

2018-2019

Family Handbook

Policies and Procedures

The Bronx Charter School for Children

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School Calendar 2018-19

Regular School Hours:

Monday -Thursday 8:00am – 4:00pm

Fridays 8:00am – 2:00pm

Please refer to the calendar for any changes to this schedule.

Date	Day	Description
August 27th, 2018	Monday	<ul style="list-style-type: none"> • First Day of School for ALL Scholars: <ul style="list-style-type: none"> ○ Kindergarten scholars report at 9:00 am ○ Grades 1-5 scholars report at 8:00 am • NOON Dismissal for ALL Scholars • NO Bus Service Available
August 28th – August 31 st , 2018	Tuesday – Friday	NOON Dismissal for ALL Scholars NO Bus Service Available
September 3 rd , 2018	Monday	Labor Day – School CLOSED
September 4th – 11th, 2018	Tuesday – Tuesday	NO General Education Bus Service Available Special Education Bus Service is Available
September 12th, 2018	Wednesday	General Education Bus Service Begins
October 8 th , 2018	Monday	Columbus Day – School is OPEN NO Bus Service Available
October 10th, 2018	Wednesday	NOON Dismissal for Scholars Parent/Teacher Conferences (3:00 pm – 7:00 pm)
October 11th, 2018	Thursday	NOON Dismissal for Scholars Parent/Teacher Conferences (2:00 pm – 6:00 pm)
October 19 th , 2018	Friday	NOON Dismissal for Scholars <i>Staff Professional Development in the afternoon</i>
November 12 th , 2018	Monday	Veterans Day – School CLOSED
November 21 st , 2018	Wednesday	NOON Dismissal for Scholars
November 22 nd – 23 rd , 2018	Thursday-Friday	Thanksgiving Recess – School CLOSED
December 21 st , 2018	Friday	NOON Dismissal for Scholars
December 24 th , 2018 – January 2 nd , 2019	Monday – Wednesday	Winter Recess – School CLOSED <i>School Resumes on Thursday, January 3rd</i>
January 21 st , 2019	Monday	Martin Luther King Jr. Day – School CLOSED
February 6 th , 2019	Wednesday	NOON Dismissal for Scholars Parent/Teacher Conferences (3:00 pm – 7:00 pm)
February 7 th , 2019	Thursday	NOON Dismissal for Scholars Parent/Teacher Conferences (2:00 pm – 6:00 pm)
February 18 th – 22 nd , 2019	Monday - Friday	Mid-Winter Recess – School CLOSED
March 8 th , 2019	Friday	NOON Dismissal for Scholars <i>Staff Professional Development in the afternoon</i>
April 19 th , 2019	Friday	Good Friday – School CLOSED
April 26 th , 2019	Friday	NO General Education Bus Service Available Special Education Bus Service is Available
May 13 th – May 17 th , 2019	Monday - Friday	Spring Recess – School CLOSED
May 27 th , 2019	Monday	Memorial Day – School CLOSED
June 24 th – 25 th , 2019	Monday - Tuesday	NOON Dismissal for Scholars NO General Education Bus Service Available Special Education Bus Service is Available
June 26 th , 2019	Wednesday	Last Day of School for ALL Scholars NOON Dismissal for Scholars NO General Education Bus Service Available Special Education Bus Service is Available
June 27 th , 2019	Thursday	Last Day of School for Teachers

BCSC Brief History and Timeline

A diverse group of concerned individuals came together with a shared desire to support alternative educational opportunities for at-risk children residing in the South Bronx. All of these professionals were familiar with the range of challenges that faced children in this community, including poverty, homelessness, and foster care situations.

April 2000	<p>The founders' group began to design a school program and business plan in preparation of submitting a charter school application to the New York State Board of Regents.</p> <p>Several of the founders' group members were either closely or loosely affiliated with Episcopal Social Services ("ESS"), a non-profit, non-sectarian organization, whose programs aim to strengthen families through the provision of foster care services and after school/Head Start programs. Therefore, the mission of ESS to empower individuals and families influenced the development of the core values of The Bronx Charter School for Children.</p>
December 2000	The founders' group incorporated as the Friends of the Bronx Academy Charter School, a 501 (c)(3) non-profit organization.
January 2003	BCSC first charter was granted by the Board of Regents
2003-2004	The first year of the charter was utilized for planning. During this time, the Board of Trustees was established, the community was informed of this new opportunity, and the first lottery was held (March 2004).
September 2004	BCSC opened its doors to 132 kindergarten and first grade students, offering a welcomed alternative for children to receive a high quality education in the Mott Haven section of the South Bronx.
September 2005	BCSC opened for its second year of operations (198 students).
September 2006	BCSC opened for its third year of operations (264 students).
September 2007	BCSC opened for its fourth year of operations (330 students).
December 2007	BCSC was granted a charter renewal for 2008-2013.
January 2008	BCSC charter renewal was granted through July 2011.
September 2008	BCSC opened for its fifth year of operations (396 students).
September 2009	BCSC opened for its sixth year of operations (396 students).
September 2010	BCSC opened for its seventh year of operations (432 students).
December 2010	BCSC was granted a charter renewal for 2011-2016.
September 2011	BCSC opened for its eighth year of operations (432 students).
September 2012	BCSC opened for its ninth year of operations (432 students).
September 2013	BCSC opened for its tenth year of operations (432 students).
September 2014	BCSC opened for its eleventh year of operations (432 students).
September 2015	BCSC opened for its twelfth year of operations (432 students).
May 2016	BCSC granted a charter renewal for 2016-2019.
September 2016	BCSC opens for its thirteenth year of operations (432 students).
September 2017	BCSC opens for its fourteenth year of operations (432 students).

The Mission of The Bronx Charter School for Children is to empower our children to achieve their greatest potential both as students and as members of their communities.

To realize our Mission, we are guided by these Core Values:

- ***Fostering Academic Excellence***
By supporting skilled and dedicated teachers who maintain high academic standards, motivate our students and collaborate with our families
- ***Nurturing the Whole Child***
By creating engaged learners, encouraging honesty and guiding social and emotional development
- ***Ensuring a Safe Environment***
By promoting mutual respect in our diverse community of students, teachers and families
- ***Developing Critical Thinkers***
By encouraging intellectual curiosity and rewarding independent and creative problem solvers
- ***Building Partnership***
By welcoming our families, staff and members of the wider community to participate in and celebrate the successes of our students

BCSC OPERATIONAL POLICIES AND PROCEDURES

School Hours and Attendance

The Bronx Charter School for Children adheres to an extended-day, extended year model. We are in session **190 days** of the year. The regular school day is **from 8:00 am to 4:00 pm Monday-Thursday and 8:00 am -2:00 pm on Friday**. Scholars attending **Early Session Mathematics** school day is from **7:25 am to 4:00 pm Monday-Thursday, and 7:25 am to 2:00 pm on Friday**.

Attendance

- BCSC scholars are expected to attend school each day (including half days) for the full day and arrive before 8:30 a.m. each day.
- Parents must provide written documentation each time a scholar is absent within 48 hours after returning to school. **PLEASE NOTE: An Absence Note does NOT remove the absence, but provides us with information on where your child has been and information that can further assist/support your child while in school, if necessary.**
- **BCSC has the right to retain (regardless of grades) scholars in his/her current grade if he/she is absent more than 19**
- **days.**
- BCSC considers five **(5) tardies** (late arrivals) equivalent to one **(1) absence** and this will factor into student retention decisions.
- BCSC is committed to each scholar being at school every day to accomplish our mission of character development and preparation for selective middle school admission.

