

**The Discipline Code and
Bill of Scholar Rights and Responsibilities**
Kindergarten - 8th Grade

Effective August 2022

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It is the policy of the Bronx Charter School for Children not to discriminate on the basis of race, color, religion, national region, citizenship/immigration status, age disability, marital status, sex, sexual orientation, or gender identity/expression in its educational programs and activities, and to maintain an environment free of sexual harassment, as required by law.

The Bronx Charter School for Children's Code of Conduct was prepared by Carolyn Lashley, Director of Culture and Family Engagement and the staff and scholars of The Bronx Charter School for Children.

*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.*

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Mission

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

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.

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’ prosocial 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 the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education (CSE).

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.

Home and School Partnership

Home and School Partnership

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

Family involvement is strongly encouraged in several ways at our school:

TBCSC COMMITMENT	PARENT/GUARDIAN COMMITMENT
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and faculty members are expected to communicate with parents/guardians at least monthly (minimum) and document that interaction and its purpose. Examples of methods of communication are by telephone, in person, or in writing. TBCSC staff members and school principal are expected to respond to parents/guardians within 24 hours of receiving the message. <input type="checkbox"/> Our Family Liaison or the Director of Family Service Department are the links between home and school. They will meet with parents/guardians of families in crisis, scholars with unusual or frequent absences/lateness to discuss their challenges, create an action plan/next steps for scholars, facilitate workshops, and assist families who have experienced tragedies and/or life altering setbacks. <input type="checkbox"/> Families will 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. All teachers will make a Home visit to their scholars' families during the month of September. <input type="checkbox"/> The Director of Culture and Family Engagement actively reaches out to 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians are expected to be <i>actively involved</i> in their children's academics. For example, parents/guardians are expected to work closely with their children to ensure homework is completed. <input type="checkbox"/> Parents/guardians are expected to 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. <input type="checkbox"/> Parents/guardians are expected to attend ALL FSA meetings being held/hosted by the school. Family Staff Association exists to promote parental involvement and inform/update parents of what has been happening within school. The meetings occur bi-monthly at the school to provide updates and to serve as an open forum for parents and guardians. All adults involved in scholars' lives are strongly encouraged to attend and participate in these meetings. The meeting schedule is posted on the school's FSA board in the main lobby, or at a designated spot in the

families to ensure **collaboration** and **shared responsibility** for scholars.

Middle School and is included in the BCSC calendar.

- Parents/guardians are required to update the main office of any/all contact number information or address changes.
- Parents/guardians must come to all school related events (Back to School Night, Parent Teacher Conferences, Family Staff Association meetings).
- Parents/guardians must sign Uniform Notices that are sent home by the teacher to ensure you received the information.

Family Responsibility to Support Learning

Attendance

New York State Attendance Law



Students must maintain a goal of at least **90% attendance (no more than 19 days absent)** in order to meet the promotion standards of the NYC Department of Education.

- TBCSC scholars need 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: 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.**
- TBCSC “is required” by New York City Board of Education to report excessive absences (**10 consecutive days or more**) to The Office of Children and Family Services (OCFS) under Educational Neglect.
- **TBCSC will retain (regardless of grades) scholars in his/her current grade if he/she is absent more than 19 days.**
- TBCSC will consider five (**5**) tardies (late arrivals) equivalent to one (**1**) absence and this will factor into student retention decisions.
- TBCSC is required by the New York City Board of Education to refer students with twenty (20) or more unexcused absences in a month to The Office of Children and Family Services (OCFS).
- TBCSC is committed to each scholar being at school every day to accomplish our mission of character development and preparation for selective middle school admission.

TBCSC Uniform

All scholars attending TBCSC are required to wear uniforms every day unless a “dress down” day is approved by the Principal as an incentive, special event, or as part of spirit day/week. When scholars are participating in Remote At-Home Learning, they are required to wear the uniform top. When reporting to the school for In-School Learning, scholars are required to wear the FULL uniform. The specific components of the uniform are described below.

	Grade K-5	Grades 6-8
Top	<ul style="list-style-type: none"> ● All scholars may wear light blue button-up oxford or light blue polo shirts. ● Scholars may wear long or short sleeved polos. ● Shirts must be tucked in at all times. ● Scholars in fifth grade must 	<ul style="list-style-type: none"> ● All scholars may wear light blue or white button-up oxfords. <i>Polo shirts are not permitted.</i> ● All scholars must wear a tie (bow tie, straight tie or cross tie). The tie must be plaid (light blue and white, Cookies #76 ONLY) ● Shirts must be tucked in at all times.

