



BEDFORD STUYVESANT
NEW BEGINNINGS
CHARTER SCHOOL

Student & Family Handbook 2023-2024

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Message to Families

We would like to take this opportunity to welcome all returning families back to the 2023-2024 Academic School Year at Bedford Stuyvesant New Beginnings Charter School. To all new parents and students, we extend a very warm welcome. We look forward to working yet another year with such remarkable students, dedicated staff, and an involved parent community

Our partnership will be an integral part in the development of your child/ren. We are looking forward to our work together, so THANK YOU for entrusting our school and educators to develop your child's academic and social emotional needs. Our collaborative efforts will be important to helping your child/ren reach their fullest potential!

As a school community we share a mutual level of trust and accountability to provide the education and support your child needs to flourish. Our leadership, student support team and non teaching staff show up everyday to support this development. We work endlessly to create a school climate whereby everyone is valued, respected, healthy, and safe. Although we show up everyday to support the development of your child/ren, parent and family involvement cannot be overstated. Without family and parent support, the academic success of your child cannot be guaranteed.

To provide an environment that promotes academic success for all students, outlined in this handbook are our policies and expectations related to what we need from our families as a minimum to deliver an academic program that allows your child to be prepared for the next grade level. Please set aside time as parents and guardians to familiarize yourself with its contents. In addition to these guidelines, your responsiveness and constant communication with your child's teachers and the main office are crucial.

We look forward to working with you and your child this school year.

In partnership,



Lamar-Renee Garcia
School Principal

Mission, Vision, and Core Values

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 academically in competitive schools and become responsible citizens of the global community.

Core Values

| | | |
|--------------------------------|--------------|--|
| T Temperantia | Self-Control | Our students and staff understand that self-control and self-discipline are the 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 Commitment

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 students' highest potential.

Staff Members commit to excellence at BSNBCS in the following ways:

- We will arrive every day, ready to serve the community in our respective roles.
- We will model the THRIVE core values in deed and in practice everyday.
- 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 commit to excellence at BSNBCS in the following ways:

- We will arrive at school every day on time and ready to learn.
- We will model the THRIVE core values in deed and in practice everyday.
- We will remain at school until dismissal everyday.
- We will attend school on Saturdays, after school, before school, or other designated times, 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:

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

Families commit to excellence at BSNBCS in the following ways:

- We will ensure that our child arrives on time 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 closed toed shoes and the appropriate tops and bottoms.
- 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, during regular and after school hours, on field trips, and at school related events and functions – we will model what is expected of our children.

Basic Operational Policies

Attendance Policy

Instruction at BSNBCS begins promptly at **8:00 am** for Lower School and promptly at **8:30 am** for Middle School. It is critical that all students be prepared to begin at this time. At BSNBCS, we believe that every minute of class time matters.

LS Students Arrival: Students are expected to report to school between **7:30 am - 7:55 am.**

- Grades K and 1 enters the school building at **Lewis Avenue Main entrance**
- Grade 2 and 3 enters the school building at the **Lewis Avenue side entrance**
- Grades 4 and 5 enters at the **Hart Street side entrance**
- Grades K - 3 report to the **cafeteria** for breakfast
- Grades 4 - 5 report to the **cafeteria** for breakfast

MS Students Arrival: Students are expected to report to school between **8:00 am - 8:25 am.**

- Grades 6 - 8 enter the school building at the **Hart Street side entrance**
- Grades 6 - 8 report to the **lunchroom** for breakfast

Arriving after 8:00 am

Lower School Late Arrival (K - 5)

- Students will sign in and receive a late pass from Student Support Team
- Students will then report directly to their class
- Students who do not have a late pass CANNOT enter class

Arriving after 8:30 am

Middle School Late Arrival (6 - 8)

- Students will sign in and **receive a late pass and Yondr pouch** from Student Support Team
- Students will then report directly to their class
- Students who do not have a late pass CANNOT enter class

Repeated Tardiness

- 3 unexcused tardies equals a phone call
- By the 5th lateness, a letter will be sent home or a follow up phone call
- By the 10th lateness, a meeting will be held with the family and the Student Support Team

Note: In order to be considered on time, a student must arrive and be in class by their start time. In the event that a student arrives at school before their start time, but not in their classroom, this student is considered late.

Early Pickup

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 2:00 pm.**

**All early pick ups must be scheduled in advance with the main office office@bsnbcs.org
NOT your child's teacher.**

When students are picked up early they miss essential learning time. If school staff determine that there is a pattern of early pickups, parents/ guardians will receive a call and or 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. However, a pattern of early pickups prior to dismissal may require the school to 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 Services (ACS) in extreme circumstances.

Self-Dismiss

Between the hours of 8am and 4:00pm for Middle School (grades 6-8) and 8am and 3:30pm for Lower School (grades K-5) there is no self-dismiss without prior written permission by a responsible adult. At regular dismissal time, students who have permission from their primary guardian to leave school without an adult will be permitted to do so.

Dismissal

Grades K-5 are dismissed at 3:30pm

- Grade K are dismissed to a parent/ guardian/ anyone on pickup list, in the cafeteria via the **Hart Street side entrance**
- Grades 1 & 2 are dismissed to a parent/guardian/anyone on pickup list, on **Hart Street**
- Grades 3-5 are dismissed to a parent/ guardian/ anyone on pickup list, on **Lewis Avenue**

For your child's safety, identification may be needed until staff members become familiar with the parent/guardian/pickup person.

Grades 6 - 8 are self-dismissed at 4:00 pm at the **Lewis Avenue side entrance** and **Hart Street entrance**. No re-entry is permitted for Middle School students once they leave school.

Students in grades 6-8 who have siblings in grades K-5 are welcome to wait to pick up their sibling in the designated sibling pick-up room. This room is a courtesy and will be adult supervised, but no accountability measures will be put in place to ensure all siblings are there waiting for their younger brother or sister. It is between the family and the student to make sure they wait in this space.

