

THE  
**Bronx Charter  
School  
for Children**



2022-2023

# Family Handbook

Policies and Procedures

## **Elementary School**

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[www.tbcsc.org](http://www.tbcsc.org)

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**Calendar 2022-2023**

\*\*\*This Calendar is Subject to Change\*\*\*

- On Wednesdays, scholars will be dismissed at 1:00 pm.

- On "Snow Days" or days when the school building is closed due to an emergency, all students and families should plan on participating in remote learning.

# 2022

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15-26 Staff Prof. Dev.  
18 Board Meeting at 4:30 pm  
29 First Day of School  
29-31 Scholars Dismissed at 1pm

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Scholars Dismissed at 1pm  
5 Labor Day - CLOSED  
15 Board Meeting at 4:30 pm

October						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	1 <sup>1/8</sup>
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5 Yom Kippur - CLOSED  
10 Indigenous Peoples Day - CLOSED  
20 Board Meeting at 4:30 pm  
28 Parent/Teacher Conferences  
School is NOT in session

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8 Election Day - CLOSED  
11 Veterans Day - CLOSED  
17 Board Meeting at 4:30 pm  
21-25 Thanksgiving Recess - CLOSED

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15 Board Meeting at 4:30 pm  
22 Scholars Dismissed at 1:00 pm  
23-30 Winter Recess - CLOSED

# 2023

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Winter Recess - CLOSED  
3 School Resumes  
16 Martin Luther King Jr. Day - CLOSED  
19 Board Meeting at 4:30 pm

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

16 Board Meeting at 4:30 pm  
17 Scholars Dismissed at 1:00 pm  
20-24 Midwinter Recess - CLOSED

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16 Board Meeting at 4:30 pm  
24 Parent/Teacher Conferences  
School is NOT in session  
31 Scholars Dismissed at 1:00 pm

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

3-7 Spring Break - CLOSED  
17 NYSESLAT Speaking Begins (ends 5/26)  
20-24 NYS ELA Exam (grds 3-8)  
21 Eid al Fitr - CLOSED  
20 Board Meeting at 4:30 pm

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2-4 NYS Math Exam (grds 3-8)  
15-26 NYSESLAT Listening, Reading, Writing  
18 Board Meeting at 4:30 pm  
23 Grd 8 Science Perf. Test Begins (ends 6/2)  
29 Memorial Day - School Closed

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Grade 8 Science Written Test  
15 Board Meeting at 4:30 pm  
19 Juneteenth - CLOSED  
26-27 Scholars Dismissed at 1:00 pm  
27 Last Day of Classes

## TBCSC 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	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. 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.
December 2000	The founders' group incorporated as the Friends of the Bronx Academy Charter School, a 501 (c)(3) non-profit organization.
January 2003	TBCSC 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	TBCSC opened its doors to 132 kindergarten and first grade scholars, offering a welcomed alternative for children to receive a high quality education in the Mott Haven section of the South Bronx.
December 2007	TBCSC was granted a charter renewal for 2008-2011
December 2010	TBCSC was granted a charter renewal for 2011-2016.
May 2016	TBCSC granted a charter renewal for 2016-2019.
April 2019	TBCSC granted a charter renewal for 2019-2024 and approved to become K-8 school
August 2021	TBCSC opens its doors to new Middle School Facility (grades 6-7)

## **Mission and Vision**

The Mission of The Bronx Charter School for Children is to empower our children to achieve their greatest potential both as scholars 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 scholars 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 scholars, 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 scholars

## TBCSC OPERATIONAL POLICIES AND PROCEDURES

### School Hours and Attendance

The Bronx Charter School for Children adheres to an extended-day, extended year model. Regular school hours are below. Breakfast will be served in the school 30 minutes prior to the start of the instructional day - 8:00 am for elementary school and 8:30 am for middle school.

#### First Week of School

The first day of school for scholars in grades 1-8 is Monday, August 29th.

- **Kindergarten** should report to 388 Willis Avenue at 9:00 am. Breakfast will be available for scholars.
- **Grades 1 - 5** should report to 388 Willis Avenue at 8:00 am if they want school breakfast or at 8:30 am if they choose to eat at home.
- **Grades 6 and 8** should report to 423 East 138th Street at 8:30 am if they want school breakfast or at 9:00 am if they choose to eat at home.
- **Grade 7** scholars should report to 388 Willis Avenue at 8:30 am if they want school breakfast or at 9:00 am if they choose to eat at home.
- **Every day during this first week, scholars in grades 1-8 will be dismissed at 1:00 pm and kindergarten will be dismissed at 12:30 pm.**

After the first week of school, we will resume our regular schedule.