School Closings and Emergencies

In the case of closures or delayed openings due to inclement weather or emergencies, the BCSC makes school announcements on:

- The Local News Stations: CBS and News12
- The BCSC FaceBook page
- School Messenger: an automated system that contacts families/staff via the phone

Due to this possibility, we strongly urge families/staff to follow the local news (CBS and News 12). Also, be sure to “like” our page on FaceBook to receive these updates and **update the Main Office with any changes to your phone number.**

For students who ride yellow buses in the morning, parents/guardians may call the *NYC Department of Education Office of Pupil Transportation* customer service hotline at (718) 392-8855 for bus service information.

Please be aware that the BCSC does not follow the closures/delayed openings of the NYC Department of Education. Instead, the BCSC makes informed decisions based the safety of our families and staff.

Traveling to and from the BCSC

BCSC students are permitted to walk to and from school with a signed *BCSC Safety Walk Waiver Consent Form*, which the student's parent/guardian **must sign and submit to the main office before** the student will be permitted to walk to or from school. Students with signed waivers will not be permitted to leave the school early on their own for any reason. If a student must leave school early on a particular day and is authorized by his or her parent to do so, the school will dismiss the student early but only to the parent or to an escort who is authorized by the parent/guardian in writing and on a form provided by the school; the student may not leave the school early on their own. Authorized escorts may be changed by the parent during the school year, but only in writing. Students may only walk to and from school in accordance with the terms of this policy. Walking is a privilege that may be revoked at any time by the school in its sole judgment and discretion.

Arrival and Dismissal

The BCSC opens to students promptly at 7:20 am (Early Session) and 8:00 am (regular schedule) each day. Escorts are expected to stay with students until the door opens. **Do not leave children unattended.** Unless a parent/guardian has a previously arranged appointment with a staff member, they must remain outside of the building until then. When the doors open, escorts must drop off all students at the door. In the case of inclement weather, the families and students may be allowed to wait in the building's vestibule.

*In order to facilitate a smooth transition for our kindergarten scholars, we will allow escorts to drop off kindergarten students in the classroom **during the first two days school.** After the first week, all students must be dropped off at the door.*

On Monday – Thursday, students are dismissed at 4:00 pm. On Friday, students are dismissed at 2:00 pm. Authorized escorts must present valid picture ID to pick up students. **Only parents/guardians with a previously arranged appointment with a staff member will be permitted in the building at this time.** As keeping our students safe, and ensuring smooth transitions are our priorities, **early pick-ups will not be allowed between 3:40 pm and 4:00 pm Monday- Thursday, between 1:40 pm and 2:00 pm on Friday, and between 11:40 am and 12:00 pm on NOON dismissal days.** In addition, the office will be closed during this time. This will help eliminate confusion during dismissal and will also help to keep our school secure.

School staff will coordinate the dismissal of bus riders and after school students. **Daily requests to change your child's transportation or after school arrangements must be received by the office at least two hours prior to dismissal.** Notifications must be given by the parent/guardian; the office will not accept any messages coming from scholars.

BCSC Discipline Code and Bill of Scholar Rights and Responsibilities

Standards of Behavior

All members of the school community scholars, staff and parents – must know and understand the standards of behavior which all scholars are expected to live up to and the consequences if these standards are not met.

The Bronx Charter School for Children's Discipline Code provides a description of conduct that does not meet the standards of behavior expected of scholars in our school community. It includes a range of guidance interventions

and a range of permissible disciplinary and intervention measures which we use to address misbehavior.

The Discipline Code applies to all scholars.

Discipline Policy

The primary focus at the Bronx Charter School for Children is on the academic success of every scholar. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others. Our scholars are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

School discipline is a collaborative effort by our parents/guardians, scholars, school counselors, teachers and staff. The focus of the Bronx Charter School for Children's Discipline Policy is to promote positive behavior by teaching the skills of self-awareness, social awareness, self-management, and responsible decision making. At BCSC, we recognize the uniqueness and emotional abilities of the whole child. However, mistakes are a natural part of growth. We help scholars reflect on errors in judgment and behavior and support them in learning how to make better choices. We encourage scholars to make independent decisions and act responsibly towards others and with property. When this occurs, we believe that a very positive and productive learning environment will result, enabling scholars to strive for excellence.

BCSC's Discipline Policy has gone through many facelifts to keep up with ever changing currents of society and their effects on our children.

What's new? We've incorporated a more streamlined system for identifying behaviors that are disruptive and/or unsafe and have identified steps to take to combat these behaviors.

Colors/Tiers: There are now three (3) identifiable color levels of behavior and two types of *severe/egregious* behaviors that have **no color**.

- **Mascot** identifies the scholar whose behavior is Role Model/Leader behavior.
- **Green** identifies our SUPER star scholars.
- **Yellow (Tier 1):** Identifies scholar whose behaviors were less than satisfactory, but not egregious. These scholars go home on yellow.
- **NO COLOR (Tier 2):** Identifies that scholar whose behavior is unsafe (harmful to self/others). Disruptive to the point where instruction CAN NOT continue. A Behavior Referral is filled out for this type of behavior. These scholars receive a consequence and go home on NO COLOR indicated on the Communication Log.
- **NO COLOR (Tier 3)** identifies a scholar whose behavior needs the assistance of our Crisis Chain. These scholars receive a *severe consequence* and go home on NO COLOR indicated on the Communication Log.

Consequences

Tier 2 Behavior Or Tier 3	Types of Consequences	When/Where	Parental Involvement
	Provide Learning Opportunity: <ul style="list-style-type: none"> Book Report (Book specific to behavior) Mini Course Module (based specifically to behavior) – readings, videos, workbooks, oral reports on a range of topics 	During school hours	Parent signs form & provides written feedback (Book Report)
	<ul style="list-style-type: none"> In school suspension (Reflection form) Problem Solving Contracting (reminds scholar to engage in a problem solving process w/reinforces for success. 	During school hours	Parents bring in child Or sign sheet
	<ul style="list-style-type: none"> Restitution Program- work to repair what they've damaged of who they've affected during their recess Coordinated Behavior Plan (specific to scholar & their behavior)/Self Charting behaviors Alternative Programming (formally ISS) - Short term changes in scholar schedule/class 	During Recess or During school hours	Parent signs form & provides written feedback
Tier 3 Behavior	<ul style="list-style-type: none"> Out of School Suspension (Poses serious & credible threat to the safety of scholars and staff) 	Home (Full Day or *Half Day) *come @ 11:30	

Scholars' Bill of Rights

Scholars have the right to:

- Attend school and receive a free, appropriate public education.
- Be in a safe and supportive learning environment, free from discrimination, harassment, bullying and bigotry. See also, BCSC's Dignity for All Students Act policy at page 11 below.
- Receive courtesy and respect from others regardless of actual or perceived race, color, religion, sex, gender, gender identity or expression, sexual orientation, age, national origin, citizenship, disability, weight, economic status, or political beliefs.
- Receive a written copy of the school's policies and procedures
- Be informed about matriculation and graduation requirements

- Be notified in a timely manner of the possibility of being held over in the grade
- Be notified of the right to appeal regarding holdover or failing grades
- Confidentiality in the handling of scholar records maintained by BCSC pursuant to the Family Educational Records Privacy Act (FERPA).

Promoting Positive Scholar Behavior

Our school promotes a positive school culture and climate that provides scholars with a supportive environment in which to grow both socially and academically. Our school takes a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.

Establishing a school-wide tiered framework of behavioral supports and interventions guides the entire school community toward following the school's rules and expectations, as well as the delivery of consistent and appropriate consequences.

If, at any time, school officials suspect that a student's difficulties may be a manifestation a known or suspected disability which does or may require special education services, and the student has not previously been evaluated by the Committee on Special Education, the student should be referred immediately to the CSE. See, also Students with Disabilities (see below).

Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Prohibited Behavior

BCSC recognizes that it may become necessary from time to time to discipline a scholar for his/her conduct and behavior, and that such discipline may result in the removal of the student from the educational setting, or some other disciplinary measure, including, but not limited to, suspension. In an extreme case, expulsion may result. In recognition of the legal and constitutional rights of student, and in order to ensure compliance with those rights, the following represents inappropriate and prohibited conduct. The list is NOT all-inclusive, and is intended only to provide examples of and guidance to the school community with respect to the types of conduct BCSC deems inappropriate and prohibited in school, at school-related events, as well as during travel to and from such events. BCSC also reserves the right to impose discipline for off-campus and out-of-school conduct.

1. Unexcused absences or lateness from school and/or class
2. Unauthorized/unapproved possession of gum, candy
3. Unauthorized/unapproved possession of cell phones, smart phones, laptops, iPads, iPods, tablets, beepers, video games, toys, radios, and other technologies and devices not part of the school's curriculum
4. Unauthorized/unapproved possession of non-educational magazines and reading materials (e.g., wrestling, car, fashion magazines)
5. Students may not wear perfume, distracting jewelry, press-on nails, lip gloss, lipstick or make-up of any kind
6. Students may not wear hee-lies (sneakers with wheels)
7. Unapproved/inappropriate use of the school's computers, internet, or local area network
8. Engaging in verbally rude or disrespectful behavior

9. Smoking and drinking
10. Lying or other acts of dishonesty
11. Engaging in scholastic dishonesty, including, but not limited to, cheating and plagiarizing
12. Falsifying records or signatures including, but not limited to, parent notes and report cards
13. Disrupting the learning environment or orderly process of the school, including dress or attire that may cause a disruption
14. Destruction of school property, including graffiti or tagging
15. Unauthorized entry or presence on school property or in unsupervised areas of the school
16. Insubordination including, but not limited to, defying or disobeying school employees, kitchen staff, custodial staff, medical staff, safety agents or other persons involved in the school's educational program and administration
17. Fighting or engaging in physically aggressive or threatening behavior
18. Engaging in inappropriate or unwanted physical contact of any kind
19. Stealing or taking the property of others without permission
20. Sexual harassment
21. Sexual acts on school property or at school sponsored events
22. Bullying, harassment or cyber-bullying, or otherwise violating BCSC's Dignity Act policy
23. Intimidation
24. Hazing
25. Discriminating in any way against another student, staff member or guest of the school based on another person's actual or perceived race, color, religion, sex, gender, gender identity or expression, sexual orientation, age, national origin, citizenship, disability, weight, economic status, or political beliefs
26. Retaliating against another person for bring in a complaint of inappropriate or prohibited conduct, including conduct described in BCSC's Dignity Act policy, or for serving as a witness or otherwise participating in an investigation of inappropriate or prohibited conduct
27. Engaging in behavior which creates a substantial risk or results in injury
28. Engaging in threatening, dangerous or violent behavior
29. Conspiring to and/or participating in an incident of group violence or gang-related violence
30. Using force against or inflicting or attempting to inflict injury against another student, school personnel, parents or other personnel involved in the school's educational program or administration
31. Being under the influence, using, selling or disturbing illegal drugs or controlled substances including alcohol, tobacco and related items (including e-cigarettes, vaporizers, etc.)
32. Possessing any weapon including a firearm
33. Using any item as a weapon
34. Acting in any way that may endanger the health, welfare and safety of the school and neighborhood community

BCSC Behavior Contracts

Where it is deemed appropriate, BCSC staff members work with particular students to accomplish certain, identified behavior goals over a period of time. A behavior contract may be created by both the teacher and scholar. The contract will address communications with the family with the goal of changing any behavior(s) that are having a negative impact on learning. Active partnerships with parents/guardians are essential in these cases to ensure overall success.

Responsibilities of Teachers and Administration of the Code

The BCSC strongly believes that proper behavior should be expected. Our goal is for our students to internalize a sense of personal responsibility. Students are expected to follow the rules set by teachers in classrooms, and adhere to the BCSC Discipline Code. We believe that students rise to the highest behavioral expectations, and concerning behaviors are addressed immediately and consistently.

We adhere to a strict, leveled school-wide discipline code. Teachers are expected to maintain authority in their classrooms and address a range of behaviors (**yellow**) with classroom-based consequences and parent/guardian contact. However, in cases that are severe enough for the teacher to refer a student to the Director of Culture and Family Engagement (**orange** or **red** behaviors), the Dean will make the final determination of the consequence for the child based on both the BCSC Discipline Code and the administrators best judgment, and communicate this to the teacher, the student and the student's family, *after* the initial call has been made by the teacher.

When determining the Disciplinary Response, we consider the following:

- the scholar's age and maturity
- the scholar's disciplinary record (including the nature, number, and intervention measures applied to prior misconducts);
- the nature, severity and scope of behavior
- the frequency and duration of the behavior
- the scholar's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

Behavioral Consequences

For students who engage in prohibited conduct, BCSC administration will determine the appropriate consequences, and apply them in conformity with requirements of due process. The following are the range of consequences that may be imposed depending on the considerations above. These consequences may be imposed individual or in combination:

- Progressive discipline as described below, including verbal and/or written warnings to the student and notice to parents/guardians;
- Removal from class or reassignment to another class;
- Before or after-school detention;
- Reprimand;
- Writing assignment;
- Peer mediation;
- Learning and behavioral contracts between or among the school, parent/guardian and student;
- Exclusion or suspension from athletic, social, extra-curricular activities or other privileges;
- In-school suspension
- Out-of-school suspension (short-term or long-term)
- Expulsion from BCSC

For minor infractions, BCSC aims to determine an appropriate in-school course of action in consultation with the teacher, parent/guardian and administration. Students displaying inappropriate or disruptive behavior may be asked to participate in a conference with the teacher, parent/guardian and principal. The intent and purpose of such conference will be to modify the behavior, avoid further infractions, and imposition of more

severe discipline.

The list of potential penalties, while detailed, is not exhaustive, nor does it preclude in any way the referral to law enforcement personnel of any matter believed to violate federal, state or local law or where the conduct is required by applicable law or regulation to be reported to law enforcement agencies, including, but not limited to, the Gun Free Schools Act or applicable State law.

DIGNITY ACT POLICY:

BCSC will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, religion, sex, gender, gender identity or expression, sexual orientation, age, national origin, citizenship, disability, weight, economic status, or political beliefs. BCSC considers isolating another student on the basis of any of these actual or perceived statuses to be a form of harassment and bullying.

Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual Orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyberbullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

Dignity Act Coordinator (DAC):

BCSC has a DAC. The DAC's name and contact information will be available to students through posting on <http://www.tbcs.org/english>. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender and sex). The DAC serves as the point person for all Dignity Act issues at BCSC and works to ensure that all students are provided with a safe, supportive and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

Reports and Investigations of Discrimination and Harassment

Students should report violations of the Code and Dignity Act Policy immediately to the Principal or DAC. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective

action will be taken in accordance with school policies and regulations, the Code, and applicable laws and regulation.

The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

DISCIPLINARY PROCEDURES AND DUE PROCESS

Short-Term Suspensions (5 Days or Less)

A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal of the school or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). Student witness(es) have the right to have a parent/guardian present during any questioning. A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

Alternative instruction will be provided during the period of suspension. The school may choose to deliver alternative instruction at the school, in the student's home, or at another location, within its sole discretion in accordance with applicable rules and regulations. The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school's sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

Long-Term Suspensions (More than 5 Days)

A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine the witness(es) against him/her, and present witnesses and evidence of his/her own. Student witness(es) have the right to have a parent/guardian present during any questioning. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made.

