



BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

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Student & Family

Handbook

2017 – 2018

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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 and maintain a safe, orderly and thriving environment for all of 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 and 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,

Patience Brown & Silbia Pagan
Lower & Middle School Directors

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.

T Temperantia	Self-Control	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.
H Humanitas	Kindness	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.
R Respectus	Respect	Our school community is built on respect. 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.
I Industria	Hard Work	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.
V Veritas	Truth	BSNBCS believes that honesty is the best policy. Lying, cheating and stealing are not tolerated.
E Excellentia	Excellence	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.

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 our highest potential.

Staff Members:

We commit to excellence at BSNBCS in the following ways:

- We will arrive everyday, ready to serve the community in our respective roles.
- We will make ourselves available to students and 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 and meaningful homework and assessments.
- We will keep our students' best interests 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 everyday.
- We will attend school on Saturdays, when necessary, to receive additional support.
- 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 exercise our knowledge of the THRIVE values.
- We will always do our best work with a "Can Do" attitude.

School wide behavior expectations:

1. Scholars will be **RESPECTFUL**.
2. Scholars will be **RESPONSIBLE**.
3. Scholars will be **SAFE**.

Families:

We commit to excellence at BSNBCS in the following ways:

- We will ensure that our child arrives on time or before 7:55 AM each day.
- We will ensure that our child will remain at BSNBCS until dismissal everyday.
- 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

Arrival & Punctuality:

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

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

Arriving after 8:00am:

Lower School Late Policy (K - 4):

- Parents must bring the scholar into the building and sign the scholar in at the security desk
- Scholars will receive a late pass from the security desk
- By the 3rd lateness a letter will be sent home
- By the 10th lateness a meeting will be being held with the family and their grade level dean.
- Scholars who do not have a late pass CANNOT enter class.

Middle School Late Policy (5-8):

- Scholars will receive a late pass from the security desk
- Middle School scholars will report directly to their class.
- Scholars who do not have a late pass CANNOT enter class.

Note: In order to be considered on time, a scholar must arrive and be in class by 8am. In the event that a student arrives before 8am, and is not in class, this student will be marked late.

For Middle School Students ONLY:

# of Tardies	***Duration of After school detention in Room #504	Intervention
3 (first set of 3 tardies)	30 minutes	-Scholars will complete a reflection form and brainstorm better ways to be in school on time.

6 (second set of 3 tardies)	45 minutes	-Create a detailed plan of action form including strategies that can be used to arrive on time. -In addition the plan will be used during the mandatory collaborative conference with parent/counselor/dean. -Scholar athletes will miss next scheduled game (1 game suspension).
9 (third set of 3 tardies)	60 minutes	-Parent and Director will meet to discuss an action plan. -Scholar athletes continued eligibility will be discussed culture team/coach.

When a scholar is assigned detention a dean will contact by a parent/guardian by phone, (if no adult answers the phone a dean will send an email), to confirm the period of time they will need to serve detention.

Parent/Guardians will receive an automated call by the end of the day informing them that their child arrived late.

- **Early Pick-up:**

If it is absolutely necessary for a student to be dismissed from school before the end of the school day, parents must pick up their child no later than 3:30 pm.

Upon picking up a child early, the guardian must fill in the sign-out log as well as wait until the early pick up has been documented in our student information system. No scholar will be dismissed to the main office until the guardian has signed them out.

If parents engage in a pattern of excessive early pick-ups prior to dismissal for non-emergency reasons, scholars miss essential learning time. If school staff determine that there is a potential pattern of excessive early pick-ups, parents/ guardians will receive written notification and a request for an in-person meeting to discuss the matter. BSNBCS supports all families and wants to understand the individual circumstances that may occur in these cases. A pattern of excessive early pick-ups to dismissal may require the school take appropriate action, including academic probation for missed classes, notification of promotion in doubt or other academic consequences. If early pick-up persists and becomes chronic, under the mandated reporting requirements that BSNBCS is required to follow as a public school, BSNBCS may call the Administration for Children’s Services (ACS) in extreme circumstances.

