notify the CSE if SWD; the manifestation hearing must take place as soon as possible, but not more than 10 days after the decision is made to change placements.
- If the team concludes that the behavior did, in fact, result from the disability, then the team will conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) to address the behaviors giving rise to the conduct. The child must also be returned to his or her original placement (the placement from which he or she was removed
- If the behavior is not a manifestation of the disability, then consequences follow the school's Disciplinary Code, in which suspensions are issued as the consequence of behaviors such as defiance of a staff member, cutting class on multiple occasions, bullying, and threatening assault.

BSNBCS Alternative Instruction

Bedford Stuyvesant New Beginnings Charter School is committed to serving all students, regardless of academic ability, disability status, race, gender or economic status. As a part of our model, we have developed a School Culture framework designed to create an orderly, safe and hospitable learning environment of for all students.

In the case that a student needs to be removed from BSNBCS for a disciplinary infraction resulting in a long term suspension or expulsion, BSNBCS has developed the following guidelines and framework for Alternative Instruction and compensatory education. This framework is aligned with the school's commitment to follow all applicable NYS laws, regulations and the Individuals With Disabilities Education Act.

Should an investigation lead to the issuance of a Recommendation to Suspend or Expel, parents shall be notified in writing to their right to an Informal Hearing (five days or less) or a Formal Hearing (six days plus, including expulsion), as a part of our due process program.

Parents are entitled to the right to formally appeal a decision to suspend or expel, in accordance with the school's disciplinary policy. The appeal must be made, in writing, within 10 days of the decision to suspend or expel, to the school's Executive Director. Should the Executive Director uphold the decision to suspend or expel, the family may appeal successively to the BSNBCS Board of Trustees, and should the suspension or expulsion be upheld, the family may appeal to the NYCDOE. If the Informal or Formal Hearing results in the decision to suspend or expel, the following procedures and protocols will be put into place:

- 1) The student shall be entitled to Alternative Instruction, for the duration of the suspension, starting upon the initial date of suspension. Should the student be expelled, the student shall be offered alternative instruction until the date of the student's enrollment in another public, private or charter school, as tracked by the NYCDOE ATS system.
- 2) Parents shall be notified of the right to alternate instruction, at the time of their notification of the suspension or expulsion. Parents should indicate their interest in alternative instruction, in writing, to the school.
- 3) Alternative Instruction shall be scheduled to take for a minimum of two hours daily. The scheduled time for alternative instruction shall be 7:30am-9:30am daily.
- 4) Alternative Instruction shall take place at a location to be determined by BSNBCS. Locations may include the BSNBCS School Culture Suite, a BSNBCS Classroom, a Public Library, a classroom in another public school, a public location, the family's home or other appropriate location, as determined by BSNBCS. Suspensions or expulsions related to a disruption of the school's learning environment or incidents related to the health and safety of BSNBCS teachers, staff, students or families typically result to alternative instruction off-site.
- 5) Alternative Instruction shall be provided by a BSNBCS staff member or qualified individual contracted by BSNBCS to provide alternative instruction. Special Education services will be provided in accordance with the student's IEP, by a Special Education certified individual.
- 6) Attendance shall be taken for students who are entitled to alternative instruction on a daily basis. Students shall be marked: present, late or absent to alternative instruction.
- 7) Students attending alternative instruction are able to earn academic credit, during the duration of their suspension. Students are entitled to receive instruction that is substantially equivalent to the instruction that they received prior to being suspended.
- 8) Students with disabilities are entitled to related services and special education services, in accordance with their IEP or 504 plan, for the duration of their suspension.

9) Questions regarding the Alternative Instruction program at BSNBCS can be directed to culture@bnsbcs.org or to Anthony Thomas, the Director of School Culture.

Short Term Suspensions (5 days or less)

The School Culture team may recommend a short term suspension (5 days or less) based on the severity of the incident(s) under investigation. An incident that leads to a recommendation for a short term suspension shall be reviewed at an informal hearing. Families are entitled to attend the informal hearing, provide any additional information, bring witnesses and ask questions of any witnesses provided by the school.

Following an informal hearing, the decision to modify, uphold or cancel a recommended short term suspension will be made by BSNBCS in writing by the School Culture team. The family has the right to appeal the decision following an informal hearing within 10 days, in writing, to the school's Executive Director, according to the **Appeals Process** described below.