	<p>wear a tie (bow tie, straight tie or cross tie).</p> <ul style="list-style-type: none"> • Ties are optional for boys in grades kindergarten through fourth grade. • Ties are required for grade 5. 	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Scholars may wear a plain navy blue t-shirt ONLY on days they have Physical Education (P.E.)
<p>Bottoms</p>	<ul style="list-style-type: none"> • All scholars may wear navy blue pants, shorts, skirts, jumpers or Capri pants. • Skirts, shorts and jumpers must be knee length. • Sweatpants and leggings are NOT permitted. 	<ul style="list-style-type: none"> • All scholars may wear navy blue pants, shorts, skirts, jumpers or Capri pants. • Scholars may wear plaid (light blue and white, Cookies #76 ONLY) skirts or jumpers. • Skirts, shorts and jumpers must be knee length. • Scholars may wear navy blue sweatpants ONLY on days they have Physical Education (P.E.) <div style="text-align: center;">  </div>
<p>Sweaters and Blazers</p>	<ul style="list-style-type: none"> • In cooler weather, scholars may wear plain navy cardigans, pullovers, V-neck sweaters, fleece or sweater vests. • TBCSC hooded sweaters and sweatshirts may ONLY be worn on Fridays - NO exceptions. • non-TBCSC hooded sweaters/sweatshirts are NOT permitted 	<ul style="list-style-type: none"> • All scholars must wear a navy blue blazer (sweater or button up). Additional time will be allotted until the end of September to purchase these blazers. • In cooler weather, scholars may wear plain navy cardigans, pullovers, V-neck sweaters, fleece or sweater vests. • TBCSC hooded sweaters and sweatshirts may ONLY be worn on Fridays - NO exceptions. • non-TBCSC hooded sweaters/sweatshirts are NOT permitted
<p>Shoes</p>	<p>Scholars do not change clothes for physical education or recess. Please make sure that</p>	

	<p>all shoes are appropriate and safe for playing and running around.</p> <ul style="list-style-type: none"> ● All scholars 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 <u>not</u> permitted. ● Shoes with lights, wheels or other decorative features are <u>not permitted</u>. ● Scholars may select their own solid color socks and stockings as long as they are appropriate for school.
Belts	Belts must be worn if there are belt loops on the scholars' 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.

K & 1 scholars are mandated to bring in a change of clothes for when they need to change in the case of a spill or accident. It should be encased in a ziploc bag with both the child's name and teacher's name.

Actions Taken if Non-Compliant	
1st Incident	<ul style="list-style-type: none"> ✓ Teacher fills out Uniform Notice; checks 1st Notice box ✓ Teacher sends home white copy with scholar; provides DCSE with pink copy, and keeps yellow copy in classroom file ✓ Teacher speaks to scholar about his/her non compliance ✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log ✓ Parent/guardian signs uniform notice and sends it back to school with child
2nd Incident	<ul style="list-style-type: none"> ✓ Teacher fills out Uniform Notice; checks 2nd Notice box ✓ Teacher sends home white copy with scholar; provides DCSE with pink copy and keeps yellow copy in classroom file ✓ Teacher speaks to scholar about his/her non compliance ✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log ✓ Parent/guardian signs uniform notice and sends it back to school with child

3rd Incident	<ul style="list-style-type: none"> ✓ Teacher fills out Uniform Notice; checks 3rd Notice box ✓ Teacher sends home white copy with scholar; provides DCSE with pink copy, and keeps yellow copy in classroom file ✓ Teacher speaks to scholar about his/her non compliance ✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log ✓ Parent/guardian signs uniform notice and sends it back to school with child ✓ Director of Family Service Department calls family to determine family's needs and inquires how TBCSC can support/assist in ensuring compliance
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Scholars Bill of Rights

Scholars have the right to:

- Attend school and receive a free public education from kindergarten to age 21 or receipt of a high school diploma, whichever comes first, as provided by law.
- Be in a safe and supportive learning environment, free from discrimination, harassment, bullying and bigotry.
- Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship, weight, sexual orientation, physical and emotional condition, disability, marital status, and political beliefs
- Receive a written copy of the school's policies and procedures
- Be informed about 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 the school system

Communicating Expectations to Scholars

School Pledge

All classrooms recite the school pledge and adhere to their own created classroom rules in the class. The pledge will be stated every morning during morning announcements and at the Community Meeting.