The Bedford Stuyvesant New Beginnings Charter School expects all students to embody the values and behaviors reflective of THRIVE at all times. Therefore, the Code of Conduct applies to behavior on school grounds before, during and after school hours, on school sponsored trips and events, and transportation to and from school. Self-control, kindness, respect, hard work, truthfulness and excellence help ensure safety for all community members. 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.

Attendance Policy

Regular and consistent class attendance is linked to positive academic achievement and growth. It is essential that all students attend school everyday. If you are aware of an upcoming absence, please email the main office, office@bsnbcs.org as soon as possible and provide any pertinent documentation about the absence. Your email will be forwarded to appropriate teachers and staff.

| # of Absences | Intervention |
|---|---|
| 1 absence | A call, if you have not already notified the school |
| 3 or more consecutive absences | A call or letter from our Student Support Team |
| 10+ cumulative absences (Chronic Absenteeism) | Parent, Student Support Team, teachers and guidance counselor will meet to create a plan to prevent future absences |

Please note that if the school receives documentation for a student's absence the student is still considered absent and the absence will be noted as an 'excused absence'.

Parents/Guardians will receive a call by the end of the day informing them that their child was absent.

If chronic absenteeism 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 Services (ACS) in extreme circumstances.

Students with Injury or Illness

When a student is injured or ill, the student will be escorted to the nurse. If injured, the staff member that was with the child at the time the injury occurred, will communicate to the parent or guardian. After the nurse has examined the student, the parent or guardian will receive a phone call and/or written documentation.

If a student is ill and must be picked up, the nurse or main office staff will call the parent. For the safety of the school community, it is the responsibility of the parent to pick up or arrange pick up of the student as soon as possible.

Under no circumstances will an ill student be allowed to leave the school alone, without a parent or guardian.

Prolonged/ Extreme Student Illness or Injury and Elevator Usage

In the event that a student has a prolonged or extreme illness or injury, the nurse may be required to approve his/her return to school. Furthermore, the use of the elevator by a student is strictly limited and will only be approved with a doctor's note indicating the student's inability to use the stairs. This

documentation must be submitted to the nurse BEFORE a BSNBCS staff begins to escort the student on the elevator.

Student Illness

Students should NOT attend school if they are sick. If they do enter with any of the symptoms below, students will be sent home by the school nurse.

- Fever or chills
- Cough
- Nasal congestion or runny nose
- Sore throat
- Diarrhea
- Nausea or vomiting
- Tiredness
- Headache
- Muscle or body aches

Students are not permitted to return to school until they are symptom free or have documented clearance from a healthcare provider to return to school.

Late Pickup

K-5 students not picked up within 15 minutes of the class dismissal time (3:30pm - 3:45pm) 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 persons on the Emergency Card to pick up the child/ren if the parent/guardian cannot be reached. Students brought to the "Late Pickup Room" MUST be signed out in the late pickup binder before they are released to an authorized adult. If BSNBCS cannot reach any of the emergency contacts by 5:00 p.m., BSNBCS will contact the local police precinct, (New York City Police Department - 79th Precinct 263 Tompkins Ave, Brooklyn, NY 11216) who will take appropriate follow up action, which may include a wellness visit at the child's home. If still no one has been reached, the precinct will take the child into their care and continue to try to reach an emergency contact, or may contact the Administration for Children Services (ACS).

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 Pick Up 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 Pick Up letter has been given and/or a meeting has been scheduled or taken place, BSNBCS reserves the right to call the Administration for Children Services (ACS) and/or bring the child to the local police precinct.

School Bus and Transportation

Riding the school bus is a privilege, not a right. Safety for all on the school bus is paramount. The Code of Conduct is in effect on the school bus and all school sponsored transportation. For the safety of everyone on the school bus, students not adhering to the school's behavior code of conduct will

receive consequences ranging from a written warning to removal from the school bus. Parents will be responsible for their student's transportation to and from school in the event that they lose bus privileges for any amount of time.

Food Policy

Developing minds depend on a healthy diet. BSNBCS provides a healthy breakfast, lunch and snack each school day. Students are encouraged to eat the food provided by the school.

Students are allowed to bring food from home into the school. The following guidelines must be adhered to when a student intends to bring in outside food:

- Food can only be consumed during designated breakfast, lunch or snack time and approved locations.
- Students must come to school with their day's food.
- Food deliveries for students from parents/guardians or third party vendors are not allowed
- No Glass bottles allowed in the building
- Gum is prohibited in the building

Students cannot walk into the building eating or drinking, they must finish all foods prior to coming into school. Students can bring food at their own discretion; BSNBCS is not responsible for any lost or stolen items. No food of any kind is allowed out of backpacks, in the classroom during class time or in the hallways/staircases at any time of the day.

Students having lunch in the classroom during lunchtime will be accompanied by an adult at all times, including transitions to and from the cafeteria.

Birthday Policy/Procedures

For K through 2nd grade birthdays, parents can join the in-class celebration at the discretion of the classroom teacher. Beginning in 3rd grade, parents are not part of the classroom celebration. Please do not invite siblings or other family members to the classroom celebration. Video cameras, gift bags, streamers, balloons and items of this kind are not allowed.

For all grades, parents are welcome to send in a special treat (or an item of food that does not require cutting or slicing). When your child's birthday is approaching, please talk to your child's teacher and get approval to determine if you are able to schedule a date for your child's in-class celebration. Please note that any guests into the building must follow guest safety protocols or will not be permitted into the building at the discretion of School Leadership.

Uniform Policy

At BSNBCS, it is mandatory for students to wear a school uniform everyday unless otherwise specified. It is prohibited to wear any accessories or other items that are disruptive to the educational process. Kindergarten students are strongly encouraged to provide the classroom teachers an additional uniform (change of a top, bottom and underwear) for potential bathroom accidents.