- **Dismissal:**

- Grades K-4 are dismissed at 4:00pm.
 - Grades K - 2 are dismissed to a parent/ guardian/ anyone on pick up list, in the cafeteria via **Hart Street side entrance**.
 - Grades 3 - 4 will be dismissed to a parent/ guardian/ anyone on pick up list, at the **Lewis Avenue main entrance**.

Identification is needed until staff members become familiar with parent/guardian/pick up person.

- Grades 5 - 8 is self-dismissed at 3:30pm at the **Lewis Avenue side entrance**. No re-entry is permitted for Middle School students.

- **School Dismissal:**

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 the immediate Bedford Stuyvesant community will be subject to the school’s disciplinary rules and consequences.

Absence Policy

If you are aware of a future absence, please inform the main office ASAP, and any pertinent documentation about the absence should also be submitted to the main office.

# of Absences	Intervention
3 consecutive absences	A documented direct phone call from an office staff member will be made to the parent and/or guardian.
6 consecutive absences	A documented direct phone call from a dean will be made to the parent and/or guardian.
9 cumulative absences	parent, dean, teachers and guidance counselor will meet to create a plan to prevent future absences.

Please note that if a scholar brings an excuse for their absence they are still considered absent but that absence is now an ‘excused absence’.

Prolonged or Extreme Scholar Illness or Injury

In the event that a scholar has a prolonged or extreme illness or injury the nurse may be required to approve his/her return to school. Furthermore, the elevator use by a scholar is strictly limited and will only be approved with a doctor’s note indicating the scholars inability to walk up the stairs. This documentation must be submitted to the nurse in order for BSNBCS staff to escort the scholar

on the elevator.

Parent/Guardians will receive an automated call by the end of the day informing them that their child was absent.

Late Pickup:

Students not picked up within 15 minutes of the class dismissal time (4:00pm - 4:15pm) 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/guardian OR any authorized person on the Emergency Card to pick up the child(ren) if the parent/guardian 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/ guardian will receive a Late Pickup Letter. The Late Pickup Letter requires the parent/guardian 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 the Administration for Children’s Services (ACS) and/or bring the child to the local police precinct.

Please Be Prompt!

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.

Food Policy:

BSNBCS, via NYCDOE Office of SchoolFoods provides all of our students with a healthy breakfast and lunch each school day. Students are encouraged to eat the food provided by the school.

Students are also allowed to bring food from home into the school to eat during the breakfast and lunch period or designated snack time (if applicable).

If a student intends to eat food other than the food provided by BSNBCS, he/she and their families should follow these guidelines:

- food can only be consumed during designated breakfast, lunch or snack times and locations

- lunch can only be consumed in the cafeteria
 - snacks can only be consumed in the cafeteria prior to dismissal
 - The student is to arrive to the school with their day's food. If that is not possible, the food must arrive to the school no later than 20 minutes before the student's scheduled lunch or snack time
- Food of any kind is **only** allowed during breakfast, lunch and snack time*, which includes drinks (outside of water). Scholars can bring food at their own discretion, BSNBCS is not responsible for any lost or stolen items. No food of any kind after 7:55 is allowed out of backpacks. Food is not allowed in the classroom during class time. Food is not allowed to be consumed in the hallways/staircases at any time of the day. Scholars having lunch in the classroom during lunchtime must be accompanied by an adult at all times, including transitions to and from the cafeteria.

*Snack time is for Kindergarten and First grade only.

School Uniforms:

At Bedford Stuyvesant New Beginnings Charter School, it is mandatory for scholars to follow the rules of our school uniform as outlined in the policy folder. For possible bathroom accidents, parents/ guardians of young scholars K-2 are encouraged to maintain a change of clothes at school. Please review the following item(s) with your child and make sure they are in daily compliance:

- Long khaki pants
- Knee length khaki skirts or jumpers
- Hunter green polo shirt (short sleeved or long sleeved)
- Solid Colored sweater, sweatshirt, or hoodie
- Shirts tucked in
- Closed toed shoes with solid colored socks
- Simple earrings (small hoop or stud)

Bedford Stuyvesant New Beginnings Charter School expects scholars to DRESS FOR SUCCESS! Three ways you can place a uniform order that includes the school logo:

- 1) www.cookieskids.com 7-days a week, 365 days a year.
- 2) Call 877-942-6654 (M - F, 10am - 6pm).
- 3) Shop the Cookies Store: 510 Fulton Street, BK, NY 11201

Don't forget to use our **School Source Code "BSNB"** to receive free shipping on orders over \$25.