#### Regular School Hours

##### **Elementary School**

Monday 8:30 am - 4:00 pm

Tuesday 8:30 am - 4:00 pm

Wednesday 8:30 am - 1:00 pm

Thursday 8:30 am - 4:00 pm

Friday 8:30 am - 4:00 pm

*\*Breakfast is served between 8:00 am - 8:20 am daily*

##### **Middle School**

Monday 9:00 am - 4:30 pm

Tuesday 9:00 am - 4:30 pm

Wednesday 9:00 am - 1:00 pm

Thursday 9:00 am - 4:30 pm

Friday 9:00 am - 4:30 pm

*\*Breakfast is served between 8:30 am - 8:50 am daily*

#### **Attendance**

- TBCSC scholars are expected to attend school each day (including half days) for the full day and arrive on time.
- 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.**

- o If the child is absent due to him/her being required to attend an agency meeting (i.e. NYCHA, Human and Health Services, court), an absence note **must** be submitted **on agency letterhead, signed** by an agency representative.
- **TBCSC has the right to retain (regardless of grades) scholars in his/her current grade if he/she is absent more than 19 days.**
- TBCSC considers five **(5) tardies** (late arrivals) equivalent to one **(1) absence** and this will factor into scholar retention decisions.
- 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.

## School Building Closures and Emergencies

On "Snow Days" or days when the school building is closed due to an emergency, all students and families should plan on participating in remote learning.

In the case of schoolwide building closures or delayed openings due to inclement weather or emergencies. TBCSC makes school announcements on:

- **Class Dojo "School Stories"**
- The Local News Stations: CBS and News12
- TBCSC FaceBook page
- School Messenger: an automated system that contacts families/staff via the phone

For scholars 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:** TBCSC does not follow the closures/delayed openings of the NYC Department of Education. Instead, the TBCSC makes informed decisions based on the safety of our families and staff.

## Covid-19 Policies

- Masks are *required* to be used by persons in isolation/quarantine that have returned to the building for days 5-10 of their isolation/quarantine period. For all other persons, masks are *recommended* to be used while indoors. This policy is subject to change in response to changing conditions (e.g. rise in school positivity rates) or updates to local/state/federal guidelines.
- Prior to arrival on **each school day**, families are asked to review the [CDC screening guidelines](#) to determine if their child is fit to attend school inside of the building.



- **Any scholar that has [Covid-like symptoms](#) must stay home.** Families should contact the TBCSC Main Office to notify the school of their child's symptoms and absence. It is recommended that anyone with Covid-like symptoms get tested as soon as possible after symptoms begin.
- Water fountains have been disabled to prevent the spread of germs and have been replaced with bottle fillers. All scholars are encouraged to bring a bottle of water to school each day.
- Parents must report if their scholar tests positive for Covid-19. TBCSC reports all positive cases that affect our school community to the NYS Department of Health (DOH) and to the NYC Track-and-Trace program. If a scholar is required to quarantine, the school will make arrangements so that learning may continue at home.

### **Isolation and Quarantine Requirements**

- Anyone (staff, scholars, visitors) that tested positive for Covid-19 in the past 5 days may not report to the school building. If they are asymptomatic, they may return to the building on day 6 and must wear a mask through day 10. (Day 0 is the day the Covid test was administered).
- Anyone experiencing symptoms must isolate until their Covid test result has been received OR 5 days, whichever is first. If the test result is negative, isolation can end. If the test result is positive, they are required to isolate for a minimum of 5 days (day 0 is the day symptoms start; isolation ends after day 5.) After day 5, they may return to the building when fever-free for 24 hours without fever-reducing medication AND symptoms have improved. Masks are required to be worn through day 10.
- There are currently no CDC quarantine requirements for domestic or international travel. These policies are subject to change. TBCSC will follow the guidelines of local and state entities.

### **Return to the School Building**

- A staff member or scholar who has tested positive for COVID-19 may return to school if:
  1. It has been 5 days since the staff member or scholar tested positive or since the onset of symptoms; AND
  2. The staff member's or scholar's overall symptoms are improving; AND
  3. The staff member or scholar is fever-free for at least 24 hours without the use of fever-reducing medicines.
- When possible, remote access to the class and/or work will be provided for persons required to isolate/quarantine at home for the period of time that they are not permitted inside of the school building.

## Traveling to and from TBCSC

### Grades K-6

TBCSC scholars in grades K-6 are permitted to walk to and from school with a signed *TBCSC Safety Walk Waiver Consent Form*, which the scholar's parent/guardian **must submit in PowerSchool** before the scholar will be permitted to walk to/from school. The Walk Waiver form is OPTIONAL and only applies to the current school year. Parents/Guardians must complete the form every year if they would like their child to walk to/from school on their own.

Scholars with signed waivers will not be permitted to leave the school early on their own for any reason. If a scholar must leave school early on a particular day, the school will dismiss the scholar early but only to the parent or to an escort who is authorized by the parent/guardian in PowerSchool; the scholar 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 or by updating their child's information in PowerSchool. Scholars 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.