- 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!

TBCSC Behavior Contracts

TBCSC staff members work with particular students to accomplish certain, identified behavior goals over a period of time. A contract will be created by both the teacher and scholar. The contract will involve daily communication with the family, in order to change 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.

Character Education

TBCSC 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.

TBCSC's Character Education Breakdown

What is ...	Program Description
TBCSC Core Values	<p>TBCSC recognizes the importance of our Core Values to our school community. Core values are what supports the vision, shapes the culture and reflects what TBCSC values. They are the essence of our school's identity by reflecting our beliefs about what we consider to be the most important and desirable qualities to guide ALL scholars' behavior.</p> <p>Our Core Values will have an outstanding impact in our classrooms in the areas of character development, social emotional development & overall classroom culture. It is the partnership of parents/guardians, community and school that contributes to the total development of the child.</p> <p>TBCSC's Core Values are:</p> <ul style="list-style-type: none"> ● Diligence - September/October ● Cooperation - November/December & January ● Tolerance - February/March/April, and ● Responsibility - May & June
Social Emotional Learning	<p>TBCSC has implemented a social and emotional learning (SEL) program that provides a foundation for safe and positive learning, and will enhance scholars' ability to succeed in school, careers, and life. Our Scholars will acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>The SEL components are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Responsible decision making
Sanford Harmony	<p>TBCSC has adopted a program for our K-5 scholars during their morning meeting each day. The program helps teachers cultivate strong relationships between all scholars</p>

	<p>via the Harmony Online Learning Portal. TBCSC teachers have access to the everyday practices of Meet Up and Buddy Up and a set of thematic lessons, activities, storybooks, and games. We recognize the value of teaching social and emotional skills to our scholars and offering strategies for problem-solving and building relationships with peers.</p>
<p>Second Step</p>	<p>TBCSC middle school has adopted the Second Step program and is practiced during their advisory period each morning. Second step is a classroom based social skills program aimed at our middle school scholars in reducing impulsive, high-risk, and aggressive behaviors while increasing scholars' social competence. The program builds on cognitive behavioral intervention models and is intended to teach scholars to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally aroused.</p>

Prohibited Items

The following items are prohibited from school, and the school reserves the right to take away any of these items from any child at any time during school hours. In addition, the school is not responsible for any of these items getting lost or stolen.

<p style="text-align: center;">Prohibited Items</p>	
<ul style="list-style-type: none"> ● Gum/candy ● Cellular phones or beepers ● Toys (includes video games and playing cards) ● DVDs and CDs ● Lip gloss or make-up of any kind ● Perfume ● Heelies (sneakers with wheels) ● Firearms ● Weapons 	<ul style="list-style-type: none"> ● iPods, walkmans, or CD players ● Radios ● Non-educational magazines (e.g. wrestling, car magazines) ● Distracting jewelry ● Money (please inform the teachers in cases when money is sent for specific reasons such as field trip payments, school pictures or book fairs)
<p style="text-align: center;">PROHIBITED ITEMS THAT WILL RESULT IN LONG-TERM SUSPENSIONS</p> <p style="text-align: center;">All students have the right of representation by counsel, the right to question witnesses and to present witnesses and other evidence on his/her behalf.</p>	
<ul style="list-style-type: none"> ● Starting a fire ● Using FORCE to take or attempt to take property from another scholar ● Using EXTREME force against or inflicting or attempting to inflict SERIOUS injury upon scholars or others ● Selling distributing illegal drugs ● Possessing a weapon ● In possession of or using a firearms 	

Responsibilities of Teachers

TBCSC Discipline Code

Color Chart System grades K-5

Color Chart - 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. Color charts are placed in each classroom and your child will be coming home on a color that was identified by his/her classroom teacher. Below, is what each color represents and your child's behavioral status will be shown on the communication logs that will be coming home to you daily. You will need to initial each day and look for any notes from your child's teacher (especially if their color was one that was **not** satisfactory - Yellow or below).

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.
- **Purple** identifies the scholar whose behavior is considered Royalty Superstar Behavior
- **Green** identifies our standard scholars - scholars who do exactly what's expected of them (no less/no more) - **every morning, every scholar starts on this color**
- **Yellow (Tier 1):** Identifies scholars 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.