In order to help your child from losing their possessions, especially sweaters, coats and shirts, you must have their names clearly printed on them. Please review the following item(s) with your child and make sure they are in daily compliance.

| Part of Uniform | Permitted | NOT Permitted |
|-----------------|--|--|
| Bottoms | -Long khaki pants or jeans -Knee length skirts or jumpers -Knee length shorts -Hunter green sweatpants ONLY | -Tight or revealing pants/ leggings/ spandex or jeggings of any kind -Pants fitting below the waist -No ripped/distressed jeans/pants -Various colored sweatpants |
| Tops | -Hunter green polo shirt (short or long-sleeved) -Sweaters or sweatshirts without hoods -BSNBCS T-shirts -(SOLID COLORED Sweaters ONLY: hunter green, white, black, navy blue, gray NO LOGOS/DESIGNS) | -Shirts with inappropriate writing or logos -T-shirts of any other color -Hoodies of any kind -revealing tops/ crop tops - Shirts containing profanity or obscene gestures |
| Shoes | -Closed toed shoes that slip on -Closed toed shoes with laces or velcro | -Shoes that light up or will be disruptive to the learning environment -Shoes that have wheels -No Sandals or Slides -NO CROCS |
| Jewelry | -Simple neckwear, tucked inside shirt -Simple earrings (small hoop or stud) | -Rubber band bracelets -Large earrings (larger than a quarter) -Distracting or expensive jewelry |
| Hats | -Hats worn to and from school: not to be worn inside of the school building | -Hats or head wear in the building |
| Misc | -NAIL EXTENSIONS: students must be able to make a closed fist - Accessories may be worn as long as they are not a distraction and/or unsafe | No long nail extensions that disrupt student learning For MS: Excessive makeup and lashes are NOT permitted, unless noted (i.e. picture day) |

Noncompliance

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

Lower School (K - 5)

- The SST member assigned to the student’s grade will attempt to provide an appropriate change of clothes for the student using the school’s uniform bank. The SST member will ask parents/guardians to bring the appropriate change of clothes if we cannot provide one or ask for the student to be picked up.

Middle School (6 - 8)

- Parents will be called for a change of clothes and if they can not bring in a change of clothes, SST will provide the student with a change of clothes.

- After being out of uniform more than 3 times, family meeting will be held at school regarding school uniform policy and student will serve

Uniform Bank

A uniform bank is maintained at the school for families in need and for children who soil their clothes in school or require a change for any reason. If a hardship exists in your family and you would like to take advantage of this resource, please speak to someone in the main office to arrange assistance. Clean, donated items from children who have outgrown uniforms are appreciated and can be dropped off in the main office.

Spirit Days

Spirit Days happen once a month. This is an opportunity for the school community to connect by dressing according to a predetermined theme. Spirit days are announced at the beginning of the school year and then monthly reminders are given to families. These are the ONLY days dressing outside the school uniform is permitted except for a child's birthday in grades K-8.

Uniform on Birthdays

Students may wear their own age appropriate clothing on their birthdays. They will receive a birthday pass from the Student Support Team, so other staff members know the student has permission to be out of uniform. *(refer to uniform policy above)*

Health and Safety related to COVID-19 Pandemic Disclaimer

Students and families are required to follow all directives from staff members regarding health and safety protocols and procedures related to the COVID-19 pandemic including but not limited to: social distancing measures, required face coverings, handwashing and cleanliness etiquette. Please note that some of our standard policies outlined in this document have changed in response to Covid related guidance. All policies and procedures are subject to change based on requirements and recommendations provided by New York State and the CDC. We will keep all school community members informed when and if our policies need to be adjusted due to current health guidance.

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
- Glass bottles
- Real, toy, or model weapons
- Excessive amounts of cash
- Distracting jewelry ("rainbow looms" are prohibited)
- Any illegal substance
- Stuffed animals or dolls (Grades 3-8)
- Fireworks, sparklers, poppers, snappers, fountains, bottle rockets, and any explosive devices

- Electronic devices
- Fidget Spinners
- Laser pointers
- Toys (Grades 3-8)
- Bandanas/headscarves/du-rags of any color
- Aerosol products (perfume, body sprays)
- Cigarettes, and/or E-Cigarettes/Vapes

Personal Electronic Device Policy

Personal electronic devices are not allowed on the BSNBCS campus. These devices include (but are not limited to):

- Cellphones
- Speakers
- Headphones/Airpods of any kind
- Smart Watches

Once students enter the building and/or at any time during instructional hours, which includes: afterschool, snack, lunch, class transitions, during class and restroom breaks, all electronic devices must be away and turned off in the student's backpack if they came to school at all. If any of these items are seen out, whether or not in use, they will be taken from the student and the parent/guardian will need to arrange a time to pick it up from the Student Accountability Coordinator on the Friday following the confiscation.

Middle School Yondr Cellular Phone Policy

The Yondr System for cellular phones and AirPods must be used within the BSNBCS campus at all times.

- We have a **zero tolerance for cellular phone use within the building**. All middle school students (6th, 7th and 8th grades) are required to use the Yondr pouch system upon entering the building. Students will be responsible for their phone while it is in the pouch.
- If a student's cell phone is confiscated, the phone will be secured by school staff. The phone will only be returned to a parent during a Cell Phone Violation/Hearing Meeting with the School Accountability Coordinator (SAC). These meetings are only held on Fridays and must be scheduled with the SAC. Under no circumstances will a cell phone be returned to any one other than a parent or guardian. Under no circumstances will a cell phone be returned prior to the meeting that is held on Friday's with the SAC. Failure to schedule a meeting with the SAC for the Friday that your child's phone is confiscated will result in the phone being held until the next Friday and so forth.
- BSNBCS is not responsible for any damage or loss of confiscated phones.

Unlock stations are provided during exit transitions when leaving the building by the Student Support Team.

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.

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, smart watches, computers and other related technology). These policies not only apply on school grounds but anywhere 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.

School Supplies

Parents receive a supply list for the school year. Students are expected to bring in all items on the list during the first week of school. Everyday, students are expected to bring a backpack with any necessary materials for the day's learning. If there is a problem getting these supplies for your child in a timely manner, please contact the school's main office office@bsnbcs.org as soon as possible.

School supplies provided by parents/guardians become property of the school and cannot be returned to families (with the exception of headphones). Students are responsible for caring for books and other instructional materials given to them by the school. Parents may be required to reimburse the school for lost or damaged materials.