### Grade 7-8

Grades 7 and 8 will be dismissed at the end of each school day to walk home on their own. This privilege may be revoked if the scholar has demonstrated unsafe behavior. At no time will scholars be permitted to leave early on their own. If a scholar needs to be dismissed early, they must be picked up by an authorized escort. Parents/guardians that have an extenuating circumstance that would require their child to wait in the school for pick-up, may submit their request to the TBCSC Middle School Main Office by calling 929-399-8100 or via email at [info@tbcsc.org](mailto:info@tbcsc.org). Requests are subject to approval.

Please note that on Wednesdays, 7th graders will leave the elementary school at 11:40 PM - 11:55 PM to attend Community Meeting in the Middle School building (423 E. 138th Street). On these days, 7th graders will be dismissed at the end of the day from the middle school building.

## Arrival and Dismissal

### Elementary School (Grades K-5)

TBCSC Elementary School opens to scholars promptly at 8:00 am for breakfast and at 8:25 am for scholars that choose to eat breakfast at home. Escorts are expected to stay with scholars 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 scholars at the door. In the case of inclement weather, the families and scholars may be allowed to wait in the building’s vestibule if space permits.

On Mondays/Tuesdays/Thursdays/Fridays, scholars are dismissed at 4:00 pm. On Wednesdays, scholars are dismissed at 1:00 pm. Authorized escorts must present valid picture ID to pick up scholars. Scholars will be dismissed outside every day. Be sure to keep this in mind and dress your child appropriately. On days of inclement weather, we may have indoor dismissal. On indoor dismissal days, escorts must line up outside the front doors and follow the guidance of security and office staff. All scholars will be located in assigned 1st floor rooms during indoor dismissal days.

As keeping our scholars safe, and ensuring smooth transitions are our priorities, **early pick-ups will not be allowed between 3:40 pm and 4:00 pm Mondays/Tuesdays/Thursdays/Fridays, between 12:40 pm and 1:00 pm on Wednesdays, 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 scholars. **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.

### Middle School (Grades 6 - 8)

TBCSC Middle School opens to scholars promptly at 8:30 am for breakfast and at 8:55 am for scholars that choose to eat breakfast at home.

On Mondays/Tuesdays/Thursdays/Fridays, scholars are dismissed at 4:30 pm. On Wednesdays, scholars are dismissed at 1:00 pm. Authorized escorts must present valid picture ID to pick up scholars. Scholars will be dismissed outside every day. Be sure to keep this in mind and dress your child appropriately. On days of inclement weather, scholars may be dismissed from the 1st floor cafeteria/gym of 423 East 138th Street.

### Wednesdays at TBCSC (Middle school)

Each Wednesday we break from the regular schedule. Please see the schedule for 6th and 8th at 423 E. 138th Street and 7th at 388 Willis Ave.

<b>6th and 8th Grade</b> <b>423 E 138th</b>	<b>7th Grade</b> <b>388 Willis Ave</b>
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9:00-9:35	Advisory			9:00-9:35	Advisory
9:40-10:55	What I Need - ELA	9:40-10:45	What I Need - ELA		
		10:45 - 11:00	Transition to 423 E 138		
11:00-11:45	community meeting	11:00-11:45	community meeting		
11:50-12:50	What I Need - Math	11:50-12:50	What I Need - Math		

WIN (What I Need) is an intervention time for scholars based on their areas of need where they will get extra support and instruction. We monitor our scholars learning weekly and from this data teachers can see where our scholars may need extra help or can be challenged further. Each week the scholars are grouped in WIN groups. This intervention comes outside of their regular classroom setting and may be from a different instructor giving the scholar an opportunity to practice a skill, fill in gaps in their learning or dig deeper into a new concept in a new setting and perhaps from a different teaching perspective.

## **TBCSC 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.

## 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

## Consequences

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



**TBCSC Middle School Technology  
Acceptable Use Agreement**

Scholars **must**:

1. Use the device provided only to access learning activities.
2. Follow the same guidelines for respectful, responsible behavior online that scholars are expected to follow offline.
3. Treat this device carefully, and alert the Main office/classroom teacher if there is any problem with the operation.
4. Understand that this equipment is property of TBCSC and should be treated as such.
5. If equipment is stolen, a police report must be filed.
6. Alert a teacher or other staff member if students see threatening, inappropriate, or harmful content (images, messages, posts) online. Be cautious to protect the safety of the scholar and others.
7. Help to protect the security of school resources.

Scholars must **NOT**:

1. Use this device in a way that could be personally or physically harmful.
2. Attempt to find inappropriate images or content.
3. Engage in cyberbullying, harassment, or disrespectful conduct toward others. Such conduct will result in disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.
4. Try to find ways to circumvent the school safety measures and filtering tools.
5. Use school technologies to send spam or chain mail.
6. Use language online that would be unacceptable in the classroom.
7. Use school technologies for illegal activities or to pursue information on such activities.
8. Attempt to hack or access sites, servers, or content that is intended for scholar use. Alter a school device hardware or installed software

If and when a scholar does not follow the **TBCSC Middle School Technology Acceptable Use Agreement** the following consequences will be administered by school administration:

<b>First Offense</b>	Parents are notified.
<b>Second Offense</b>	Parents are notified. Scholar receives an <b>In-School Suspension</b> .