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) NO LOGOS/DESIGNS 	<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"> ● Closed toed shoes that slip on ● Closed toed shoes with laces ● Black closed toed shoes ● Closed to solid colored shoes, for example, black and white or black and red 	<ul style="list-style-type: none"> ● Distracting colored shoes ● Shoes that light up ● Shoes that have wheels
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
Hats	<ul style="list-style-type: none"> ● Hats worn to and from school: not to be worn inside of the school building. 	<ul style="list-style-type: none"> ● Hats or head wear in the building

Noncompliance:

Scholars who do not to comply with the uniform policy are subject to the following consequences:

School Uniform Policy for Lower School (K - 4)

- The dean assigned to the scholar’s grade will call you to bring the appropriate change of clothes or be picked up.
- If you are unable to provide a change of clothes the school will attempt to provide them using the uniform donations.

School Uniform Policy for Middle School (5 - 8)

- After the first 3 “**out of school uniform**” **infractions** = The scholar will serve a 30 minute after school detention.
- After 6 “**out of school uniform**” **infractions** = The scholar will serve a 45 minute after school detention and there will be a mandatory Parent Meeting with a Dean and the Guidance Counselor.

- After 9 “out of school uniform” infractions = The scholar will serve a 1 hour after school detention. There will be a parent meeting with the Directors of Instruction to discuss potential next steps.

“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. Parents are encouraged to volunteer their time to the upkeep and cleanliness and organization of the uniform bank.

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. It is helpful if all of your child’s possessions, especially sweaters, coats and shirts, have their names clearly printed on them.

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

- Gum, soda 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
- Electronic devices*
- Fidget Spinners

Electronic Device Policy :

Cell phones, iPods, MP3 Players, or any other electronic devices are not allowed in class or in school at any time. Electronic devices may not be seen, heard or used at any time during instructional hours, which includes: snack, lunch, class transitions, during class and restroom breaks. Students who fail to comply with this policy will have their personal electronic device confiscated by their teacher, dean, counselor, administrator or any BSNBCS staff member. The following progressive discipline consequences will take place if a student fails to comply with this policy:

- **First confiscation of any personal electronic device** - the student will be warned, a notation will be made in the student’s discipline file, and the staff member will return the device to the student after school.

- **Second occurrence** - the device will be confiscated until a parent can pick it up from the confiscator. After that time, the device will be returned during a parent conference.
- **Any further violation** - the device will be confiscated and further disciplinary action, including (but not limited to) detention will be taken.

Bedford Stuyvesant New Beginnings Charter School assumes no liability or financial responsibility for theft, loss, costs, and expenses arising out of any liability or claim of liability for damage to any personal electronic device.

Search of Student Belongings:

BSNBCS reserves the right to search a student's person and possessions (backpacks, cubbies, desks, etc.), as needed, to ensure the safety of all community members and to ensure the orderly functioning of the school.

Textbooks and 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, upon notification that item has been lost or damaged.

You should have received a supply list for the current school year. 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 teacher know. Please remind your child to be responsible for his/her supplies and materials. Three sharpened pencils each day are essential tools for school.

Internet and 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 via cell phones, web-enabled devices, computers and other related technology). 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 our policy on Bullying and the School Code of Conduct for more details.

Homework, Makeup Work and 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.

Parents, guardians and scholars can access grades and student information online through our student information system. Go to BSNBCS.org and click on the Parent Portal link on the upper right hand side. For more information on your child's email/username contact the main office.

If you need access to a computer, one is available for use in our family engagement suite.