Homework

BSNBCS believes that homework is an essential component for learning. Students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively, and become lifelong learners. Other 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, with occasionally more; as needed.
- 3-4: approximately 45 minutes of homework per night, with occasionally more; as needed.
- 5-8: approximately 60 minutes of homework per night, with occasionally more; as needed.

Homework Expectations for K-5

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 5th grade students will be given on a daily basis. Students are responsible for the **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

Homework Expectations for 6-8

Middle school students are assigned homework according to the content area. Parents should check student planners daily. 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 are 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. 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 and inform students of results
- Notify parents when students are not meeting requirements

Make-Up Work and Tests

Students are responsible for all classwork, homework and tests, even when they are absent. Students are allowed to complete all classwork, homework 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 if you have questions about classwork or homework.

State Testing Opt-Out

Since BSNBCS is mandated to administer these tests, our school provides the school principal with guidance on ways to balance this requirement with your family’s preference not to take the exam. To be clear, we will encourage all students to participate in the state testing program, believing it provides valuable data to support their learning. Likewise, it is important that we point out to parents that electing not to participate in testing may have negative state accountability consequences for your child’s academic data which can ultimately impact promotion. If you elect for your child not to take a state mandated exam, a written request **MUST** be made that clearly states which exam you would like your child to opt out of at least 7 school days **BEFORE** the test is administered.

Student Conflict Guidelines

BSNBCS has “**zero tolerance**” for unkindness, bullying, or violence of any kind. This means that no student will be allowed to resort to physically or verbally hurting another as a means to resolve conflict or engage in long-term, persistent physical and/or verbal harm towards another student, i.e. bullying. This expectation holds throughout our school community including on the school bus, while at school, traveling to or from school, or during any school event.

Any off-site incidents that are brought to the attention of school administration or the Student Support Team, will result in a school-based investigation and any necessary consequences. BSNBCS will support local authorities in any external investigations.

Any student, who after investigation, has been determined to have physically or verbally hurt another student, will be suspended: **even if another student initiated the altercation**. Students must realize that it is the staff’s responsibility, (not the student’s), to intervene and discipline a student who is physically or verbally hurting another student. If a student is ever physically or verbally hurt while in school or on the school bus, he or she must find a non-violent way to respond and then **IMMEDIATELY** tell an adult in the school (Teacher, Instructional Associate, etc.) what happened.

We encourage students to respond to these situations in one or more of the following ways:

- Attempt to create space between him/her and the other student.
- If possible, ignore the student being unkind; do not engage.
- Block/unfollow the student if the situation is through social media.

In the case that the supervising staff member is unable to resolve a reported incident, he or she will report the incident to the Student Support Team. In this case, a student support team member will investigate the incident and make a recommendation for a consequence, as needed. The principal will review the recommendation and determine appropriate next steps.

Please note that classroom and/or teacher changes are made at the discretion of the principal. Changes will only be made in the rare event that it is the only way to guarantee the safety of all students.

Physical Restraint Policy

BSNBCS expects all students to exercise self-control at all times, which eliminates the need for physical restraint. However, in cases when self-control is not employed, physical restraint may become necessary so 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. Restraint will always be implemented with the following 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 will only be conducted by trained personnel. Due to the risk of shock, potential delayed effects, or possible injury, the school nurse will be contacted and the physical well-being of the student will be monitored for the remainder of the school day.

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 Student Support Team.

Student Life at BSNBCS

Student Support Team

The Student Support Team is a fundamental part of our Positive Behavioral Intervention System (PBIS). This team is responsible for facilitating activities that allow students and teachers to develop

the social and emotional wellness of the students. They also facilitate conflict resolution amongst students and are responsible for overseeing disciplinary actions.

THRIVE Community Meetings

These gatherings offer an opportunity for students to recognize their peers’ exemplary contributions and encourage all students to be positive and make choices that support their highest academic outcomes. During each meeting, BSNBCS staff will also recount moments in which the student 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. BSNBCS provides the following opportunities for students to learn and internalize appropriate character:

- Morning Meetings,
- THRIVE Community Meetings
- Alignment of Positive Behavior Intervention System (PBIS) and THRIVE Ticket System
- Service learning projects, which are aligned with THRIVE values and classroom lessons

Thrive Values

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| <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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Recognition of Good Choices and Hard Work

Lower School (K-5)

Classes on each grade work to earn "THRIVE Tickets" and at the end of each month students earn celebrations and/or special privileges.

Middle School (6-8)

Students in each grade who have continually made good choices and work hard as evidenced by our Class Dojo 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 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. Students who have continuous behavioral concerns may be placed on trip trackers prior to the field trip, allowing them the opportunity to earn the trip. 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 order to ensure the safety of all field trip participants, some students may not be allowed to participate in field trips or may be required to have a dedicated chaperone.

In Lower School, parents/guardians may be asked to serve as chaperones on field trips. All parents/guardians are encouraged to volunteer. The primary responsibility of a chaperone is to ensure appropriate supervision of students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip.

Family Involvement

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 students. These family engagement opportunities include, but are not limited to, volunteering, 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. Additionally, regular communication with the classroom teacher(s) greatly enhances the learning experience. 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.

Parents/Guardians are expected to be in communication with the school. In order to ensure partnership, parents/guardians must:

- Maintain a working email address they check regularly
- Always update any changes in phone number with the main office, ASAP
- Connect and check ClassDojo for each of their students on a daily basis

Communication During the School Day

During the school day our number one priority is to provide a safe and focused learning environment for all students. To this end, communication between students and their families in regards to illness and/or any issues must be facilitated through the appropriate school staff personnel and NOT directly between the parent and child. For example, if the student is sick and parents need to be made aware, the nurse will contact the parent. If a child is having a social/behavioral issue, someone on the Student Support Team will reach out to the parent. Conversely, parents will not be permitted to speak directly with their child during instructional time for any matters unless it is an emergency that brings into question the well being and/or safety of the student or their family members. If a parent needs to relay a message to their child, an email can be sent to the main office at **office@bsnbcs.org**.