	Laptop privileges suspended for two weeks.
<b>Third Offense</b>	Parents are notified. Scholar receives an <b>Out-of-School Suspension</b> <b>Laptop privileges suspended for one month.</b>
<b>Fourth Offense</b>	Parents are notified. Scholar receives <b>2 day Out-of - School Suspension. Laptop privileges permanently suspended for the school year.</b>
<p><i>Please note: Scholars will be able to check out a loaner laptop if it is needed for in class instruction and they return it to the classroom teacher at the end of each period. Otherwise the scholar completes all work on paper.</i></p>	

## 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 Scholars 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 scholars' 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 scholar's difficulties may be a manifestation of a known or suspected disability which does or may require special education services, and the scholar has not previously been evaluated by the Committee on Special Education, the scholar should be referred immediately to the CSE. See, also Scholars with Disabilities (see below).

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

## Prohibited Behavior

TBCSC 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 scholar 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 scholars, 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 TBCSC deems inappropriate and prohibited in school, at school-related events, as well as during travel to and from such events. TBCSC 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. Scholars may not wear perfume, distracting jewelry, press-on nails, lip gloss, lipstick or make-up of any kind. Middle School scholars are allowed to wear cologne and or perfume that is not a distraction to

- others.
6. Scholars 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 scholar, 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 bringing 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 scholar, 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

### ***TBCSC Behavior Contracts***

Where it is deemed appropriate, TBCSC staff members work with particular scholars 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**

TBCSC strongly believes that proper behavior should be expected. Our goal is for our scholars to internalize a sense of personal responsibility. Scholars are expected to follow the rules set by teachers in classrooms, and adhere to TBCSC Discipline Code. We believe that scholars 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 & NO COLOR**) with classroom-based consequences and parent/guardian contact. For **Middle School families** you will have the opportunity to view how many PASS points their scholars have earned via our online platform Kickboard for schools. However, in cases that are severe enough for the teacher to refer a scholar 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 TBCSC Discipline Code and the administrators best judgment, and communicate this to the teacher, the scholar and the scholar'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 scholars 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 scholar and notice to parents/guardians;
- Removal from class or reassignment to another class;
- Lunch detention;
- Reprimand;
- Writing assignment;
- Peer mediation;
- Learning and behavioral contracts between or among the school, parent/guardian and scholar;
- 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 TBCSC

For minor infractions, TBCSC aims to determine an appropriate in-school course of action in consultation with the teacher, parent/guardian and administration. Scholars displaying inappropriate or disruptive behavior may be asked to participate in a conference with the teacher, parent/guardian and administrators. The intent and purpose of such a 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:**

TBCSC will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a scholar'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 scholar 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 scholar; 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 scholar 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):**

TBCSC has a DAC. The DAC's name and contact information will be available to scholars 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 TBCSC and works to ensure that all scholars 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**

Scholars should report violations of the Code and Dignity Act Policy immediately to the Principal or DAC. This is true whether the scholar 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 scholar, 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 scholar 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). Scholar 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 scholar'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. Scholars on suspension are required and expected to complete all school work. In addition, when appropriate, the scholar 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 scholar, 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 scholar of the scholar'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. Scholar 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 scholar 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. Scholars on suspension are required and expected to complete all school work. In addition, when appropriate, the scholar 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 scholar 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 scholar during the term of the suspension in any alternate education program that is operated by the scholar's school district of residence.

### Expulsion from TBCSC

An expulsion is the permanent removal of a scholar from the school. In the case of conduct which in the school's judgment warrants expulsion, the scholar 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 scholar, the school will cooperate with any school to which the scholar seeks to enroll, including providing the receiving school with all relevant information regarding the scholar's academic performance and scholar records, upon request of the school or parent/guardian. An expelled scholar will be provided with alternative instruction. The means and manner of alternative instruction will be the same as for a scholar who has been suspended. [Alternative instruction will be provided until the scholar is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the scholar'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 scholar in an alternative education program operated by the scholar's school district of residence either through agreement with the school district or by operation of law.

### Appeals

An appeal from a written decision imposing a short-term suspension, long-term suspension or expulsion may be made, in writing, to TBCSC'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 appealed to the school's authorizer pursuant to Education Law §2855(4) and TBCSC's policy on Grievances and Complaints to the Board of Trustees.

## **DISCIPLINARY PROCEDURES FOR SCHOLARS WITH DISABILITIES**

The school's disciplinary policy, as regards any scholar 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 scholars with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the scholar's school district of residence as necessary to ensure compliance with applicable law and regulation.

Generally, a scholar with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a scholar 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 scholar'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 scholar and can interpret information about the scholar's behavior generally; (b) the parent/guardian; and (c) relevant members of the scholar'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 scholar's disability.