TBCSC's Discipline Policy has gone through many facelifts to keep up with ever changing currents of society and their effects on our children. Please make sure you are inquiring about your child's color upon their return from school and read any comments left by your child's teacher regarding your child's behavior.

What's new?- Middle School

Part of our high expectations at TBCSC Middle is scholarly behavior. We expect our scholars to always strive to be the embodiment of **diligence, cooperation, tolerance and responsibility**. Recognizing our scholars are developing adolescents, all adults at TBCSC middle consistently recognize and celebrate *the effort* in meeting this expectation. In our school we do so by using PASS and awarding and tracking points via our online platform, PowerSchool Unified Classroom Behavior Support.

Important facts about the point system:

- Scholars have the potential of earning points in **all** of their classes.

- Points must fall under one of the following categories of PASS (Prepare, Abide/Adhere, Show respect, Stay focused) Scholars may earn 2 to 10 points per category. 40 points a class period. **Note: 20 points would mean stellar scholar behavior and work ethic.**
- Point potential is 180 a day.
- Points are public and awarded publicly by the teacher reinforcing the expectation
- Points are banked and **cannot be taken away.**
- Teachers only add points, and cannot subtract points.
- Parents can view their child’s PASS point accrual on the app **PowerSchool Unified Classroom Behavior Support.** With the app parents can follow their child’s point earnings in real time.

“P”- Prepared and ready to work (We do our best work all the time and every day.) (diligence)
In class on time

- Have all supplies (textbooks, handouts, etc)
- Have all supplies (textbooks, handouts, etc)

“A”- Adhere and abide to directives (We follow directions right away and all the way.) (cooperation)

- Listens the first time
- Does what is asked

“S”- Show Respect (We treat others the way we want to be treated.) (tolerance)

- Speaks respectfully to staff and peers
- Speaks when it is appropriate and their turn

“S” Stay on Task (We are responsible for what we do and say.) (Responsibility)

- Work the whole period
- Complete small group work

Recognizing our scholars are developing adolescents, all adults at BCSC middle will consistently recognize and celebrate scholars’ effort in meeting the expectations outlined above. In our classrooms we will award points when scholars meet our **PASS** expectations and track points via our online platform Kickboard. Kickboard for schools is online and viewable by families.

Important facts about the point system:

- Scholars have the potential of earning points in all of their classes.
- Points must fall under one of the following categories of PASS (Prepare, Abide/Adhere, Show respect, Stay focused) Scholars may earn up to 5 points per category. 20 points a class period. **Note: 20 points would mean stellar scholar behavior and work ethic.**
- Point potential is 200 a day.
- Points are public and awarded publicly by the teacher reinforcing the expectation
- Points are banked and cannot be taken away
- Teachers only award points, they do not subtract points.

Each month a PASS celebration will be planned and scholars will use their banked points to attend the celebrations or to buy items from the PASS store. PASS points will be recognized alongside Academic Achievement.

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	

Progressive Discipline

Progressive Discipline It is a core belief of the TBCSC that the FIRST and MOST IMPORTANT classroom management tool is the teacher's lesson plan. When teachers design and implement engaging, rigorous lessons for scholars and hold them to high academic and behavioral expectations, negative behaviors decrease significantly!

Therefore, this protocol is intended to ensure a common understanding and improve consistency across the school. There are times when this response plan is needed; however, it is our shared responsibility to identify and implement the most appropriate preventive strategies in our efforts to best support the success of each and every BCSC scholar.

Six Least Invasive Forms of Intervention

We want everyone to follow the directions of teachers in the quickest and least disruptive way, so we encourage the use of interventions listed below. Teachers should begin at number 1 and move down the list as needed.

1. **Nonverbal intervention** – Use eye contact with off-task students without interrupting instruction.
2. **Positive group correction** – Quick verbal reminder to all, “We’re following along in our books.”
3. **Anonymous individual correction** – Sends the message that there are individuals not following, “We need two people.”
4. **Private individual correction** – Correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do, “Quentin, I need you to track me so you can learn.”
5. **Lightning-quick public correction** – When you need to correct an individual publicly, make sure to minimize her time “onstage.” Something like, “Quentin, I need your eyes,” tells the student what to do and is efficient and effective.
6. **Consequence** – It’s best to solve noncompliance quickly and save consequences for occasional use. If you must use one, see the suggestions in **Technique 42 NO WARNINGS** for possible quick, calm, and noninvasive consequences. Some people mistakenly believe that ignoring misbehavior is the least invasive response, **but unchecked behavior will only persist and intensify.**

Technique 42: NO WARNINGS – Too often, teachers give a warning when addressing a student’s behavior. However, **giving a warning is not taking action.** Warnings tell students that misbehavior is tolerated a few times first. This does not mean that a consequence needs to be given every time a student does not meet your expectations. As mentioned earlier, consequences are overused and teachers can respond by breaking down the directive (**WHAT TO DO**) or having students try again (**DO IT AGAIN**).