Visiting Our School

Parents are welcomed and encouraged to schedule visits at the school to meet with teachers, staff members and administrators. Should a parent request to observe their child in class, they will be permitted to do so as long as they do not distract the learning environment. This request will be arranged in advance with our Student Support Team.

Visits are intended for situations that involve prolonged partnership and collaboration between guardians and staff members. Visits are NOT intended to answer questions you may have. ALL QUESTIONS, INQUIRIES OR CONCERNS should be directed to the main office email at **office@bsnbcs.org**. If you come to the school with questions, security will ask you to send an email or call the main office.

Parents/Guardians who arrive at the school without an appointment may not be allowed to enter the building.

The school will make reasonable accommodations to have a staff member respond to any emergencies or health/safety issues. Any individual who refuses to make the appropriate appointment with the main office or displays disruptive behavior may be asked to leave immediately, may be banned from entering the school premises, and/or the authorities may be contacted in the event of non-compliance. Examples of disruptive behavior include visitors who raise their voice, use profanity, threatening 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 principal, 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 **office@bsnbcs.org**.

Parent Online Portals

Whole School (K-8)

All parents will now use ClassDojo to access instructional, behavior, and school wide updates with your child's teachers and school staff. Every parent is expected to have a Class Dojo Account and should feel free to download the Class Dojo App. Parents may gain access at any time throughout the year by downloading the app on their smartphone or using a computer.

Middle School (6-8)

Parents of Middle School students have access to all assignments, exams and grades, via our student information system, Powerschool. We encourage parents to check their child's grades at least EVERY OTHER WEEK.

Grievance Process

The purpose of the Grievance Process is to provide families with 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 teacher or the Student Support Team, then contact can be made with the principal who is available to address your concern. If you feel that your claim still has not been addressed appropriately, you can appeal to the Chief Academic Officer.

We ask that if you have concerns or complaints, **please contact your child's teacher first**. As the adults that are with your child for most of the day, they most likely are best equipped to resolve any given situation. 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 principal lgarcia@bsnbcs.org or leave a message with the main office staff, and they will follow up promptly.

If a parent wishes to make a formal grievance, the appropriate form must be completed; 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 Chief Academic Officer - pbrown@bsnbcs.org.

If you do not agree that the Chief Academic Officer has satisfactorily addressed your concern you may then submit to the Executive Director, Nicholas Tishuk. If your issue has not been resolved, an appeal to the Board of Trustees can be made. Finally, if you are not satisfied by the actions of the Board of Trustees you may appeal to the school's authorizer: the NYC 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 the principal will follow up on the issue and provide a response.
- If not resolved, your grievance may be escalated to the; Chief Academic Officer to make a determination in accordance with approved policies.
- If not resolved; to Executive Director, Nicholas Tishuk
- If not resolved; to the BSNBCS Board of Trustees.
- If not resolved; to the Authorizer – NYC Department of Education.

2023-24 Annual FERPA Notice

FERPA affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access;

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parents or eligible students who wish to ask the school to amend a record should write the building

principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

FERPA provides the option to designate certain categories of student information as "directory information." Below are those categories:

name

- address
- telephone number
- participation in school activities or sports dates of attendance
- degrees and awards received
- most recent school attended
- photograph
- grade level

Social security numbers or other personally identifiable information will not be considered directory information.

Once the proper FERPA notification is given by BSNBCS a parent/guardian or eligible student will have fourteen (14) days to notify BSNBCS of an objection to the "directory information" designation. Once the eligible student or parent/guardian provides the "opt-out," it will remain in effect after the student is no longer enrolled in the School District.

The right to file a complaint with the US Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is included below:

Family Policy Compliance Office, US Department of Education
400 Maryland Avenue, SW,
Washington, DC 20202-5920.

Student Photographs and Work

Photographs/videotapes of students and/or student work may be used occasionally in school publications. If you object to your child(ren)'s photograph or work being used in these publications, you must do so in writing to the building principal.

Code of Conduct

BSNBCS believes in positive behavioral interventions to support students' behavior so that all students can THRIVE. One of the ways this is achieved is by enlisting family support for discipline to prevent disruptive behaviors. To that end, our school-wide system of behaviors and consequences include a tiered system of interventions and guidance supports, 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).

BSNBCS Guidance Interventions (include but are not limited to):

- Collaborative problem solving
- Community service (with caregiver consent)
- Conflict resolution
- Development of Individual Behavior Plan
- Functional Behavior Assessment (FBA); Behavioral Intervention Plan (BIP)
- School Counselor and/or SW intervention
- Health education
- Individual/Group counseling
- Individual Support Plan
- Caregiver outreach
- Positive behavioral interventions and supports
- Referral to a community-based organization
- Referral to counseling services for bullying, intimidation, or harassment
- Referral to counseling services for youth relationship abuse or sexual violence
- Referral to mental health support series
- Restorative practices
- Social Emotional Learning

Infraction Overview:

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 any school staff working with a given student. Consequences may include:

- Students' written reflection on violation
- Referral to the Student Support Team
- Removal of school privileges (including school trips, in-school privileges, etc.)

- School or Community service
- In-school Suspension (6th-8th grade)
- Short-term out-of-school suspension (1-5 days)
- Long-term out-of-school suspension (6 or more days)
- Permanent Removal from the school (Expulsion)

| Level 1 – Non Compliant or Uncooperative Behaviors | | Classroom Teacher | Student Support Team |
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| 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 <i>*BSNBCS assumes no liability or financial responsibility for theft, loss, costs, or expenses arising out of any liability or claim of liability for damage to any personal electronic device before or after device is confiscated</i> | Student brings figurines, trading cards, electronics, 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. (6-8) refer to Yonder policy | -3 rd Incident: School Student Support Team will confiscate the item until the parent/guardian comes to school to retrieve the item. |