A scholar 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 scholar 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 scholar with disabilities, the school will follow the notice procedures described above for scholars 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 scholar's IEP together with all relevant information within the scholar'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 scholar'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 scholar 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 scholar 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 scholar 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 scholar for more than 10 days, a manifestation meeting must be commenced before the scholar is removed, except when the scholar 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 scholar’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 scholar’s disability, the hearing may proceed to the penalty phase.

If a scholar 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 scholar with a disability may be disciplined regardless of whether the conduct is related to the scholar’s disability.

### Alternative Instruction

If the suspension is upheld, the scholar, at the school’s sole discretion, 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 scholar would be subject to suspension for the same

behavior.

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

## **APPEALS**

The appeal process for scholars with disabilities is the same as for scholars 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 in the morning the scholar returns to school. At this meeting, family members, the Dean of Culture and Families or the Principal or their designee 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 TBCSC.

## 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"> <li><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. <b>TBCSC staff members and school principal are expected to respond to parents/guardians within 24 hours of receiving the message.</b></li> <li><input type="checkbox"/> Our <b>Family Liaison or the Director of Family Service Department</b> 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.</li> <li><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. <b>All teachers will make a Home visit to their scholars' families during the month of September.</b></li> <li><input type="checkbox"/> The Director of Culture and Family Engagement actively reaches out to families to ensure <b>collaboration and shared responsibility</b> for scholars.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians are expected to be <i>actively involved</i> in their children's <b>academics</b>. For example, parents/guardians are expected to work closely with their children to ensure homework is completed.</li> <li><input type="checkbox"/> Parents/guardians are expected to <b>work closely and communicate with their child's teacher</b> 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.</li> <li><input type="checkbox"/> Parents/guardians are expected to attend <b>ALL</b> FSA meetings being held/hosted by the school. <b>Family Staff Association</b> 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 Middle School and is included in the BCSC calendar.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians are required to update the main office of any/all contact number information or address changes.</li> <li><input type="checkbox"/> Parents/guardians must come to all school related events (Back to School Night, Parent Teacher Conferences, Family Staff Association meetings).</li> <li><input type="checkbox"/> Parents/guardians must sign Uniform Notices that are sent home by the teacher to ensure you received the information.</li> </ul>
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## F.S.A. (Family Staff Association)

TBCSC'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. TBCSC'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 TBCSC, 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:** TBCSC staff, parents, and teachers have a shared responsibility to align their efforts toward the achievement of our association's initiatives.

TBCSC appreciates that involved parents understand the challenges that the school faces 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.

## Parent Ambassadors: (Parents WANTED)

### K-5 - 1 per classroom / 6-8 - per grade level

What is a Parent Ambassador? A liaison between the classroom and the school.

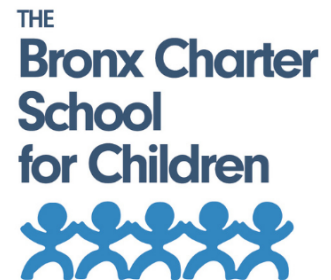
What does this role entail? (this list is not exhaustive)

- help keep other parents informed about what's going on in the school

- monthly meeting with other P.A.'s
- help chaperone class parties
- attend FSA (Family Staff Association) meeting

### Family Support Division (Elementary/Middle)

We provide support with:  
Addiction/Substance Abuse  
Anxiety/Depression  
Financial Distress  
Caregiver Stress  
Unemployment  
Mental Health  
HRA, ACS



DO YOU NEED  
SUPPORT?  
WE CAN HELP!

Contact our  
Family Services Department



[familyservices@tbcsc.org](mailto:familyservices@tbcsc.org)

718.402.3300

Housing  
Food Pantry  
Immigration  
Court Orders  
Domestic Violence  
Order of Protections  
Medicare/Healthcare  
...and much more!



For urgent matters, call Mrs. Miranda at 347.424.6837

## Briefing of Family Services

September, 2022

Dear TBCSC Families,

*Welcome Back! I hope you and your family had a safe summer vacation. I also hope your child is prepared and ready to embark on an incredible new school year. My name is Jessica Miranda; I am the Director of Family Services.*

*My role this school year is to offer assistance to our parents and guardians in need due to family stressors (children's mental health concerns, parenting challenges, financial struggles, support with HRA or substance abuse, domestic violence, immigration concerns and much more). I am here to aid families and children through: personal goal setting, active listening, offering respect & confidentiality regarding all situations, connections to community resources, knowledge of various agencies, self-advocacy advice and most importantly your bridge between school and home.*

**How it works:** *I meet with many parents/guardians, like yourself, to understand your unique situation and offer answers to many of your questions and concerns. I also work with many parents to develop a plan for addressing their family's needs. I help family members identify appropriate community resources; improve communication between parents & schools, offer mental health providers and other community resources. My ultimate goal is to empower our parents/guardians with knowledge of their rights within the community that will ensure they make and implement positive decisions necessary for their child.*