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, with occasionally more; as needed.
- 3-4: approximately 40 minutes of homework per night, with occasionally more; as needed.
- 5-8: approximately 60 minutes of homework per night, with occasionally more; as needed.

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.

Assignments for our 5-8 students will be given on a daily basis, and should be noted in their student planner. Parents should check their child's planner periodically. Appropriate planner use will be a heightened part of their ESL class. 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
- Maintaining consistent communication with the teacher

Instructional staff is responsible for establishing homework requirements consistent with these guidelines. The teacher has the responsibility to communicate and explain expectations for homework to students and parents and to monitor homework. As part of their responsibilities, teachers do the following:

- Assign homework in a timely manner to allow for student questions and planning;
- Evaluate assignments promptly
- Inform students of results
- 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 no later than five (5) days after the excused absence. 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.

Parent Online Portals

Middle School

Parents of Middle School students have access to all assignments, exams and grades, via our information system, ioEducation called Pupil Path. Parents may gain access at anytime throughout the year by downloading the app on their smartphone or going online. Internet access is available on site in the Family Resource Center.

Lower School

Parents of Lower School students have access to behavior and daily class, grade and school updates via the Class Dojo App. Parents may gain access at anytime throughout the year by downloading the app on their smartphone or going online. Internet access is available on site in the Family Resource Center.

Bullying and 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 in the school community, including 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, aggresses upon or bully others may be suspended, even if another student initiated the altercation. 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 (Teacher, 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, an Academic Dean will investigate the incident and make a recommendation for a consequence, where necessary. The Directors of Instruction will review the recommendation and determine appropriate next steps.

Student Life at BSNBCS

THRIVE Community Meeting:

These K-8 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, and school expectations that are defined in 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 Positive Behavior Intervention System (PBIS) and THRIVE Ticket System
- Service learning projects, which are aligned with THRIVE values and classroom lessons

Recognition of Good Choices and Hard Work

Lower School-

Classes on each grade level (K - 4) work together to earn "THRIVE Tickets" and at the end of each month students earn celebrations and/or special privileges.

Middle School-

Students in each grade level (5 - 8) who have continually make good choices and work hard evidenced by our LiveSchool behavior tracking system will earn celebrations and/or special privileges.

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 ensure the safety and well being of that student and or other students. The teacher will inform the parents if there is such a situation.

In the Lower School, occasionally, parents/guardians may be asked to serve as chaperones on class trips. All parents/guardians are encouraged to volunteer. 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. Additionally, if a student has displayed persistent, unsafe behavior the teachers and instructional team may decide that the student must stay at school whether or not a chaperone can attend the trip. Children who are not enrolled in the class may not accompany the chaperones.

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.

Our BSNBCS community has many options for families to collaborate with the school on behalf of our scholars. These family engagement opportunities include, but are not limited to, participating in school wide events and celebrations, parent-teacher conferences, parent workshops, sporting events, student orientations, monthly grade level community meetings, monthly board meetings, award ceremonies, field trips, and more. Studies have shown that students whose parents are involved in the school community are more successful, both academically and socially. We welcome parents into all facets of our work and service at BSNBCS.

Parent and Family Organization (PFO):

The Parent and Family Staff Organization at BSNBCS is a group consisting of parents and guardians. The PFO strives to provide support by facilitating and supporting academic and social events throughout the year. For more information about the PFO please contact Elisabeth Young the Family & Community Engagement Manager.

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 & Cyberbullying
- Homework help

- Emotional support for student
- Test anxiety
- 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 contact can be made with a school director who is available to address your concern. If you feel that your claim still has not been addressed appropriately, you can appeal to the Executive Director.

We ask that if you have concerns or complaints, please speak to your child's 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, by calling the school to schedule a meeting or by emailing the staff member. If you are having trouble receiving a response from a staff member, please email the School Management Team at smt@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 Main Office. 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 should be made directly with your child's teacher.
- If a formal grievance is needed, complete a Formal Grievance form, and SMT will follow up on the issue and provide a response.
- If not resolved, your grievance may be escalated to the; Executive Director to make a determination in accordance with, approved policies.
- If not resolved; to the BSNBCS Board of Trustees.
- If not resolved; to the Authorizer – NYC Department of Education.