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| <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. -Phone call to Parent -Parent Meeting</p> | <p>-School Student Support Team, Social Worker and / or School Counselor will work with teachers to create a behavior management plan for student</p> |
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| Level 2 – Disorderly Behavior | | Classroom Teacher | Student Support Team |
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| Level of Infraction | Examples of Specific Behavior | Intervention and/or Consequence | Disciplinary Action |
| <p>1. Using profane, obscene, vulgar, or lewd language, gestures, or behavior</p> <p><i>(Not including slurs and behaviors included in infraction 3.2)</i></p> | <p>Cursing at classmates or school personnel Using vulgar or sexually explicit language Giving the staff members or Students the “middle finger”</p> | <p>-1st incident: Phone call to Parent/Guardian; student reflection -2nd incident: Referral to Student Support Team and / or School Counselor, request for Parent Conference</p> | <p>-3rd and repeated incidents: Student Support Team Member, Social Worker and/or School Counselor will work with teachers to develop a behavior plan for students.</p> |
| <p>2. Lying to, giving false information to, and/or misleading school personnel</p> | <p>Purposely not telling the truth regarding an inappropriate action</p> | <p>-1st incident: Phone call to Parent; student reflection on behavior -2nd incident: Referral to Student Support Team , phone call to Parent or request for Parent Conference</p> | <p>-3rd and repeated incidents: Student Support Team will work with the teacher to develop a behavior plan for students. -In School Suspension -Suspension Middle School ONLY 1st- incident→ Reflection/ Parent Phone Call 2nd Incident→ Loss of recess 3rd Incident→ In school Suspension 4th or more 1-5 day suspension (1-5 days)</p> |

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| <p>3. Misusing property belonging to the school or others</p> <p><i>***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 before or after device is confiscated</i></p> | <p>Student tampers with or destroys books or throws objects or any other items that do not belong to them</p> | <p>-1st incident: Student Time Out / reflection or letter of apology -2nd incident: Phone call to Parent/Guardian or request for Parent Conference, student must fix/replace item if possible</p> | <p>-3rd and repeated incidents: Suspension (1-5 days) with reflection assignment <i>Middle School ONLY</i> <i>1st- incident</i>→ Parent Communication & loss of Recess <i>2nd Incident</i>→ School Community Service <i>3rd Incident</i>→ In school Suspension <i>4th or more</i> 1-5 day out of school suspension (1-5 days)</p> |
| <p>4. Leaving the classroom without permission</p> | <p>Student walks out of the classroom or runs out of the sight of supervising staff</p> | <p>-1st incident: Loss of privilege / student reflection on behavior -2nd incident: Loss of privilege and Phone call to Parent/Guardian or Request for Parent Conference.</p> | <p>-3rd or more incidents: Student Support Team works with teachers to develop a behavior plan for students. - Suspension (1-5 days) <i>Middle School ONLY</i> <i>1st- incident</i>→ Parent Communication & loss of Recess <i>2nd Incident</i>→ Reflection/public presentation to homeroom <i>3rd Incident</i>→Alternative Education Setting (i.e. student goes to another classroom or stays with SST) <i>4th or more</i> 1-5 day Alternative Education Setting, ISS/OSS suspension (1-5 days)</p> |
| <p>5. Grades K-2- Engaging in inappropriate or unwanted physical contact or touching someone in a private part of the body</p> | <p>Student is either exposing themselves or engaging in inappropriate behaviors with other children</p> | <p>-1st Incident: Immediate Phone call to Parent/Guardian + School Student Support Team and/or Social Worker Referral -2nd Incident: Request for Parent Conference</p> | <p>-3rd and repeated incidents: Phone call to parent; possible contact to ACS or appropriate outside provider -4th Refer to 3.6 in this handbook</p> |
| <p>6. Violating the BSNBCS' Internet, Electronic Devices, and Social Media Policy</p> | <p>Student uses the Internet for non-educational purposes; security/privacy violations; alters equipment</p> | <p>-1st Incident: Phone Call To Parent/Guardian + student reflection. -2nd Incident: *Loss of privilege and Request for Parent Conference</p> | <p>-3rd incident: Suspension (1-2 days) -4th incident: Suspension (3-4 days) -5th incident: Suspension (5 days) <i>Middle School ONLY</i> <i>1st- incident</i>→ Parent Communication & loss of Recess <i>Detention</i> <i>2nd Incident</i>→ After school Det</p> |

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| | | | 3rd Incident→Alternative Education Setting (i.e. student goes to another classroom or stays with SST) 4th or more 1-5 day ISS/OSS suspension (1-5 days) |
| 7. Yondr Violation Non compliance <i>Not using and/or misusing Yondr pouch during school hours</i> | <i>Not turning in devices upon entering the building from SST.</i> | -1st withholding the device until Parent/Guardian comes in for a meeting with SST at the end of the week. -2nd Loss of privileges | 3rd Suspension (1-2 days) |
| 8. 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 | 1st- incident →Parent Communication/ loss Recess 2nd Incident →Powerpoint presentation to class or teacher(Middle School ONLY) 3rd Incident → In school Suspension Grades 5-8 ONLY 4th or more 1-5 day OSS suspension (1-5 days) |
| 9. 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 Student Support Team, Social Worker and / or School Counselor | - Suspension (1-5 days) |

| Level 3 – Disruptive Behavior | | Classroom Teacher | Student Support Team |
|--|--|--|----------------------------------|
| Level of Infraction | Examples of Specific Behavior | Intervention and/or Consequence | Disciplinary Action |
| 1. Refusal to abide by BSNBCS THRIVE Values including, Insubordination, willfully disobeying school personnel. Using profane, obscene, vulgar, or lewd language, gestures, or behavior toward BSNBCS staff* | Yelling/screaming at 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 | Implement a restorative practice |