Long Term Suspensions (6 days or more) and Expulsions:

The School Culture team may recommend a long term suspension (6 days or more) or Expulsion, based on the severity of the incident(s) under investigation. An incident that leads to a recommendation for a long term suspension or expulsion shall be reviewed at a Formal Hearing.

- The Formal Hearing is conducted by the Hearing Officer;
- The date(s) of the incident and the behavior exhibited are described in the letter;
- Families have the right to bring an advocate or legal counsel to the hearing;
- Families have the right to question witnesses at the hearing;
- Families have the right to present witnesses and evidence;
- Formal Hearings are audio-recorded, to create a complete and accurate record of the hearing.

During an expulsion or long-term suspension (6+ days) hearing, the following process is followed:

- The school will make a presentation with supporting documentation, witnesses, and evidence.
- Families are permitted to make an initial statement and present any evidence, testimony, or witness(es) to establish child's case.
- The school representative and the parent will be allowed to make closing statements.
- The school presents evidence as to why expulsion or suspension is an appropriate consequence for the student. The school may discuss past infractions or violations.
- Families may pose rationale for why they believe the consequence is too harsh or alternative disciplinary consequences for the incident.
- The hearing officer will make a decision following the hearing, with a decision provided to the families in writing.
- Families have the right to appeal the decision to suspend or expel, within 10 days, to the Executive Director, according to the Appeals Process below.

Appeals Process

Parents should follow the appeals process for a short term, long-term suspension or expulsion hearing) below if they disagree with the decision made following the informal or formal hearing:

1. Following the hearing and within 10 days of receiving a letter conveying the decision to suspend or expel the student provide a Request to Appeal, in writing, to the Executive Director.
2. Families should include any relevant information, details or evidence, in writing, to support their Request to Appeal.
3. The Executive Director will review the entire case file, hearing information, appeal request. Both the details of the incident(s) and the adherence to BSNBCS process will be reviewed.
4. Following the review of the case, the Executive Director will issue a response to the Appeal Request that either 1) upholds the suspension/expulsion decision 2) modifies the suspension/expulsion decision or 3) cancels the suspension/expulsion decision.
5. The family may choose to Appeal the decision of the Executive Director, in writing, within 10 days of receiving the Appeal decision, to the Appeals Committee of the Board of Trustees.
6. The family may choose to Appeal the decision of the Appeals Committee of the Board of Trustees, in writing, within 10 days of receiving the Appeal decision, to BSNBCS's Authorizer, the NYCDOE Department of Education.

Special Populations:

BSNBCS complies with IDEA (Individuals with Disabilities Education Act), a Federal Law which provides due process protections for students with disabilities facing suspensions or expulsions. This includes students with IEPs, students with 504 plans and students who may be suspected of having a disability.

Procedures for Disciplining Students with Disabilities at BSNBCS:

- Students with disabilities will be accorded the same process and rights, described on page 29 above, in the Disciplinary Incident Checklist. If the process leads to suspension(s) of more than 10 days, or a school expulsion, the following procedures will be followed for students with disabilities, or suspected of having a disability.

A **MDR (Manifestation Determination Review)** will be held by the NYCDOE Committee on Special Education if one of three situations occur:

1. If a student with special needs exceeds 10 consecutive days of suspension away from their current educational setting;
 2. If a student with special needs is removed for more than 10 aggregate school days in a 40-day period.
 3. If a student with special needs has been suspended and removed from their current educational setting over 10 days during the school year AND there is a pattern in behaviors resulting in disciplinary action.
- If one of the above situations occurs, BSNBCS will provide written contemporaneous notice to the NYCDOE Committee on Special Education to conduct the MDR. The CSE will schedule the MDR within 10 days of the decision to change placement beyond 10 school days (or expulsion).
 - BSNBCS will provide all documentation and information requested by the CSE before the MDR meeting occurs.