Code of Conduct

School wide behavior expectations:

- Scholars will be **RESPECTFUL**.
- Scholars will be **RESPONSIBLE**.
- Scholars will be **SAFE**.

Thrive Values:

<ul style="list-style-type: none">● Temperantia: Self-Control● Humanitas: Kindness● Respectus: Respect	<ul style="list-style-type: none">● Industria: Hard Work● Veritas: Truth● Excellentia: Excellence
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THRIVE Tickets (Grades K- 4):

“THRIVE Tickets” are an incentive given to scholars by staff members when scholars are modeling the THRIVE values. THRIVE tickets are earned by individual scholars and then deposited into their “Class Bank”.

School-wide Code of Conduct:

BSNBCS believes in positive behavioral interventions by enlisting family support for 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

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

lowest level of disciplinary response and will include appropriate behavioral intervention(s).

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. Phone calls made by the school staff may be recorded/transcribed for student records.

Level 1 - Non Compliant or Uncooperative Behaviors		Learning Coach	Dean
Level of Infraction	Examples of Specific Behavior	Intervention and/or Consequence	Disciplinary Action
1. Chronic absences from school	Refer to Attendance Policy in Student-Family Handbook	Refer to Attendance Policy in Student-Family Handbook	Refer to Attendance Policy in Student-Family Handbook
2. Failing to wear the required school uniform	Refer to Uniform Policy in Student-Family Handbook	Refer to Uniform Policy in Student-Family Handbook	Refer to Uniform Policy in Student-Family Handbook
3. Chronic tardiness for school	Refer to Late Policy in Student-Family Handbook	Refer to Late Policy in Student-Family Handbook	Refer to Late Policy in Student-Family Handbook
4. Bringing inappropriate items to school	Student brings figurines, trading cards, or other inappropriate items listed in the Handbook to school	-1 st and 2 nd 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.	-3 rd Incident: School Culture Team will confiscate the item until parent/guardian comes to school to retrieve the item.
5. Behaving in a manner that interrupts instruction in the classroom	Student gets out of seat, calls out without permission, makes noise	-1 st – 3 rd 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. -Phone call to Parent -Parent Meeting	-School Culture Team and / or Guidance Counselor will work with teacher to create a behavior management plan for student

6. Engaging in verbally rude or disrespectful behavior	Student chooses to argue with the teacher or attempts to “talk back” to the teacher in a highly disrespectful manner.	-1 st - 2 nd 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. -3 rd incident: Phone call to Parent or Request for Parent Conference;	-Culture Team Member and / or Guidance Counselor will work with teacher to create a behavior management plan for student
7. Using school equipment without appropriate permission (computers, etc.)	Student uses laptops or other school devices without permission from school personnel	-1 st incident: Teacher will address the issue with the student -2 nd incident: In-school consequence -3 rd incident: Phone call to Parent or Request for Parent Conference	-4 th incident: Suspension (1-2 days) -5 th incident: Suspension (3-5 days)

Level 2 – Disorderly Behavior		Learning Coach	Dean
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 School Culture Team and / or Guidance Counselor, request for	-3 rd and repeated incidents: Culture Team Member and/or Guidance Counselor will work with teacher to develop a behavior plan for student.

		Parent Conference	
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
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/replace item if possible	-3 rd and repeated incidents: Suspension (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. - Suspension (1-5 days)

5. Grades K-2- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body	Student is either exposing themselves or engaging in inappropriate behaviors with other children	-1 st Incident: Immediate Phone call to Parent/Guardian + School Culture Team and/or Guidance Counselor 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, Electronic Devices, and Social Media 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 and phone call to Parent/Guardian -2 nd incident: loss of school privileges and phone call to parent	-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 - Referral to School Culture Team and / or Guidance Counselor	- Suspension (1-5 days)