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| <p>2. Using slurs based upon actual or perceived race, ethnicity, color, national origin, immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability</p> | <p>Calling other students and/ or staff names based on ethnicity, color, race, etc.</p> | <p>-Phone Call to Parent + student reflection -Student Conference with - Student Support Team, Social Worker and / or School Counselor + apology letter -Request for Parent Conference</p> | <p>-In School Suspension -Suspension (1-2 days) -Suspension (3-4 days) - Suspension (5 days)</p> |
| <p>3. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel</p> | <p>Play fighting, pushing, shoving, hitting, students or school personnel</p> | <p>-Student Timeout and Reflection on behavior -Student Reflection on school safety + phone call to Parent/Guardian</p> | <p>-In School Suspension -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days)</p> |
| <p>4. Bringing unauthorized or inappropriate visitors to school</p> | <p>Bringing in a sibling, relative or friend with the intent to inflict harm on a student or staff member</p> | <p>-In-School Disciplinary action -Phone call to Parent/Guardian -Request for meeting with Parent</p> | <p>-Request from NYPD for Assistance -Suspension (1-5 days)</p> |
| <p>5. Taking property belonging to another without authorization (theft) Including BSNBCS Property</p> | <p>Student intentionally takes the possessions of a student or staff member with the intent to keep it or destroy it.</p> | <p>- Student Reflection + Phone Call to Parent, or Request for Parent Conference -Referral to Student Support Team Member, Social Worker and/or School Counselor</p> | <p>-Parent Communication -In School Suspension -Suspension (1-2 days) -Suspension (3-4 days) -Suspension (5 days) -Possible phone call to NYPD</p> |

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| 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 Student Support Team, Social Worker and/or School Counselor | <ul style="list-style-type: none"> - Possible phone call to ACS, NYPD or appropriate outside provider -In-school disciplinary action or Out of School Suspension -Suspension (1-5 days) |
| 7. Engaging in vandalism, graffiti or other 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 toBSNBCS | <ul style="list-style-type: none"> -Phone call to Parent, -Request for Parent Conference -Student Reflection Assignment | <ul style="list-style-type: none"> -In School Suspension -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 Throwing objects out the window | <ul style="list-style-type: none"> - Student Reflection Assignment - Phone Call to Parent and/or Request for Parent Conference - Behavior Contract - Referral to School Student Support Team | <ul style="list-style-type: none"> -In School Suspension - 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 Student Support Team | Out of School Suspension (1-5 days) |

| Level 4 – Aggressive or Injurious/Harmful Behavior | | Classroom Teacher | Student Support Team |
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| Level of Infraction | Examples of Specific Behavior | Intervention and/or Consequence | Disciplinary Action |
| 1. Posting or distributing, displaying, 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 (Any social media platform) | -Phone Call To Parent/Guardian -Request for parent conference -Referral to School Student Support Team, Social Worker and / or School Counselor | -Possible phone call to NYPD In School or Out of School Suspension (1-5 days) |
| 2. Engaging in physically aggressive behavior other than minor alterations as described in 3.3, which creates a substantial risk of or results in injury. | - Hitting or punching, shoving, pushing, with the intent to injure or harm another individual | - Referral to School Student Support Team, Social Worker and / or School 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 Principal 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 Student Support Team, Social Worker and / or School Counselor | -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal of Instruction for Removal from School |

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| <p>4. Engaging in disruptive behavior on the school bus which creates a substantial risk for personal injury</p> | <p>-Getting out of seat, screaming, hitting, play fighting, shoving, yelling or throwing objects out of the windows. Fighting. -Threatening, distracting or harming the Bus Driver or Matron -Injuring another student on the bus</p> | <p>- Written warning -Referral to School Student Support Team - Phone call to Parent/Guardian</p> | <p>- Immediate Suspension or Removal from School Bus (1-10 days) - Bus suspension for the remainder of the school year</p> |
| <p>5. Engaging in intimidating and bullying behavior, including cyber bullying</p> | <p>-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</p> | <p>- Referral to School Student Support Team, Social Worker and / or School Counselor</p> | <p>-In-School Disciplinary action -Referral to Guidance Counselor Phone Call to Parent -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School</p> |
| <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 Student Support Team, Social Worker and / or School 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 Principal 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 Student Support Team, Social Worker and / or School 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> |

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| 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 | -Student uses or attempts to use an object to inflict bodily harm on another student or staff member -Throwing objects out of window | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Conference with Student -Phone Call to Parent/Guardian -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School |
| 9. Possessing controlled substances or prescription medication without proper authorization, illegal drugs, vapes, e-cigarettes, synthetic hallucinogens, and/or alcohol | -Student brings drugs or alcohol to school premises | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Phone Call to Parent/Guardian and meeting request -Phone call to ACS -Phone call to NYPD -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School -Possible referral for Alcohol and Drug Treatment |
| 10. Leaving the school building without permission | -Student leaves the building through any of the exits without an adult escort or unsupervised or unauthorized permission. | - Alert Security (x1003) -Referral to School Student Support Team, Social Worker and / or School Counselor | -Out Of School Suspension (1-5 days) |
| 11. Engaging in persistent Level 3 behaviors in the sae school year | -Serious and chronic disruptive behaviors | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Request for Parent Conference -In-school Disciplinary Action -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School |

| Level 5 – Seriously Dangerous or Violent Behavior | | Classroom Teacher | Student Support Team |
|--|---|--|---|
| 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 Student Support Team, Social Worker and / or School Counselor | -Suspension (1-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School |
| 2. Planning, instigating, or participating with another or others, in an incident of group violence | -Student is involved in planning an incident of group violence | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Referral to Counseling Services -Student Reflection Assignment -Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School |
| 3. Engaging in threatening, dangerous, or violent behavior that is gang-related | -Student makes threats or engages in violent behavior related to gang | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Phone Call To Parent/Guardian and meeting request -Referral to School Student Support Team -Referral to Counseling Services -Student Reflection Assignment -Suspension (1-3 days) -Suspension (4-5 days) -Suspension (5 or more days) -Referral to Principal for Removal from School -Call to NYPD |

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| <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 Student Support Team, Social Worker and / or School Counselor</p> | <p>-Phone Call To Parent/Guardian and meeting request -Referral School Student Support Team -Referral to Counseling Services -Phone Call to ACS and or NYPD -Suspension (5 or more days) -Referral to Principal 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 School Student Support Team, Social Worker and / or School Counselor</p> | <p>-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 Principal for Removal from School</p> |
| <p>6. Selling or distributing illegal drugs, vaping paraphernalia or controlled substances and/or alcohol</p> | <p>-Student sells drugs or alcohol</p> | <p>- Referral to School Student Support Team, Social Worker and / or School Counselor</p> | <p>-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 Principal for Removal from School</p> |
| <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 Student Support Team, Social Worker and / or School 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 Principal for Removal from School</p> |