**Ways to Connect:** *You can contact me during the school day by calling the main office (718) 402-3300 Ext: 308 and asking for Mrs. Miranda, you can call my cell (347)424-6837 during school hours and after, or e-mail me at [jmiranda@tbcsc.org](mailto:jmiranda@tbcsc.org). We also welcome Zoom (Personal Meeting ID 439 023 6235 Password: family), Facetime: (347) 424-6837 and or WhatsApp: (347) 424-6837. If I cannot answer all your questions, I will direct you to the proper person(s), agency or organization for further assistance. I look forward to meeting you and working with you in the near future.*

Best regards,

Jessica Miranda

Director of Family Services

### Information regarding: Child Custody

At the time of school entry or at any other time when a change in custody status/arrangements occurs, it is the responsibility of the parent(s) to provide the school with a copy of the legal document from the parent for any student for which there is a legal custody agreement or for any student not residing with his/her parent. This document shall be reviewed by our Director of Family Services



School communication with the appropriate guardian is essential. Accordingly:

- Custodial parents must identify in writing other adults who may have access to information regarding their child.
- Non-custodial parents may receive information (when requested) regarding the child unless specific documentation to the contrary is provided in the legal custody agreement.

Non-custodial parents may pick up a child only if written permission has been granted by the custodial parent.

### **Information regarding: Order of Protection**

TBCSC is committed to helping traumatized children learn, and understand that domestic violence does not just traumatize the victim but also the children. Which is why we have our Family Service Department and support the family in those challenging times.

A major important part of this support is that where there is a restraining order protecting the child or parent, the school invites the protected parent or parent of the protected child to bring a copy of the order and a photo of the parent subject to the order to the school and to meet with our Director of Family Services, Mrs. Miranda.

If this is not provided, “directory information” can be released without a parent’s consent unless the parent notifies the school not to release the information without his or her consent.

### **Collaborate with parents who have restraining orders and help them meet the safety needs of themselves and their children**

Our Family Services Department will meet with a parent who has a restraining order and review each of the terms of the order with the parent so that the meaning of each term is mutually understood.

- Place a copy of the order in the student’s school record.
- Provide copies of the order to key school personnel who may have contact with the abusive parent.
- Note the expiration date of the order.
- Have a conversation with the parent about whether she/he has any particular safety-related requirements for methods of communication between school personnel and her.
- Have a conversation with the parent about her/his plans concerning extending the order when it is set to expire.
- Have a conversation with the parent about how, within the terms of the order, the school can best support the order being obeyed.
- Discuss with the parent whether and how school personnel should communicate with her about violations of the order.

- Discuss and implement a secure means for communicating the information developed in these conversations to key school personnel.
- Honor a parent's request not to release directory information.

## How TBCSC Addresses ACS Cases

TBCSC recognizes the effect the pandemic, financial & family stress, & mental health has had on our families. Family dynamics can change due to stressful situations where ACS becomes a factor. In an effort to partner and support our families, this is how our Family Service Department addresses ACS cases.

- *We connect with the family's ACS worker to collaborate on how we can offer support to you.*
- *We assist our family with whatever mandates are required by ACS.*
- *We check in with our families before, during and after the process to keep the line of support open/constant.*
- *If need be, we attend family team conferences with our family.*
- *TBCSC always keeps the family's information **confidential** unless otherwise stated by the parent/guardian.*
- *Possible examples of mandates given by the state*
  - *child's report cards*
  - *child's attendance report (in good standing or chronic concerns)*
  - *teachers/staff concerns (positive and/or negative)*

TBCSC requests our families to please disclose information regarding an **active** ACS case as this will ensure the Family Service Department can provide optimal support.

## Family Service Department's New Family Intake Process

**Are you a new family to TBCSC?** We're committed to providing our families with wrap-around services. We understand that traditional schools do not have a Family Service Department that supports the family in its entirety. In order for us to do this, we ask that you meet with our Family Service Department and complete a New Family Intake form where information regarding your home and family needs is collected to be able to provide you with the correct assistance. To schedule an appointment please contact our director of family services Mrs. Miranda at [familyservices@tbcsc.org](mailto:familyservices@tbcsc.org) or (347)-424-6837

## School Counseling Services

This year, the Counseling Department will be implementing a referral process to streamline all referrals made for our scholars to receive counseling services. **TBCSC has two school counselors for elementary school and two for middle school.** Teachers will be asked to fill out the newly created *referral form* to ensure that we are all on the same page and your child receives optimal services. The timeframe for counseling services will be **6 weeks**, at

which point we will reconvene and determine if your child requires extended services. We will check in with teachers and our parents at the 4-week mark to discuss progress and strategies to support your child. It is imperative that we maintain consistent communication in efforts to discuss any concerns that may come up. Feel free to contact the school to speak to your child's school counselor to ask any questions or share concerns you may have. We look forward to partnering with you and providing services for a successful school year for your child.