The formal hearing will be conducted by the Principal or his/her designee ("Hearing Officer"). The hearing will be recorded. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice

by overnight mail must be provided to the Hearing Officer no less than 2 days before the hearing is scheduled. A written decision will be issued after the formal hearing.

The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school's sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

For suspensions of 10 days or longer, the school will provide alternative instruction, with a greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

Expulsion from BCSC

An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. The procedures to be followed where expulsion is proposed are the same as for a Long-Term Suspension above.

If, after a formal hearing, the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian. An expelled student will be provided with alternative instruction. The means and manner of alternative instruction will be the same as for a student who has been suspended. [Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law.] As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

Appeals

An appeal from written decision imposing a short-term suspension, long-term suspension or expulsion may be made, in writing, to BCSC's Board of Trustees, no later than ten (10) calendar days from the date of the written decision. The Board of Trustees may adopt in whole, or in part, the original decision imposing the discipline. Final decisions of the Board of Trustees may be appeals to the school's authorizer pursuant to Education Law §2855(4) and BCSC's policy on Grievances and Complaints to the Board of Trustees.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act ("IDEA"), and its implementing regulations including (34 CFR, Part 300 *et seq.*) as well as applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's school district of residence as necessary to ensure compliance with applicable law and regulation.

Generally, a student with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to, or was a "manifestation" of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

In the event of a proposed short-term or long-term suspension, or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian.

Manifestation Hearing

If the manifestation team concludes that the child's behavior resulted from his/her disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) 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 under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

the Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting (“IAES”), which shall not exceed 45 days.

Suspensions of More Than 5 Days

Hearings regarding suspensions of more than 5 days must be bifurcated into a guilt phase and a penalty phase. If the student is found to be guilty of the charged conduct, the hearing officer shall make a threshold determination whether a suspension or removal of greater than 10 days is warranted. If the answer is “no”, the hearing may proceed to the guilt phase; provided, however, that the student will be entitled to special education services necessary to ensure a free and appropriate public education (“FAPE”) during the removal period. If, however, the hearing officer intends to remove the student for more than 10 days, a manifestation meeting must be commenced before the student is removed, except when the student is guilty of behavior relating to serious bodily injury, drugs and alcohol, or weapons as set forth above under the section entitled “Manifestation Hearings”. If the behavior is determined to be a manifestation of the student’s disability, the hearing shall be dismissed, unless the behavior involved serious bodily injury, drugs and alcohol, or weapons. If the behavior is determined not to be tied to the student’s disability, the hearing may proceed to the penalty phase.

If a student is found guilty of conduct involving serious bodily injury, drugs and alcohol, or weapons, he/she may be removed to an IAES for up to 45 days, regardless of whether the behavior was a manifestation of his/her disability. Those circumstances are the only circumstances when a student with a disability may be disciplined regardless of whether the conduct is related to the student’s disability.

Alternative Instruction

If the suspension is upheld, the student, at the school’s sole discretion, he/she may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior.

A suspended student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student’s IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student’s general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

APPEALS

The appeal process for students with disabilities is the same as for students in general education. Please see the section on Appeals above.

Re-Entry Meetings

Following any suspension, parents/guardians are **REQUIRED** to participate in a re-entry meeting at 8:00 am on the morning the student returns to school. At this meeting, family members, the Dean of Culture and Families, and the classroom teacher revisit the concern with the child and together discuss better choices, next steps and behavior expectations going forward. When all adults communicate a consistent message in this manner, it is a powerful experience for the child. This is a necessary step in the learning and growing process for everyone at the BCSC.

Home and School Partnership

Home and School Connection: The BCSC values family involvement. We define parent/guardian involvement as any adult member who is connected and advocates for a student at BCSC. Our school understands that parental involvement is directly correlated to academic performance. As members of the BCSC staff, it is necessary for us to build an alliance with families. We view parents/guardians as the first educators for their children and BCSC is an extension of the educational support that students receive. Family involvement is encouraged in several ways at our school:

- Parents/guardians are expected to be *actively involved* in their children's academics. For example, parents/guardians are expected to work closely with their children to ensure homework is completed. Also, work closely and communicate with their child's teacher to ensure that they are meeting the school's academic expectations. Parents and guardians are expected to communicate in an open and civil manner at all times. Healthy communication is critical in maintaining a productive home-school partnership and modeling for children.
- The Director of Culture and Family Engagement actively reaches out to families to ensure collaboration and shared responsibility for students.
- **Family Staff Association** exists to promote parental involvement and inform/update parents of what has been happening within school. The meetings occur monthly at the school to provide updates and to serve as an open forum for parents and guardians. All adults involved in students' lives are encouraged to attend and participate in these meetings. The meeting schedule is posted on the school's FSA board in the main lobby, and is included in the BCSC calendar.
- Developing strong, trusting relationships with families are an essential contributing factor to student success in school. Teachers and faculty members are expected to communicate with parents/guardians at least monthly and document that interaction and its purpose. Examples of methods of communication are by telephone, in person, or in writing. **BCSC staff members are expected to respond to parents/guardians within 24 hours of receiving the message.**
- **Family Liaison** is the link between home and school. This person will meet with parents/guardians of families in crisis, scholars with unusual or frequent absences/lateness's to discuss their challenges, create an action plan/next steps for students, facilitate workshops, and assist in families who have experienced tragedies and/or life altering setbacks.
- Periodic academic celebrations allow families to commemorate the successes of their students.
- Families receive frequent and regular communications and relationships are started off on the right foot through phone calls prior to the start of the school year.

F.S.A. (Family Staff Association)

BCSC's F.S.A. is an informational platform created to facilitate parental participation in our school through informative and engaging information sessions and workshops given per trimester. BCSC's position is to engage and empower our families to advocate for their children through workshops and information sessions provided by our school or affiliated organizations/agencies. These sessions derive from the needs of our parents (via parent survey), the needs within the school (strategy meetings in ELA & Math, etc.), and the immediate demands of our community (Q & A with our community leaders).

At BCSC, F.S.A. values:

- **Collaboration:** We work collaboratively with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.
- **Commitment:** We are dedicated to our scholars' education, health and well-being through strong family and community engagement.
- **Diversity:** We acknowledge and accept the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, race, religion, and work experience.
- **Respect:** We value the individual contributions of community members, parents, volunteers, and organizations as we work collaboratively to achieve our school's mission.
- **Accountability:** BCSC staff, parents, and teachers have a shared responsibility to align their efforts toward the achievement of our association's initiatives.

BCSC appreciates that involved parents understand the challenges school face and become part of the solution. By developing a closer relationship with our parents, scholar achievement improves, and we maintain a positive relationship with our community.

Communication Logs

Effective parent and teacher communication is crucial in helping scholars learn, building resilient partnerships, and developing trust between families and school. One form of our methods of communication is our communication log. Our log makes it easier to keep our parents in the loop on a daily basis. Communication Logs are sent home in folders with our scholars informing parents of their child's behavior. Transparency and equity is essential to managing any communication between home and school. Our communication logs are user-friendly and easy to understand as they are translated in Spanish to support our Spanish speaking population. Our logs are a useful tool in keeping our parents well-informed of events happening in the school.

Teachers provide a quick check under the appropriate behavioral column that indicates the color their scholar ended the day on. The logs provide teachers the space to jot a quick note to the parent if and when a checked box isn't enough information. Also, providing our parents with BCSC's Core Value outline can ensure that these values are being supported outside of the school building by our parents. Good two-way communication between families and schools is necessary for scholar success! Although this is not our only method of communication, it is essential that a variety of methods are incorporated into our overall communication plan.

Family Responsibility to Support Learning

BCSC Uniform

All students attending BCSC are required to wear uniforms every day. The specific components of the uniform are described below.