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| 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 | - Referral to School Student Support Team, Social Worker and / or School Counselor | -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 Principal for Removal from School |
| 9. Attempting or Committing arson | -Setting a fire in the building in ANY common area | - Referral to School Student Support Team, Social Worker and / or School Counselor | -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 Principal or Removal from School |
| 10. Possessing or using a gun or serious weapon, items that can be used as a weapon to inflict harm | -Student brings a gun or weapon to school and either shows it or threatens harm to other Students or staff | - Referral to School Student Support Team, Social Worker and / or School Counselor | -Phone Call to Parent/Guardian and parent meeting -Phone call to NYPD -Phone call to ACS -Suspension (5 or more days) -Referral to Principal 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 Student Support Team, Social Worker and / or School Counselor | -Request for Parent Conference -Suspension (5 or more days) -Referral to Principal for Removal from School |

Procedures to Address Disciplinary Violations

At BSNBCS, we are committed to serving all students, while maintaining a safe and rigorous learning environment. All students are taught the THRIVE values and are held accountable to them throughout the year.

The range of consequences vary as outlined above in the school-wide Code of Conduct. 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.

Depending on the severity of the misbehavior, the School Student Support Team must be involved. When this occurs, BSNBCS determines the appropriate consequence for a given misbehavior using the checklist below.

BSNBCS Disciplinary Incident Checklist (General Education and Special Education Students)

- Incident occurs. Ensure the safety of all students and staff. Determine whether a 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 the School Student Support Team during which student and staff statements are completed and any applicable evidence is collected. **In cases where the parent/guardian has previously expressed it, students will not be required to complete a statement without the presence of a designated adult representative.**
- 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 Student Support Team and then completed. If a recommendation is made to suspend or expel the child, parents are notified no less than 24 hours once the decision is made.
- The suspension/expulsion recommendation letter is written. The School Student Support 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).
- A Student Support 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, the letter will be completed ; if not, another meeting will be scheduled for a hearing. The hearing must take place no later than 5 days after the occurrence of the incident in question. 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 which case a "Health and Safety Exclusion"

determination and letter will be made immediately available to the student's family). 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. A decision is made by the Hearing Officer and Principal 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 or health and safety exclusions are provided Alternative Instruction/Compensatory Education services. This 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.

Below are 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.

The school notifies 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).

School personnel may remove a student to an interim alternative educational setting for not more than 45 days WITHOUT regard to whether the behavior is determined to be a manifestation of the child's disability.

If the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function; OR
2. 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; OR
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function;
4. 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.

Suspensions and Expulsions & In-School Suspensions

If a student is given an in-school suspension, they should report to school at 7:55 am, to the main office, and they will meet a member from the Student Support Team .

Short-Term Suspensions

The School Student Support 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 Student Support 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.

Health and Safety Exclusion

If a student is deemed to be a safety risk in any way , BSNBCS reserves the right to exclude them from the school building. A Health and Safety Exclusion is temporary and is being imposed for the sole purpose of ensuring the health and safety of the BSNBCS community. The exclusion will be lifted following the completion of the investigation of the incident and does not constitute a decision regarding an expulsion or suspension of your child.

BSNBCS will provide an additional daily update, in writing, for the duration of the exclusion should the exclusion need to be extended for a second or subsequent day. When we deem that your child's presence in the school no longer constitutes a risk to the health and safety of the BSNBCS community, you will be provided with a letter authorizing him/her to return to school.

Should you like him to receive Compensatory Education, please indicate so in writing. Because this incident involves a potential risk to health and safety in the building, all Compensatory Education in this case would take place off-site, away from the school.

Long-Term Suspensions and Expulsions

The School Student Support 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 the child's case.
- The school representative and the parent will be allowed to make closing statements.
- During the dispositional phase of the hearing, the school presents evidence as to why expulsion or suspension is an appropriate consequence for the student. At this time, the school may discuss past infractions or violations as they pertain to the student in question.
- Families may pose rationale for why they believe the consequence is too harsh or may recommend alternative disciplinary consequences for the incident.
- The hearing officer will make a decision following the hearing, communicate their recommendation with the Principal for final approval, and then communicate the final decision to the families in writing and via phone call.
- 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 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 and 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.

Alternative Instruction

In the case that a student needs to be removed from BSNBCS due to extremely inappropriate or unsafe behavior that leads to a health and safety, short or long term suspension, BSNBCS has developed the following guidelines for alternative instruction. This framework follows all applicable NYS laws, regulations and the Individuals With Disabilities Education Act.

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 alternative 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 8:00am-10:00am 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 in off-site alternative instruction.
- 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 the School Principal.

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 (CSE) 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 BSNBCS will provide all documentation and information requested by the CSE before the MDR meeting.

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 the use of 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 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* |

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| 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 (Behavior 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. **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 ensures 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. **Procedural Safeguards Notice:** Notice regarding rights of parents of children with disabilities, ages 3-21.

Dignity for All Students Act Policy

THE DIGNITY FOR ALL STUDENTS ACT POLICY Bedford Stuyvesant New Beginnings Charter School (BSNBCS) and its Board of Trustees ("Board") are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All

Students Act” (“DASA”) the School affirms that all students have the right to attend a safe and supportive school environment free of bullying, bias, harassment and/or discrimination based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender identity/expression. Our policies and practices will ensure that all students have equal access to their education and a sense of belonging in their school community. The School will actively respond to incidents that violate this policy in order to stop the behavior from continuing and to prevent it from recurring. This includes promptly addressing reported incidents of bullying, bias, harassment and/or discrimination by employees or students on school property or at a school function. In addition, BSNBCS reserves the right to discipline students, consistent with the Code of Conduct found in the Student and Family Handbook, who engage in bullying or harassment of students off school property under circumstances where such off-campus conduct:

- 1) affects the educative process;
- 2) actually endangers the health and safety of school students within the educational system; or
- 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system.

Such behaviors include written and/or verbal harassment which materially and substantially disrupts the work and discipline of the School and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

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