Level 3 – Disruptive Behavior		Learning Coach	Dean
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 -Student Reflection Assignment -Phone Call to Parent/Guardian + student letter of apology	- 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 and/ or staff names based on ethnicity, color, race, etc.	-Phone Call to Parent + student apology letter/reflection -Student Conference with - School Culture Team and / or Guidance Counselor + apology letter -Request for Parent Conference	-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	Play fighting, pushing, shoving, hitting, students or school personnel	-Student Timeout and Reflection on behavior -Student Reflection on school safety + phone call to Parent/Guardian	-Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
4. 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 -Suspension (1-5 days)
5. 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 or destroy it.	- Student Reflection + Phone Call to Parent, or Request for Parent Conference -Referral to Culture Team Member and / or Guidance Counselor	-Possible phone call to NYPD -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)

6. Grades 3-6 Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body	Student is either exposing themselves or engaging in inappropriate behaviors with other children	<ul style="list-style-type: none"> - Immediate Phone Call to Parent/Guardian - Request for Parent Conference - Referral to School Culture Team and / or Guidance Counselor 	<ul style="list-style-type: none"> - Possible phone call to ACS or appropriate outside provider -In-school disciplinary action -Suspension (1-5 days)
7. Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others	Student writes on the walls, and but not limited to: on hallways, stairwells, bathrooms furniture or in books belonging to BSNBCS	<ul style="list-style-type: none"> -Phone call to Parent, student will be asked to clean up any vandalism -Request for Parent Conference -Student Reflection Assignment 	<ul style="list-style-type: none"> -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)
8. Engaging in behavior which severely disrupts instruction	Large-scale tantrum that severely disrupts instruction/learning time	<ul style="list-style-type: none"> - Student Reflection Assignment - Phone Call to Parent and/or Request for Parent Conference - Behavior Contract - Referral to Academic Dean 	<ul style="list-style-type: none"> - Suspension (1-2 days) -Suspension (2-3 days) -Suspension (3-5 days)
9. Engaging in persistent level 2 behaviors in the same school year	Serious and chronic disorderly behaviors	<ul style="list-style-type: none"> -Request for Parent Conference -In-school disciplinary action Referral to School Culture Team 	Suspension (1-5 days)

Level 4 – Aggressive or Injurious/Harmful Behavior		Learning Coach	Dean
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 School Culture Team and / or 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, shoving, pushing, with the intent to injure or harm another individual	- Referral to School Culture Team and / or Guidance Counselor	-Student Reflection Assignment -Phone Call To Parent/Guardian -Behavior Plan / revised Behavior Plan -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction 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 and / or Guidance Counselor	-Phone Call to Parent -Student Reflection Assignment -Behavior Plan / revised Behavior Plan -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School

<p>4. Engaging in disruptive behavior on the school bus which creates a substantial risk for personal injury</p>	<ul style="list-style-type: none"> -Getting out of seat, screaming, hitting, pushing play fighting, shoving, yelling out of windows -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"> - Written warning -Referral to School Culture Team - Phone call to Parent/Guardian 	<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"> - Referral to School Culture Team and / or Guidance Counselor 	<ul style="list-style-type: none"> -Student Reflection and Apology -In-School Disciplinary action -Referral to Guidance Counselor Phone Call to Parent -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction 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>	<p>-Touching, patting, pinching, lewd or indecent public behavior, sending or posting sexually suggestive messages or images</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call to Parent and request for a meeting -In-School Disciplinary action -Suspension (1-5) -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School</p>
<p>7. Falsely activating a fire alarm or other disaster alarm</p>	<p>-Student pulls the fire alarm for any reason that is not an emergency</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Conference with Student -Phone Call to Parent/Guardian -Phone call to NYPD & Fire Dept. -Suspension (1-5 days) -Suspension (5 or more days)</p>
<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 and / or Guidance Counselor</p>	<p>-Conference with Student -Phone Call to Parent/Guardian -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School</p>
<p>9. Possessing controlled substances or prescription medication without proper</p>	<p>-Student brings drugs or alcohol to school premises</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call to Parent/Guardian and meeting request -Phone call to ACS -Phone call to NYPD -Suspension (1-5 days)</p>

authorization, illegal drugs, synthetic hallucinogens, and/or alcohol			-Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School -Possible referral for Alcohol and Drug Treatment
10. Engaging in persistent Level 3 behaviors in the same school year	-Serious and chronic disruptive behaviors	- Referral to School Culture Team and / or Guidance Counselor	-Request for Parent Conference -In-school Disciplinary Action -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School