Bottoms:

- All students may wear **navy blue** pants, shorts, skirts, jumpers or Capri pants.
- Skirts, shorts and jumpers must be knee length.

Shirts:

- All students may wear **light blue** button-up oxford or **light blue** polo shirts.
- Students may wear long or short sleeved polos.
- Shirts must be tucked in at all times.
- Boys in fifth grade are required to wear a tie.
- Ties are **optional** for boys in grades kindergarten through fourth grade.

Shoes and Socks:

- All students must wear **black** closed-toe shoes.
- Running shoes, hiking shoes, Timberland or other branded boots, dress boots, and sneakers are acceptable as long as they are all black and have rubber soles.
- Open-toed or high heeled shoes and boots are not permitted.
- Shoes with lights, wheels or other decorative features are not permitted.
- Students may select their own **solid** color socks and stockings as long as they are appropriate for school.

Sweaters:

- In cooler weather, students may wear plain **navy** cardigans, pullovers, V-neck sweaters, fleece or sweater vests.
- **Hooded sweaters and sweatshirts are not allowed.**

Belts:

- Belts must be worn if there are belt loops on the students' pants, shorts, skirts, jumpers or skirts. Belts should not be worn if bottoms do not have loops.

Jewelry:

- Jewelry should be limited to small earrings and small necklaces.

If a student comes to school out of uniform, the school will try to provide a replacement item for the day. He/she will receive a warning notice, indicating the infraction. If the student comes to school a second time out of uniform, the family will receive a call from the Director of Culture and Family Engagement to remedy the problem.

Students do not change clothes for physical education or recess. Please make sure that all shoes are appropriate and safe for playing and running around.

The BCSC Director of Culture and Family Engagement will address non-compliance to the uniform policy:

1 st Incident	<ul style="list-style-type: none"> • Verbal warning is made to student and parent/guardian, in person or by phone • Student can borrow a uniform top/pants supplied by the family liaison • Uniform Notice is sent home and filed with the Director of Culture and Family Engagement
2 nd Incident	<ul style="list-style-type: none"> • Phone call is made to parent/guardian about non-compliance and a warning of student being sent home on 3rd incident will be discussed. • Uniform notice is sent home and filed. • Director of Culture and Family Engagement meets/contacts the family.

Reinforcing Instruction at Home

Homework

The BCSC views homework as a necessary component to our educational program. Students, Kindergarten through Fifth grades are expected to complete homework every night. In some grade levels, homework packets are due at the end of each week; in other grade levels homework is due daily. In addition to completing homework, all students are expected to read at least 20 minutes each night. Scholars will use recess time to complete assigned homework. If there becomes a pattern of incomplete homework, the family will be required to meet with the child's teacher and/or a school administrator.

Communicating Expectations to Scholars

BCSC Community Meeting

Students assemble monthly for Community Meeting. The goals of the BCSC Community Meeting are to:

- Celebrate our school community through various interactive and educational activities
- Maintain a strong community through songs, chants, shares and Character Pledge
- Share learning across grade levels through classroom to community connections
- Reintroduce the BCSC's Code of Conduct and follow-up on a bi-monthly basis

Character Education

BCSC aims to create self-aware, reflective, and disciplined learners. Therefore, character education — both the articulation of the school's core values and the day-to-day demonstration of these values — is an essential component of our approach. The program includes the following key elements.

Student Pledge: *A student-friendly explanation of core values.*

- “We do our best work all the time and every day. We follow directions right away and all the way. We treat others the way we want to be treated. We are responsible for what we do and say.”

Sweating the Small Stuff: *A detailed set of expectations, a growing incentive program, and a clear and transparent discipline policy.*

- We pay close attention to the smallest details of student behavior including attendance, punctuality, uniform compliance and homework completion.
- Teachers reinforce the school values, the social skills, the discipline policy, and the incentive system in a similar fashion so that students receive a consistent message about appropriate and productive behavior.

ADDITIONAL SCHOOL POLICIES AND PROCEDURES

Breakfast and Lunch

Breakfast and lunch are provided to students daily. While not every student qualifies for free or reduced-pay breakfast and lunch, the school has committed to cover the cost of all meals, because the money the school spends on this service ensures that each child eats well- balanced meals in school.

It is a parents/guardian’s choice whether or not a child takes advantage of eating the school breakfast and/or lunch. Although parents/guardians are not allowed to deliver hot or fast food (e.g. pizza, McDonald’s) during lunchtime, they may send a lunch to school with the child in the morning. Lunches are stored in the classrooms between morning arrival and lunchtime; they cannot be refrigerated or warmed at the school.

Snack

Each grade level provides allocates 5-10 minutes for students to partake in snack; which may occur while students are engaged in instructional activities. Aside from academics, healthy eating habits are encouraged at the BCSC. As our students get older and their bodies become better equipped to withstand the longer curriculum blocks, without snacking, we will be discontinuing snack.

These snacks are ENCOURAGED	
<ul style="list-style-type: none"> • Fruits • Vegetables • Pretzels • 100% fruit juice (Juicy Juice, apple, orange – check the label) • Water 	<ul style="list-style-type: none"> • Granola or breakfast bars • Yogurt • Crackers • Fruit snacks (dried fruit, fruit roll-ups) • Popcorn
These snacks are DISCOURAGED	
<ul style="list-style-type: none"> • Candy or gum • Pastries, cookies (honey buns, donuts, Little Debbie snacks) 	<ul style="list-style-type: none"> • Chips (potato, tortilla, etc.) • Drinks other than 100% juice (soda, artificial juices)

To be considered a healthy snack choice, a snack should contain:

- **7 grams or less of fat***
- **2 grams or less of saturated fat ***
- **0 grams of trans fat**
- **15 grams or less of sugar**
- **250 milligrams or less of sodium**
- **No artificial sweeteners**

Outdoor Recess

All grades participate in outdoor recess when the weather is favorable (30 degrees and above), and enjoy a more structured indoor recess time in cases of inclement weather. All classes are accompanied to this enclosed area by adults.

The playgrounds are located on East 141st Street between Willis and Alexander Avenue and on Third Avenue and 144th street.

The BCSC reserves the right to make a daily decision of outdoor or indoor recess based on the level of safety

at both playgrounds, as there may be a need to cancel outdoor recess due to crime and/or other safety concerns.

Birthday Celebrations

Birthdays are exciting events for children. However, because learning is our top priority, extended celebrations need to happen outside of school time.

Birthdays may be acknowledged in the classroom with a **SMALL** party, only at **recess** time for no longer than 15 minutes.

Parents/guardians may provide **store-bought** cupcakes or cookies in a **sealed** container with **the list of ingredients** to be distributed by the teacher during recess. Parents/guardians may send the cupcakes/cookies with their child or can deliver them to the Main Office during regular office hours. To ensure the safety of our scholars and teachers, we will not serve cupcakes/cookies if the box has been opened or tampered with. We also ask that you provide peanut-free treats due to scholars that have food-allergies.

Families may provide:

- A pre-cut cake, or individual cupcakes, cookies or donuts
- 100% juice boxes

Please be sure to bring enough for each student.

The following items are NOT allowed:	
<ul style="list-style-type: none"> • Ice cream • Cakes that must be cut • Soda 	<ul style="list-style-type: none"> • Party favors • Balloons • Gift bags

Furthermore, if a child is having an out-of-school birthday party, parents/guardians are asked to be sensitive to the feelings of **all** children. If a whole class is not invited to an out-of-school party, children should not distribute invitations at school. Instead, they should be mailed to each child's home.