However, when it is time to deliver a consequence, teachers should have a scaled system of incrementally larger consequences. For example, first have a student repeat an action more appropriately, and then require him to apologize, next take away a small privilege, then take away an entire privilege and make a phone call home. While doing this, be calm and be private.

Mandated Reporting

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.

BCSC SCHOOL-WIDE DISCIPLINE PLAN

SCHOOL-WIDE **CLASSROOM TRACKING CHART**

BEHAVIORAL PROTOCOL

LEVEL	BEHAVIOR	TEACHER RESPONSE:
1	<p>These behaviors are easily correctible and DO NOT involve overt disrespect to peers or teachers, but could become disruptive or impact the learning of self and/or others.</p> <ul style="list-style-type: none"> Making noises at an inappropriate time Calls out Not focused in class Talking during instruction Playing with cell phone (not texting) <p>REFER TO COLOR CODE SYSTEM(YELLOW COLUMN)</p>	<p>*Use the <u>6 least invasive interventions</u> **</p> <p>If behavior persists/is not corrected:</p> <ul style="list-style-type: none"> Immediately change card to the next level and reassure scholar that once behavior is fixed, card can be changed back (Reflection Form is placed in scholar's mailbox to be signed) <p>If behavior persists/is not corrected:</p> <ul style="list-style-type: none"> Scholar should be bounced to the back of the room for 5 minutes with a Reflection Form to complete
2	<p>General violations of safety, respect and effort; Intentional disruption of class, classroom property, or to the sanctity of learning for self and others</p> <ul style="list-style-type: none"> Rolling eyes & sucking teeth (repeatedly) Being mean to another scholar Talking back to an adult Bullying /harassing or discriminating against another scholar <p>REFER TO COLOR CODE SYSTEM (YELLOW/ORANGE COLUMN)</p>	<p>*Immediately change card to next level</p> <p>*Scholar should be bounced to back of room for 5 minutes with a Reflection Form to complete (placed in scholar's mailbox to be signed)</p> <p>*<u>Teacher calls home</u> and makes parent/guardian aware</p> <p>If behavior persists:</p> <p>*SCHOLAR IS WRITTEN UP ON ORANGE REFERRAL FORM</p>

3	<p>Egregious and overt violations of safety, respect and effort. Could easily put the child, other scholars, or staff members in danger and/or infringes on the rights of other scholars to learn</p> <ul style="list-style-type: none"> ● Leaving a location w/out permission ● Throwing an object(s) ● Constant refusal to do work or leave a location ● Physical aggression ● Possession of Weapon or firearm <p>REFER TO COLOR CODE SYSTEM (ORANGE COLUMN)</p>	<p>*Immediately change card to next level red</p> <p>*SCHOLAR IS WRITTEN UP ON ORANGE FORM</p> <p>*SCHOLAR SHOULD BE REMOVED FROM CLASS</p>
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Behavioral Consequences

For students who exhibit unsafe behaviors (orange or red) at the BCSC, the Director of Culture & Scholar Engagement and other school leaders reserve the right to set any of the following consequences:

- Half or full day in-school suspension (in another classroom)
- Half or full day(s) out-of-school suspension
- Expulsion Hearing conducted with Head of School and Director of Culture and Scholar Engagement

This form is sent out to parents regarding the child's behavior and includes the consequence.