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

<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>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to Leadership Team -Referral to Counseling Services -Student Reflection Assignment -Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction 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>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to School Culture Team -Referral to Counseling Services -Student Reflection Assignment -Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Directors of Instruction 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>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral School Culture Team -Referral to</p>

			<p>Counseling Services</p> <ul style="list-style-type: none"> -Phone Call to ACS -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School
<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 School Culture Team and / or Guidance Counselor</p>	<ul style="list-style-type: none"> -Referral to Leadership Team -Phone Call to Parent/Guardian and meeting request -Possible referral for Alcohol and Drug Treatment -Phone call to ACS -Phone call to NYPD -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School
<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 and / or Guidance Counselor</p>	<ul style="list-style-type: none"> -Phone Call to Parent/Guardian and meeting request -Possible referral for Alcohol and Drug Treatment -Phone call to ACS -Phone call to NYPD -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School

<p>7. Inciting or causing a riot</p>	<p>-Student starts a riot in the school building or immediate surroundings</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Student Reflection Assignment -Phone call to NYPD -Phone call to ACS -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School</p>
<p>8. Making a bomb threat or threat to cause harm to the school community</p>	<p>-Student threatens to bring a bomb to the school building or commit arson</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to Counseling Services -Phone call to NYPD & Fire Dept. -Phone call to ACS -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School</p>
<p>9. Committing arson</p>	<p>-Setting a fire in the building in ANY common area</p>	<p>- Referral to School Culture Team and / or Guidance Counselor</p>	<p>-Phone Call To Parent/Guardian and meeting request -Referral to Counseling Services -Student Reflection Assignment -Phone call to NYPD & Fire Dept. -Phone call to ACS -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School</p>

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 and / or Guidance Counselor	-Phone Call to Parent/Guardian and parent meeting -Phone call to NYPD -Phone call to ACS -Suspension (5 or more days) -Referral to Directors of Instruction for Removal from School
11. Engaging in persistent level 4 behaviors in the same school year	-Serious and chronic harmful and/or injurious behaviors	- Referral to School Culture Team and / or Guidance Counselor	-Request for Parent Conference -Suspension (5 or more days) -Referral to Directors of Instruction 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
- Short-term out-of-school suspension (1-5 days)
- Long-term out-of-school suspension (5 or more days)
- 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, 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
- Disrespectful behavior to staff and other students
- Academic dishonesty and lying
- Reporting late to class (see late policy)
- Misusing property belonging 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 (see uniform policy)
- Theft
- Bullying

For repetitive behaviors, if detention is given by a teacher and/or teaching associate, they will contact the family before detention occurs. If infringement is school wide, detention and contact will be given by a Culture Team Member.

Suspensions:

After an incident occurs, the Directors of Instruction 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 Disciplinary Incident Checklist (General Education and Special Education 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.

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 in this handbook.

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.

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 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 of 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 NYC DOE 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 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.

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 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 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.
- **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.²
- **Procedural Safeguards Notice:** Notice regarding rights of parents of children with disabilities, ages 3-21.

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.

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

² NYC DOE, *Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities*. February 2009

Visiting Our School

BSNBCS has an “open door” policy. Parents are welcome and encouraged to schedule visits the school to meet 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 then report to the Director of Lower School or Director of Middle School. Family members 18 and over are welcome to observe, upon appointment, as long as they do not distract the learning environment. Family members who arrive without an appointment may visit the Family Engagement Center, however staff availability is limited by their instructional and work schedules. The school will make reasonable accommodations to have a staff member respond to any emergencies or health/safety issue.

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**](mailto:Culture@bsnbcs.org).