Holiday Celebrations

The BCSC recognizes the diverse cultures represented in its community and respects the religious beliefs of all of its members. Therefore, rather than formally acknowledging specific holidays, we instead celebrate our varied heritages at inclusive events such as our annual family winter celebration in December.

As one example, we do **NOT** formally celebrate Halloween in school. Instead, students participate in activities related to the fall season in their classrooms. Therefore, no costumes are allowed. Uniforms are required as usual, and no candy is distributed.

Bus Policy

Our goal is for all children to enjoy a safe, friendly bus ride both to and from school every day. The bus drivers' main concerns are driving safely and ensuring our students arrive at school and home on time. Although the BCSC is well aware of family reliance on yellow bus transportation, riding the bus is a privilege and not a right.

The School communicates the rules of the bus to students and their families, as well as the consequence protocol established to address unsafe situations. The bus rules are:

- 1) Stay seated and buckled up **AT ALL TIMES**.
- 2) Speak respectfully and quietly to peers and driver.
- 3) Face forward while seated on bus.
- 4) No eating on the bus.
- 5) Keep your hands and feet to yourself.

In the event that there is a report that a child has broken any of these rules, the following process will take place:

- 1) There will be an investigation by the Director of Culture and Family Engagement where children will be asked individually to state what happened.
- 2) A decision will be made by the Director whether or not there is enough evidence to set a consequence. If the Director determines an incident has occurred, it is addressed in the following manner:
 - **First Incident:** The Director will verbally warn the child when there is an initial report and record that warning.
 - **Second Incident:** The Director will phone the child's home and give a warning to the parent that the child will be suspended off of the bus for 2 days both for a.m. **and** the p.m. bus rides if there is another incident.
 - **Third Incident:** The Director will phone the child's home and suspend the child off the bus for 2 days (**both a.m. and p.m.**).
 - **Fourth Incident:** The Director will phone the child's home and suspend the child off the bus for 5 days (**both a.m. and p.m.**).
 - **Fifth Incident:** The Director will phone the child's home and suspend the child off the bus permanently (**both a.m. and p.m.**).

****The Director is at liberty to make any determinations at will based on evidence that supports his/her decision regarding a student riding the bus. The Director can also override this process in light of the severity of a bus situation.**

Please note:

If a child is absent from school on the day(s) a discipline consequence is expected to be fulfilled (such as days off the bus and in school suspensions) upon the student's return to school, s/he will then be expected to fulfill this consequence.

Parent/Teacher Conferences

The BCSC holds two parent/teacher conferences each year to review the progress report and authentic student work together as a team. The school values this home/school partnership opportunity, and therefore seeks to have 100 % participation!

School Volunteers

Parents, guardians, and other family members of students are strongly encouraged to volunteer at the school. Our committed volunteers are featured on a lobby bulletin board and celebrated throughout the year!

Volunteer opportunities include:

- Classroom support
- Chaperoning during field lessons
- Providing supervision during recess
- Assisting with breakfast and/ or lunch
- Helping to organize and implement community and fundraising activities

Those interested in volunteering can sign up in the BCSC office and will be contacted by the Family Liaison to discuss the volunteer opportunities available.

SAFETY

Emergency Contact Information

The BCSC must have current and working phone numbers on file for all parents/guardians and authorized escorts. Updates and changes must be provided to the BCSC main office as soon as a change occurs in order to ensure the safety of students at all times.

Escorts

All BCSC parents/guardians are expected to identify escorts who will be available in an emergency and willing to come to the school immediately upon request.

- Escorts should be adults at least 18 years of age with whom the BCSC student is familiar (escorts who are under age 18 and who are currently enrolled in middle or high school cannot be released from their own school in an emergency situation)
- Escorts must be informed by the parent/guardian that the school may contact them to be responsible for his/her child if no parent/guardian is available.

Anyone who picks up a child MUST:

- Be on the student's escort list
- Have proper picture identification with him/her in order for a child to be released into his/her custody.
- Be at least 14 years old.

Telephone Use/Messages

Students are not allowed to carry cell phones during the day. If you provide your child with a cell phone to use before/after school, instruct him/her to turn it off and place it in his/her bag prior to entering the school. If a student is caught with a cell phone during school hours, it may be confiscated by a BCSC staff member. Please discuss all transportation or after school arrangements with your child before the day begins. If an emergency arises, you may leave a message for your child with the office. Messages will be delivered in a timely manner, but will not disrupt instructional time.

Visiting Hours (School-Related Business)

In order to ensure the safety of our scholars and staff, we must be thoughtful about the traffic in and out of the school. *Parents/Guardians are encouraged to visit their child's classroom. Visits should be arranged in advance with your child's teacher or a school administrator.* Visiting hours for school-related business are limited to periods with the least amount of transition. **All meetings for school-related business should only be scheduled during these times:**

- o Monday-Thursday: 9:00 am – 11:00 am and 1:30 pm – 3:30 pm
- o Friday: 9:00 am – 1:30 pm

Once a visitor arrives, s/he will go through the following process:

1. Check in with security and announce reason for visit.
2. Provide proper photo identification, sign in, and receive Visitor nametag.
3. Sit on the bench and wait for a BCSC employee to escort him/her to destination.
4. Stay with a BCSC employee for the duration of the visit.
5. BCSC employee will escort visitor to front door upon departure.

If a family is visiting a classroom teacher that cannot leave the class to pick-up/drop-off him/her at the door,

arrangements will be made with security to escort the visitor to and from the classroom.

Solicitation

Solicitation of or by any student, parent, or staff member on the School property for any reason except those authorized by the Head of School is prohibited.

Internet Safety Policy

The BCSC has an internet safety policy which prohibits access by minors to inappropriate matter on the Internet. Children will be barred from accessing known, objectionable sites and this list will be constantly updated. Our internet safety policy includes:

- Procedures that have been established to ensure the safety and security of minors when using the Internet and chat sessions. To this end, training will be provided to children so that they will refrain from giving out personal details to unknown parties.
- Constant supervision will be maintained to monitor the activities of the vulnerable children and the type of information they access on the computers.
- Use of technology such as firewalls and filters augment the effort to maintain the integrity of the program.

Safety Drills

The BCSC administers routine fire drills as mandated by NYS law. The school has established evacuation plans and procedures as well as designated safety areas. Copies of the *Evacuation Plan and Procedures* for the school building have been posted in each classroom, office, and common area.

The BCSC also conducts lockdown drills throughout the year. These drills are practiced to prepare for medical emergencies within the school or outside threats. The procedures for this drill are detailed within our School Safety Plan.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the BCSC, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the BCSC may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow the BCSC to include this type of information from your child's education records in certain school publications. Examples include:

- Playbill, showing a student's role in a drama production
- Annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want the BCSC to disclose information from your child's education record without your prior written consent, **you must notify the school in writing by November 1st**. The BCSC has designated the following information as directory information:

- Name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Participation in officially recognized school activities
- Degrees, honors and awards received
- The most recent educational agency or institution attended

Mandated Reporting

All employees of the BCSC are required by law to report suspected child abuse, maltreatment or neglect to the *New York State Central Registrar (SCR)*. The law assigns civil or criminal liability to professionals bound by this law that do not comply with their mandated reporter responsibilities. Please contact the Director of Culture and Family Engagement if you have any questions regarding this law, as it is taken very seriously.

HEALTH SERVICES AND MEDICATION POLICY

Nurse

The BCSC has a part-time on-site nurse assigned to the school from the *NYC Department of Health*. If the nurse is not available, a BCSC staff member will assist any student who is ill or injured. The nurse or a BCSC staff member will administer treatment for minor injuries. The student's parent/guardian will be notified by phone if medical treatment needs to be administered to a student.