BCSC Behavior Report Form

Scholar _____ Teacher _____ Date _____ Time _____

Location: In classroom In cafeteria On playground In hallway/stairwell On the bus In Bathroom
 Fire Drill Community Meeting Transitioning On Class Trip Other _____

<p>BEHAVIOR THAT DISRUPTS LEARNING Your child...</p> <p><input type="checkbox"/> Did not adhere to general school rules</p> <p><input type="checkbox"/> Verbally/physically disturbed his/her class</p> <p><input type="checkbox"/> Refused to cooperate/follow directions/complete work</p> <p><input type="checkbox"/> Used disrespectful language, gestures, actions</p> <p><input type="checkbox"/> Stole or attempted to steal from a student, staff member or the school</p> <p><input type="checkbox"/> Damaged school property or property of others</p> <p><input type="checkbox"/> Made inappropriate physical contact with another student (poking, tapping, etc.) _____</p> <p><input type="checkbox"/> Brought in an inappropriate item _____</p>	<p>HOW AN ADMINISTRATOR ADDRESSED THIS: In school today, your child was/will be required to:</p> <p><input type="checkbox"/> Complete a Stop and Think Form or <input type="checkbox"/> Apologize (Letter/Verbal)</p> <p><input type="checkbox"/> Lose _____ days of recess <input type="checkbox"/> 2 hour detention w/clean on _____</p> <p><input type="checkbox"/> Leave his/her classroom <input type="checkbox"/> No Participation in school event/trip, etc.</p> <p><input type="checkbox"/> Complete academic work in another classroom/dean's office</p> <p><input type="checkbox"/> Have lunch Detention (In Cafeteria or with dean) _____ Day(s)</p> <p><input type="checkbox"/> Complete Community Service on _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Your child was:</p> <p><input type="checkbox"/> Sent home today (Date: _____)</p> <p><input type="checkbox"/> Assigned a half/full day in school suspension on _____</p> <p><input type="checkbox"/> Placed on bathroom restriction from _____ to _____</p> <p><input type="checkbox"/> Mediated on _____</p>
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<p>BEHAVIOR THAT ENDANGERS OTHERS Your child...</p> <p><input type="checkbox"/> Attempted/caused injury to a student or staff member</p> <p><input type="checkbox"/> Taunted/teased another student</p> <p><input type="checkbox"/> Had a tantrum (banging, screaming, etc.)</p> <p><input type="checkbox"/> Picked up, threw, or kicked furniture</p> <p><input type="checkbox"/> Was involved in a physical fight</p> <p><input type="checkbox"/> Had a dangerous object _____</p> <p><input type="checkbox"/> Threatened a student or staff member</p> <p><input type="checkbox"/> Used disrespectful language, gestures, actions</p> <p><input type="checkbox"/> Brought in an inappropriate item _____</p> <p><input type="checkbox"/> Made inappropriate physical contact with another student (poking, punching, scratching, etc.) _____</p>	<p>HOW AN ADMINISTRATOR ADDRESSED THIS:</p> <p><input type="checkbox"/> Assigned a half day in school suspension on _____</p> <p><input type="checkbox"/> Assigned a full day in school suspension on _____</p> <p><input type="checkbox"/> Assigned a half day out of school suspension on _____</p> <p><input type="checkbox"/> Assigned _____ full day(s) out of school suspension on _____</p> <p><input type="checkbox"/> Warned about bus incident (verbally/written)</p> <p><input type="checkbox"/> Bus policy sent home</p> <p><input type="checkbox"/> Sent home copy of bus report (attached)</p> <p><input type="checkbox"/> Sent home copy of Expulsion Policy</p> <p>*If during a bus suspension your child is absent, he/she will have to make up that day upon return.</p>
<p><input type="checkbox"/> Was unsafe on the bus (<input type="checkbox"/> No seatbelt <input type="checkbox"/> Standing up <input type="checkbox"/> Walked the aisles <input type="checkbox"/> Open window <input type="checkbox"/> Jumping <input type="checkbox"/> Other)</p> <p><input type="checkbox"/> Used disrespectful language, gestures, actions on bus</p>	<p><input type="checkbox"/> Removed from the bus: Dates: _____</p> <p><input type="checkbox"/> 2 days a.m. & p.m. <input type="checkbox"/> 5 days a.m. & p.m. <input type="checkbox"/> Permanent suspension</p> <p><input type="checkbox"/> Walk waiver suspended/revoked on _____</p>

Details about what happened:

Phone parent/guardian

Left message

Made contact

Phone #s disconnected

Administrator: _____

NEXT STEPS FOR PARENTS/GUARDIANS

You now must:

Sign and date this form and return it to the BCSC office immediately

*Bring your child to a meeting with an administrator and your child's teacher before your child returns to school