## **Communication Logs**

### **Elementary School:**

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. 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 TBCSC'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.

### **Middle School:**

#### **Parent Communication Expectations/Logs/Examples**


Expectation:


- a) Advisors Call 4-5 advisory homes once a week (this means all students every 2-3 weeks)
- b) Use grades on "Quick Look Up" in PS/Check in with subject teachers
- c) Subject teacher goes through Advisor unless there's a need for direct parent-teacher meeting
- d) Teachers will log Parent interactions in PowerSchool (PS)

## **Family Responsibility to Support Learning**

### 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
<b>Top</b>	<ul style="list-style-type: none"> <li>● All scholars may wear <b>light blue</b> button-up oxford or <b>light blue</b> polo shirts.</li> <li>● Scholars may wear long or short sleeved polos.</li> <li>● Shirts must be tucked in at all times.</li> <li>● Scholars in fifth grade must wear a tie (bow tie, straight tie or cross tie).</li> <li>● Ties are <b>optional</b> for boys in grades kindergarten through fourth grade.</li> <li>● Ties are <b>required</b> for <b>grade 5</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● All scholars may wear <b>light blue</b> or <b>white</b> button-up oxfords. <i>Polo shirts are not permitted.</i></li> <li>● All scholars must wear a tie (bow tie, straight tie or cross tie). The tie must be <b>plaid</b> (light blue and white, Cookies #76 ONLY)</li> <li>● Shirts must be tucked in at all times.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● <b>Scholars may wear a plain navy blue t-shirt ONLY on days they have Physical Education (P.E.)</b></li> </ul>
<b>Bottoms</b>	<ul style="list-style-type: none"> <li>● All scholars may wear <b>navy blue</b> pants, shorts, skirts, jumpers or Capri pants.</li> <li>● Skirts, shorts and jumpers must be knee length.</li> <li>● <b>Sweatpants and leggings are NOT permitted.</b></li> </ul>	<ul style="list-style-type: none"> <li>● All scholars may wear <b>navy blue</b> pants, shorts, skirts, jumpers or Capri pants.</li> <li>● Scholars may wear <b>plaid</b> (light blue and white, Cookies #76 ONLY) skirts or jumpers.</li> <li>● Skirts, shorts and jumpers must be knee length.</li> <li>● <b>Scholars may wear navy blue sweatpants ONLY on days they have Physical Education (P.E.)</b></li> </ul>

		
<b>Sweaters and Blazers</b>	<ul style="list-style-type: none"> <li>● In cooler weather, scholars may wear plain <b>navy</b> cardigans, pullovers, V-neck sweaters, fleece or sweater vests.</li> <li>● <b>TBCSC hooded sweaters</b> and <b>sweatshirts</b> may ONLY be worn on Fridays - NO exceptions.</li> <li>● non-TBCSC hooded sweaters/sweatshirts are NOT permitted</li> </ul>	<ul style="list-style-type: none"> <li>● All scholars must wear a <b>navy blue blazer</b> (sweater or button up). <b>Additional time will be allotted until the end of September to purchase these blazers.</b></li> <li>● In cooler weather, scholars may wear plain <b>navy</b> cardigans, pullovers, V-neck sweaters, fleece or sweater vests.</li> <li>● <b>TBCSC hooded sweaters</b> and <b>sweatshirts</b> may ONLY be worn on Fridays - NO exceptions.</li> <li>● non-TBCSC hooded sweaters/sweatshirts are NOT permitted</li> </ul>
<b>Shoes</b>	<p>Scholars do not change clothes for physical education or recess. Please make sure that all shoes are appropriate and safe for playing and running around.</p> <ul style="list-style-type: none"> <li>● All scholars must wear <b>black</b> closed-toe shoes.</li> <li>● 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.</li> <li>● Open-toed or high heeled shoes and boots are <u>not</u> permitted.</li> <li>● Shoes with lights, wheels or other decorative features are <u>not permitted</u>.</li> <li>● Scholars may select their own <b>solid</b> color socks and stockings as long as they are appropriate for school.</li> </ul>	
<b>Belts</b>	<p>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.</p>	
<b>Jewelry</b>	<p>Jewelry should be limited to small earrings and small necklaces.</p>	