If the nurse or BCSC staff member needs a student to be picked up due to illness or injury, a parent/guardian or escort must come to the school as soon as possible. This is important to the child, who may feel sick or need to see a doctor, and in many cases it helps the school community to stay healthy as well. The BCSC will only release students to persons authorized by the parent/guardian on the Escort Release Form.

Medication Policy

Students are not permitted to bring any type of medication (prescription or non-prescription) to school.

If a student requires prescription medication to be dispensed at school (for example, asthma medication), the parent/guardian must submit a completed Medication Administration (504) form to the BCSC Office. This form needs to be completed by the student's doctor and signed by the student's parent/guardian. All medication must be dropped off at the school by the parent or guardian and must be in its original prescription container labeled with the student's name, the name of the medication, the date of expiration and the proper dosage. Medication submitted to the school will be kept in a locked cabinet located in the nurse's room.

Asthma medication, insulin or other prescribed medications cannot be given to a student without a current 504 form on file at the school. Even if a current 504 form is on file at the BCSC, medication can only be administered legally by a nurse. If the nurse is unavailable, a parent/guardian must be available to come to the school to ensure the health and safety of his/her child.

Elevator Use

Students will only be permitted to use the elevator if recommended in writing by a medical professional. For

short term use (<1 month), a note from a medical professional must be submitted to the office. For long term use (>1 month), the parent/guardian must have a completed 504 form on file with the Main Office. Students with medical authorization to use the elevator will be escorted by an adult. At no time will students be permitted to operate the elevator without adult supervision.

THE EDUCATIONAL MODEL

Academic Program

We believe that a rigorous academic program combined with a supportive social-emotional curriculum leads to student success. The BCSC academic program reflects the practices that are associated with high-performing urban schools: Standards-based instruction informed by informal and formal student data; viable curricula that is aligned to formative and summative assessments; and implementation of instructional practices that promote student engagement and conceptual development.

Curricula

All the BCSC curricula in ELA and Mathematics is guided by the Common Core State Standards. The CCSS were adopted by New York State in 2012 and began official implementation in 2013. While the BCSC has purchased programs in all content areas and for all grades, it is important to note that curriculum mapping is guided by student learning, based on the standards and not by a purchased program's instructional design. Teachers are encouraged to view the purchased programs as a menu and not a recipe. In order to facilitate student learning with the CCSS teacher teams, Professional Learning Communities engage in consistent standard deconstruction and data analysis to ensure all students are making progress toward grade level expectations as identified by the CCSS.

Benchmark Assessments

In addition to frequent formative and summative assessments; all students in grades 1-5 participate in at least three interim/diagnostic assessments in ELA and Mathematics.

All students in kindergarten participate in similar internally created assessments in ELA and Mathematics at least three times yearly. After each assessment parents/families receive a report indicating the student's performance, including a predicted trajectory toward mastery of grade level standards.

Targeted Intervention

The BCSC provides a program of intensive academic support for students who enter school significantly below grade level.

- Academic leaders and instructional teams help to coordinate targeted intervention in the areas' of math and literacy.
- The Special Education Coordinator ensures that students with IEPs receive instruction that is modified, but maintains a high level of rigor.
- Three English as a New Language (ENL) teachers work to provide mandated ENL instruction and support for designated scholars.
- Reading Intervention Specialists provide small group, targeted intervention for students who require strengthening in foundational reading skills.
- Mathematics Intervention Specialists provide small group, targeted interventions for students who requiring reinforcement in mathematical and conceptual development.
- Integrated Co-Teaching pairs general education teachers and learning specialists to provide increased instructional intensity for students in grades 1-5.

Enrichment

The BCSC's enrichment program ensures that students enjoy a variety of specials activities which contribute to student success both inside and outside of the classroom.

- Full-time visual art, music, technology and physical education instructors ensure that students have exposure to the arts and healthy lifestyles.
- A full-time science teacher ensures that students have lab experiences in addition to the literacy-based science instruction they receive from classroom teachers.
- The BCSC partners with outside organization (i.e. *The New York Restoration Project*) to supplement additional enrichment activities

The Special Education Referral Process

Each state is required by IDEA to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. At BCSC we adhere to these laws and take the referral process very seriously. Unless there is an urgent concern the referral process is as follows:

1. The teacher(s) along with the grade team discusses concerns and interventions at Student Inquiry Meetings (SIM). During these meetings the team determines appropriate interventions.
2. After discussing the scholar of concern two to three times (SIM) and attempting the suggested interventions; if there are still concerns, the scholar is referred to the CST (Child Study Team). Additional interventions are suggested and/or a referral is made to the CSE (Committee on Special Education).

Please note that parents also have the right to begin the referral process at any point. Parents can write a letter addressed to the NYC Department of Education's Committee on Special Education, and request an evaluation. The CSE has 60 calendar days to complete the evaluation.

Books and Supplies

Books sent home with children are the property of the school and must be returned in good condition. Classroom teachers inform families and students of work to be completed with the books. Families are held responsible for either replacing or reimbursing the school for unreturned books or books returned in poor condition. The cost to replace any textbook or trade book is \$5 per book.

School Supply List

All scholars are expected to submit school supplies to their teacher during the first week of school. **These items will be shared within our school community, so do not write your child's name on them.** The BCSC will supplement all supplies to ensure no student is unequipped with the necessary tools to complete work.

Grade	Items
ALL (Required)	3 black two-pocket folders 1 pack pink wedge (block) erasers 1 box tissue 1 container disinfectant wipes 1 roll paper towels
ALL (Optional)	1 box Ziploc bags (gallon size) 1 box Ziploc bags (small or medium size) 1 bottle hand sanitizer 1 pack plain white paper 1 pack construction paper (assorted colors)
Kindergarten	1 box jumbo crayons (16 colors) 1 pack Playdoh

	1 set	Change of clothes: <ul style="list-style-type: none"> • Underwear • Socks • Dark blue bottoms
	1	Smock or old shirt to be used while painting
Grade 1	1 box 1 pack 24 1 set	crayons (16 colors) Playdoh yellow #2 pencils (sharpened) Change of clothes: <ul style="list-style-type: none"> • Underwear • Socks • Dark blue bottoms
	1	Smock or old shirt to be used while painting
Grade 2	24 3 1 pack 1 box 1 1 pack	yellow #2 pencils (sharpened) black marble composition notebooks loose leaf wide-ruled paper crayons (16 colors) Smock or old shirt to be used while painting Copy Paper
Grade 3	24 4 1 box 2 pack 1 pack	yellow #2 pencils (sharpened) black marble composition notebooks colored pencils (12 colors) loose leaf wide-ruled paper Copy Paper
Grade 4	24 4 1 box 1 pack 2 Pack 1 pack	yellow #2 pencils (sharpened) black marble composition notebooks colored pencils (12 colors) yellow highlighters Wide-Rule Paper Copy Paper
Grade 5	24 4 1 box 1 pack 2 pack 1 pack	yellow #2 pencils (sharpened) black marble composition notebooks colored pencils (12 colors) yellow highlighters Wide-Rule Paper Copy Paper

Do not send the following to school with your child:

- Folders with graphics
- Pencils with graphics or mechanical pencils (only plain yellow #2 pencils allowed)
- Handheld sharpeners
- Pencil cases
- Pens or markers
- Scissors
- Rulers, protractors, or compasses
- Glue or tape

Grading Systems

Grading

BCSC maintains that our scholars demonstrate different strengths and areas for growth within any given subject area throughout the year. Therefore, our grading system reflects this belief in a standards-based reporting system. Each trimester, all K-5 scholars will receive an in-depth report that will denote the scholars' *current* level of mastery on all standards and learning objectives from that trimester in Math, ELA, Writing, Science and Social Studies. A student is only considered "secure" for a standard if they are "secure" in all learning objectives aligned to that standard. The levels are as follows:

B	Beginning: Student requires intensive and consistent support and/or interventions to be successful with grade level materials. Student is not able to apply understanding in different contexts without intensive support.
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D	Developing: Student requires support and prompting to be successful in meeting grade level expectations with grade level materials. Student can apply understanding in different contexts with support.
S	Secure: Student consistently and independently meets expectations with grade level material. Student can independently apply understanding in different contexts.