*Date of meeting/hearing (re-entry/pre-expulsion): _____ Time: _____

Administrator: _____

Parent/Guardian Signature: _____ Date: _____

CHECK IF APPLICABLE:

The BCSC is committed to the safety and well-being of all students. Therefore, any behavior that threatens the safety and education of our students is subject to out-of-school suspension, probation and possible expulsion. Please make sure to discuss the BCSC's expectations with your child so that the concerning behavior ceases. Pursuant to NYS Education Law, you are entitled to an informal conference at the school to discuss the proposed suspension. You also have the opportunity to question any witnesses against your child if you desire. In addition, your child is entitled to one hour of instruction at the school during an out-of-school suspension. Homework assigned will be provided as well. Your child is responsible for all material sent home, however he/she will not be academically penalized during the suspension period.

Response to Critical Scholar Behavior

Automatic Scholar Removal from Classroom
<p>A scholar will be immediately removed from the classroom if he or she:</p> <ul style="list-style-type: none"> • Destroys classroom/room destruction • Throws furniture, items that can harm others • Hostile (aggressive/loud/argumentative) response to teacher • Play fighting • Continuous unsafe behavior on stairs (if after warning) • Audible cursing at teacher and/or other scholars
Critical Safety Concerns
<p>For students who continue to exhibit unsafe behaviors (throwing furniture, destroying school property, room destruction) at the BCSC or that make a choice that endangers others in the school community, the school reserves the right to set any of the following consequences:</p> <ul style="list-style-type: none"> • Extended out-of-school suspensions (more than 3 days) • Meeting with Director of Culture & Scholar Engagement • Recommendation to Head of School for IMMEDIATE expulsion

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 Director of Culture & Scholar Engagement, 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.

CRISIS CHAIN	
Staff Member	Phone Ext./Number
Mr. Mize	TBD
School Counselors	TBD
Mrs. Lashley	2625
Mrs. Maiuolo	2601
Main Office	0

What is a CRISIS? An event that is, or is expected to lead to, an **unstable** and/or **dangerous** situation affecting the scholars in the school and/or classroom. Crises are deemed to be “negative” changes in the school/classroom environment, especially if they occur abruptly. For example:

- Destroys classroom/room destruction
- Throws furniture, items that can harm others
- Hostile (aggressive/loud/argumentative) response to teacher

Expulsion Policy

Expulsion Process

Should a student at BCSC be recommended for expulsion, due to excessive and/or repeated violations of the BCSC academic and/or behavioral expectations, the school may choose to implement the pre-expulsion process.

The pre-expulsion process includes:

- A conference attended by the Head of School or designee, the Director of Culture & Scholar Engagement, the School Counselor and at least one of the student's teachers as well the child's parent/guardian and if appropriate the child.
- The development of the pre-expulsion contract which details the responsibilities of all parties, including the family, child and school, to support the student's success at the BCSC.
- The establishment of the terms of the probationary period:
 - The probationary period is at minimum 4 weeks.
 - Students must follow guidelines below:
 - Under these terms, should the student commit any combination of three minor disciplinary infractions or one suspension the student may be expelled.
- Scheduling of a follow-up conference date.

If a student successfully completes the probationary period, the school will review the academic and disciplinary record regularly to monitor progress. Should the scholar once again begin to violate the school's code, an additional probationary period and pre-expulsion meeting is not required.

A final decision of expulsion is determined at the expulsion hearing.

Procedure for Expulsion

Should a scholar's behavior warrant an expulsion, the following steps are taken:

1. The Head of School or another representative of the school's administration notifies the parent or guardian immediately.
2. The Head of School notifies the parent/guardian in writing of the offense and clearly indicates the intent of the school to expel the child. The letter contains a specific date

and time for an expulsion conference to be held with the Head of School or designee. The conference is held within 5 days of the offense.

3. The student is placed on immediate suspension from school.
4. A third party commissioned by the School conducts an investigation and submits a written report to the Head of School.
5. The expulsion conference is attended by the child, the Head of School, the Director of Culture & Scholar Engagement and is recorded. The results of the investigation are reported and all parties present their sides. The Head of School makes the final decision to recommend expulsion or not at the expulsion conference. Written findings are forwarded to the parent or guardian within 5 days.
6. If the Head of School recommends expulsion, the parent or guardian is advised of a hearing date and time. Failure to attend the hearing will waive the parent's or guardian's option to appeal, and the expulsion is upheld. If the parent or guardian attends the hearing, a hearing officer from the BCSC Board of Trustees, may choose to uphold or veto the Head of School's decision.