- BSNBCS will implement the services recommended by the CSE during the length of the disciplinary change of placement.
- At the MDR meeting, BSNBCS will ensure that staff members with knowledge of the incident and the student’s behavior and parents participate and provide information that informs alternative education and services for the student. Participants at the MDR include parents, personnel from the DOE, relevant personnel from BSNBCS and relevant personnel from the student's IEP team.
- At the MDR meeting, the Committee on Special Education will decide the following:
 - A “Yes” MDR = the student was suspended for an act that was a result or manifestation of their disability and will immediately return to school. The Committee on Special Education will create a **Functional Behavioral Assessment (FBA)** and **Behavior Intervention Plan (BIP)**.
 - **Special Circumstances:** if the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, BSNBCS may remove the student for up to 45 days in an alternate site (see below).
 - A “No” MDR = the student was suspended or expelled for an act that was not a manifestation of their disability. The suspension or expulsion will remain in place, pending the completion of the Appeals process.
- **Special Circumstances:** Below are rules and procedures for implementing an Interim Alternative Educational Setting (IAES) for students with disabilities during removals involving special circumstances such as weapons, illegal drugs, controlled substances, and/or serious bodily injury.

Type of offense	BSNBCS Action	Consequence
Weapons	Parents, DOE and police will be notified immediately and BSNBCS will keep written documentation of the incident.	BSNBCS will either expel or suspend for a period not less than 1 year when a student who is determined to have brought a firearm to school or to have possessed a firearm at school. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child knowingly possesses a weapon other than a firearm*
Illegal Drugs	Parents, DOE and police will be notified immediately and BSNBCS will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability if the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function*

Controlled Substances	Parents, DOE and police will be notified immediately and BSNBCS will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function*
Serious bodily injury	Parents, DOE and police will be notified immediately and BSNBCS will keep written documentation of the incident.	School personnel may expel or remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function*

* An MDR is still required. If the behavior is a manifestation of the disability, a FBA (Functional Behavioral Assessment) is required and a BIP (Behavioral Intervention Plan) must be developed and implemented by the Committee on Special Education.

Some Key Terms Defined:

- **Behavioral Intervention Plan (BIP):** A plan that is based on the results of the functional behavioral assessment and includes a description of the problem behavior, hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.¹
- **Committee on Special Education (CSE):** A committee on special education, subcommittee on special education, or other multidisciplinary team established in accordance with Education Law section 4402.²
- **Individuals with Disabilities Education Act (IDEA):** Federal law ensuring services to children with disabilities.
- **Manifestation Determination Review (MDR):** A determination of whether the student's disability or the failure of the school district to provide services on the student's IEP was the direct cause of the act for which the student was suspended must be made.³
- **Procedural Safeguards Notice:** Notice regarding rights of parents of children with disabilities, ages 3-21.

¹ NYSED, *Regulations of the Commissioner of Education: Part 201 – Procedural Safeguards For Students with Disabilities Subject to Discipline*. December 2012

²

³ NYC DOE, *Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities*. February 2009

Physical Restraint Policy

BSNBCS ensures that every student attending our school is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect the student, other students, staff members or a member of the school community from imminent, serious, physical harm;
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be used only in the following circumstances:

- When non-physical interventions such as verbal commands would not be effective; and
- When the student's behavior poses a threat of imminent, serious, physical harm to self and/or others

Limitations on use of restraint – Physical restraint in our community is limited to the use of such reasonable force as is necessary to protect a student, staff member or another member of the school community from assault or imminent, serious, physical harm.

Physical restraint is prohibited by staff in the following circumstances:

- As a means of punishment; or
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal statements that do not constitute a threat of imminent, serious, physical harm.

For more information about this policy, please don't hesitate to contact the School Culture Team.

Visiting Our School

BSNBCS has an "open door" policy. Parents are welcome and encouraged to visit the school and schedule meetings with teachers, staff members and administrators at our Family Engagement Center, upon appointment. Should a parent request to observe their child in class, this may be arranged in advance with the School Culture Team. If parents choose to observe their child in class, they must report to the main office and receive a visitor's pass and report to the Culture Suite located in Rm#408. Family members 18 and over are welcome to observe, upon appointment, as long as they do not distract the learning environment.

Any individual who refuses to check in with the main office or displays disruptive behavior may be asked to leave immediately and may be banned from entering the school premises and the authorities may be contacted in the event of non-compliance. Examples of disruptive behavior include visitors who raise their voice, use profanity, threaten students or staff, or are physically or verbally aggressive in any way. Parent/Family member banning from the building due to disruptive behavior will be made at the sole discretion of the School Management Team, based on a review of any issues, incidents or situations.

We are working hard to make BSNBCS a safe and pleasant place for all students, staff, families and community members. Thank you in advance for your support in building this culture. If you have any additional questions, comments and/or concerns please send an email to Culture@bsnbcs.org.