The basis for the assignment of B/D/S for each standard and learning objective comes from the scholars' performance on Summative Assessments, Benchmark Assessments, and classwork performance. Scholars will also receive a B/D/S for all enrichment courses, as well as a 1 (far below expectations), 2 (approaching expectations), or 3 (meeting expectations) for Scholar Behavior. For Scholar Behavior, scholars will be assessed on the following:

- Follows school/classroom rules.
- Remains on task; completes assignments in a timely manner.
- Demonstrates organizational skills.
- Listens and follows directions.
- Interacts well with others.

A sample from a Second Grade Math Report is below:

Mathematics/Matemáticas	
Standards and Learning Objectives / Estándares y Objetivos de Aprendizaje	B/D/S
2.MD.7	D
I can create a clock / <i>Puedo crear un reloj</i>	S
I can identify the parts of a clock / <i>Puedo identificar las partes de un reloj</i>	S
I can tell time to the nearest hour and a half <i>Puedo decir la hora a la hora y la media hora más cercana</i>	D
I can tell time to the nearest 5 and 15 minutes using skip counting <i>Puedo decir la hora a los 5 y 15 minutos más cercanos utilizando el conteo salteado</i>	D
I can tell time to the nearest minute / <i>Puedo decir la hora al minuto más cercano</i>	B
I can identify the difference between a.m. and p.m. <i>Puedo identificar la diferencia entre a.m. y p.m.</i>	S
I can create a timeline of my day. / <i>Puedo crear una línea de tiempo de mi día</i>	S

Promotional Criteria

All students will be promoted annually based on their mastery of grade level Common Core State Standards outlined for each grade level.

The following three factors are considered in making promotion and retention decisions:

1. Evidence of academic progress as measured by regular assessments
2. Evidence of academic progress as reported at the Student Retention Meetings which take place from December through May
3. Attendance record*

*** A student is at great risk of retention if daily attendance rate is below 90 %.***

Students who have Individualized Education Plans (IEPs) receive progress reports with similar elements. In

addition to objective data and comments, the report will describe the extent to which the student is meeting the annual goals of the IEP.

Parents/guardians are informed of possible student retention status beginning December of each year. This information will be relayed through Mid-Quarter Reports and Trimester Report Cards. During scheduled parent/teacher meetings, parents will be informed about the necessary interventions that will take place at school and suggestions for at home support. Retention decisions will be made on a monthly basis after a review of current student data.

Field Lessons (formally known as field trips)

The BCSC adheres to the belief that although going on a field lesson means leaving the classroom for a day, the learning is not necessarily paused. On a field lesson, students interact with each other and with their teachers in a less formal environment, where they have the opportunity to enrich their education with actual experiences. Also, a field lesson can also support and reinforce the material covered in class during the school year.

- If a child cannot attend a trip **for any reason**, s/he is still required to attend school that day. Relevant academic work will be completed in another classroom.
- **The purchase of gifts, toys or food on any trip is not permitted.** Children should **not** be sent on field lessons with spending money because not every child can afford to purchase a souvenir or toy. Also, scholars might lose the money they were given for the trip lesson.

Chaperoning on Field Lessons

Parents and guardians are welcomed as chaperones. Attending a field trip is a responsibility first, and an opportunity second. Chaperones must:

1. Ensure the safety of all students assigned to them.
2. Enjoy the learning experience with their child as well as with all students.

Chaperones will be assigned to a small group of students, and may be given other responsibilities as well (bathroom runs, etc.). **It is vital for chaperones to be attentive and aware at all times.**

- Walking to/from the subway/bus
- On the subway/bus
- During lunchtime
- At the destination

Chaperones may NOT:

- Bring other children with them to attend the field lesson
- Wear headphones
- Have long conversations on cell phones
- Leave the group
- Purchase gifts, toys, or food
- Smoke

Chaperones are expected to return to the school with their child, and it is expected that their child remains in school until dismissal time.

ENROLLMENT INFORMATION

Lottery Admission

The Bronx Charter School for Children holds a lottery in the spring before the start of each upcoming school year to enroll new students. To apply for kindergarten, a child's 5th birthday must occur before December 31st of the enrollment year. To be included in the lottery, parents/guardians must submit a Lottery Registration Form (available online at www.tbcsc.org or by contacting the BCSC office) by the deadline advertised on the BCSC website. All forms submitted after the deadline are added to the waitlist in the order they are received by the BCSC office.

The lottery determines which students will be granted admission. Once all spaces are filled, names are drawn to determine the order of the waitlist. Students are admitted from the waitlist as places become available in each grade.

Preference is given to siblings of currently enrolled students, and students living in Community District 7. Students are considered "siblings" if they share at least one parent/guardian.

The BCSC is open to all children on a space-available basis within each grade and does not discriminate on the basis of sex, sexual preference, handicaps, race, religion, national origin, intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

Transfers

Parents/guardians must submit a BCSC Scholar Discharge Form at least two weeks prior to a student's transfer from the BCSC to another school for any reason. Such notice allows the school to complete the necessary paperwork as well as transfer student records. Proper notification also enables the school to fill the upcoming vacant spot with a student from the waitlist. Notice of Transfer is to be submitted to the BCSC Office in writing and must include the name and address of the new school the child will attend.

Student Records

The BCSC requires families to complete and submit the following items as part of the registration process:

- Registration for Student Admission
- Escort Release Form
- Application for Free and Reduced-Price School Meals
- New Admission Examination Form (including Immunization Record)
- ATS Admissions/ Discharge/ Transfer Form
- Parent/ Guardian Ethnic Identification Form
- NYC DOE Home Language Questionnaire
- NYS Home Language Questionnaire
- Copy of the student's birth certificate
- Proof of address (two items)
- BCSC Waiver and Release Form
- Current photo of the student
- Family/School Contract

Grievance Procedure

The Bronx Charter School for Children prides itself in being open to concerns and suggestions of the school community to ensure the success of the school. Toward that end, community members are expected to communicate with each other honestly and respectfully, and encouraged to offer possible solutions that are in the best interest of the school's students, families, and staff members.

Anyone wishing to formally complain about a school-related matter must direct their complaint in writing to the Head of School. The Head of School or his/her designee shall investigate the matter as soon as possible, and the Head of School shall issue a written decision to the complainant within 14 days after receiving the written complaint. If the HOS designates an investigator, the investigator shall make recommendations to the HOS only. All final decisions regarding the complaint shall be made by the HOS.

If the HOS is the subject of the complaint, or if the complainant wishes to appeal the decision of the Head of School, the complainant shall submit their complaint in writing to the Board of Trustees' Chairperson at jrosen@bcsc.org, for resolution. In such instances, a subcommittee of the Board of Trustees of the Board's designee will investigate the complaint and make recommendations for resolutions to the full Board. The Board, as appropriate and pursuant to Article 7 of the Public Officers Law, may consider the complaint in executive session. The Board shall render a decision in writing to the complainant within 30 days of having received the complaint.

In accordance with Education Law 2855(4), anyone who presents a complaint to the Board of Trustees alleging a violation of provisions of the Charter School Act, the charter, or any other provision of law relating to the management or operations of the charter school, and determines that the Board has not adequately addressed the complaint, may present the complaint to the School's chartering entity, the New York State Educational Department, which shall investigate and respond.