****Note:** During this expulsion hearing, parents are advised that their child will not be remaining in the building, but must leave with the parent until a decision has been made.

Responding to Acts of Harassment & Bullying:

Stopping a behavior just to stay out of trouble is likely to be temporary. Our actions have the potential to influence students' thinking. If disciplinary interventions for peer-to-peer aggression vary widely depending on which adult is present and on which student shows the behavior, students learn that what you do counts less than who sees it or what your reputation is. If disciplinary interventions are based on adult expressions of anger or frustration, students are more likely to believe that they got in trouble because of the feelings of an adult rather than because of their own behavior. So, with this said, TBCSC put into place some steps to take in responding to bullying.

- Stop the behavior if individual intervention is safe- or otherwise call for help ,
- Protect the target,
- Remind bystanders to take action next time,
- And apply consequences when appropriate (write up scholar(s) involved in the act

What does bullying look like?

- Punching, kicking, and pushing down
- Running into others roughly
- Slapping, grabbing, and pushing
- Shoving and shouldering

- Touching or grabbing private parts of others' bodies
- Starting or spreading rumors (truthful or false statements that are likely to embarrass)
- Low-level name-calling ("You're mean"; "You're no good at kickball" "Doofus")
- Name calling related to academic ability, body shape, or appearance
- Name calling related to family income or family characteristics
- Name calling related to gender, sexual orientation, race, or ethnic background Other sexual comments
- Use of words relating to sexual orientation or race or gender as general derogatory comments not aimed at person ("That test was so gay" " The Red Sox played like girls this season" etc...)
- Threats
- Cutting in line
- Taking possessions
- Saying: "I don't want to play with you today"
- Breaking up with a friend
- Exclusion: Telling other people not to play with someone
- Mimicking, making faces, following without threats

On the other hand, if school staff has made **consistent efforts to build positive relationships with every student through greeting, initiating positive interactions, frequent use of honest, action-based praise, and other mentoring initiatives that attempt to build staff-student connections for each student, students are more likely to understand that disciplinary interventions are based on our caring for them. We also help students to learn this lesson when we maintain a positive emotional tone during the discipline intervention. When discipline interventions are consistent no matter which staff member is involved, and when they are consistent no matter which student displays a certain behavior, students are more likely to view them as fair, and thus to learn from them.** When we focus our later discussions with students who have broken rules on helping them discover what was wrong with their behavior, what goals their actions were directed toward, and how else they could have reached that goal, students are more likely to find other paths to get their needs met without hurting others.

Responding to Acts of Discrimination:

TBCSC strongly feels that every scholar has the right to an education free from discrimination that provides high-quality, equitable opportunities to learn. Unfortunately, sometimes individuals may act in ways that violate this right. Discrimination occurs when people are treated unequally or less favorably than others because of some real or perceived characteristic.

Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student and parent counseling

Harassment by Teachers

TBCSC does not tolerate harassment or derision of any sort directed at its scholars. TBCSC is committed to providing a culture free of harassment and expects ALL employees to conduct themselves in accordance with this policy.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception. Employees who have committed acts of discrimination or harassment are subject to redress ranging from counseling to suspensions or termination of employment.

Special Education/ Students with Disabilities

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 TBCSC 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 along with the grade team discusses concerns and interventions at Student Inquiry Meetings (SIM).
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 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.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that TBCSC, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, TBCSC 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 TBCSC 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 TBCSC to disclose information from your child's education record without your prior written consent, you must notify the school in writing by November 1st. TBCSC 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

Grievance Policy

The BCSC Community is Solution-Oriented

The Bronx Charter School for Children prides itself in being open to the 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.

Grievance Procedure

All issues should proceed up the ladder beginning with the classroom teacher/s, specific support person, and then to the Head of School if the situation is not resolved to your satisfaction. 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 or 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 Head of School designates an investigator, the investigator shall make recommendations to the Head of School only. All final decisions regarding the complaint shall be made by the Head of School.

If the Head of School 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 for resolution. In such instances, a subcommittee of the Board of Trustees or 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 a complaint

In accordance with Education Law § 2855(4), anyone who presents a complaint to the Board of Trustees alleging a violation of the 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 Education Department, which shall investigate and respond.