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	
<b>1<sup>st</sup> Incident</b>	<ul style="list-style-type: none"> <li>✓ Teacher fills out <b>Uniform Notice; checks 1<sup>st</sup> Notice</b> box</li> <li>✓ Teacher sends home white copy with scholar; provides DCSE with pink copy, and keeps yellow copy in classroom file</li> <li>✓ Teacher speaks to scholar about his/her non compliance</li> <li>✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log</li> <li>✓ Parent/guardian signs uniform notice and sends it back to school with child</li> </ul>
<b>2<sup>nd</sup> Incident</b>	<ul style="list-style-type: none"> <li>✓ Teacher fills out <b>Uniform Notice; checks 2<sup>nd</sup> Notice</b> box</li> <li>✓ Teacher sends home white copy with scholar; provides DCSE with pink copy and keeps yellow copy in classroom file</li> <li>✓ Teacher speaks to scholar about his/her non compliance</li> <li>✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log</li> <li>✓ Parent/guardian signs uniform notice and sends it back to school with child</li> </ul>
<b>3<sup>rd</sup> Incident</b>	<ul style="list-style-type: none"> <li>✓ Teacher fills out <b>Uniform Notice; checks 3<sup>rd</sup> Notice</b> box</li> <li>✓ Teacher sends home white copy with scholar; provides DCSE with pink copy, and keeps yellow copy in classroom file</li> <li>✓ Teacher speaks to scholar about his/her non compliance</li> <li>✓ Teacher DOJO's/calls parent and fills in the Uniform Alert column on the Communication Log</li> <li>✓ Parent/guardian signs uniform notice and sends it back to school with child</li> <li>✓ <b>Director of Family Service Department calls family to determine family's needs and inquires how TBCSC can support/assist in ensuring compliance</b></li> </ul>

## Reinforcing Instruction at Home

### *Homework*

#### ***Homework (Elementary School)***

TBCSC views homework as a necessary component to our educational program. Kindergarten through Fifth grades scholars 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 scholars are expected to read at least **25 minutes each night**. Scholars will use recess time to complete assigned homework if it is not completed on that day. 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.

#### **Homework (Middle School)**

The Middle School will follow The Bronx Charter School for Children homework policy. Homework will be assigned when scholars need extra practice on a new skill or concept. Homework will enhance student learning with meaningful and relevant practice to ensure student mastery. Students who fail to complete assignments as required will be given an opportunity to make it up but will lose points daily and eventually privileges. Homework assignments cannot be made up after 2 weeks from the assignment due date or after the end of the trimester.

## Communicating Expectations to Scholars

### ***TBCSC Community Meeting (Elementary)***

Scholars assemble monthly for Community Meeting. The goals of the TBCSC 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 TBCSC’s Code of Conduct and follow-up on a bi-monthly basis

### ***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.

**Scholar Pledge:** *A scholar-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 scholar 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 scholars receive a consistent message about appropriate and productive behavior.

## Middle School

### **Community Meetings**

A community meeting will be held each Wednesday at 423 E. 138th Street for grades 6-8. Community meetings are used for celebrating, building awareness and fostering a sense of schoolwide community and school spirit. Community meetings will feature grade level student accomplishments, Student Council initiatives, Academic and Attendance awards, as well as guest speakers and performances.

### **Clubs**

Scholars will have the opportunity to explore extra curricular activities Wednesdays from 11:50-12:50. Our clubs will offer student council, athletics, fine arts, yearbook and more. Grades 6th, 7th and 8th all dismiss from 423 E. 138th Street at 1:00 pm every Wednesday.



## TBCSC’s Character Education Breakdown

What is ...	Program Description
<p><b>TBCSC Core Values</b></p>	<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 <b>important</b> and <b>desirable</b> 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 &amp; overall classroom culture. It is the partnership of parents/guardians, community and school that contributes to the total development of the child.</p> <p><b>TBCSC’s Core Values are:</b></p> <ul style="list-style-type: none"> <li>● <b>Diligence</b> - September/October</li> <li>● <b>Cooperation</b> - November/December &amp; January</li> <li>● <b>Tolerance</b> - February/March/April, and</li> <li>● <b>Responsibility</b> - May &amp; June</li> </ul>
<p><b>Social Emotional Learning</b></p>	<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><b>The SEL components are:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-awareness</li> <li><input type="checkbox"/> Self-management</li> <li><input type="checkbox"/> Social awareness</li> <li><input type="checkbox"/> Relationship skills</li> <li><input type="checkbox"/> Responsible decision making</li> </ul>

<b>Sanford Harmony</b>	<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 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>
<b>Second Step</b>	<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>

### **ADDITIONAL SCHOOL POLICIES AND PROCEDURES**

#### **Breakfast and Lunch (Elementary and Middle School)**

Breakfast and lunch are provided to scholars daily. While not every scholar 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 (Elementary School)**

Kindergarten and first grade daily schedules allocate 5-10 minutes for scholars to partake in snack; which may occur while scholars are engaged in instructional activities. Aside from academics, healthy eating habits are encouraged at the TBCSC.

**These snacks are ENCOURAGED**

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

### Recess (Elementary School)

Elementary scholars (grades K - 5) participate in outdoor recess when the weather is favorable (feels like temperature of at least 30 degrees), overall conditions outside are deemed safe, and adequate adult supervision is available. When these conditions cannot be met, scholars will stay in the building to partake in indoor recess activities in the classroom, cafeteria or gym.

The playgrounds we primarily use are:

- Elijah Clark Park (Third Avenue and 144th Street)
- Willis Park (141st between Willis and Alexander Avenue)
- St. Mary’s Park (St. Ann’s Avenue between 144th and 149th)

During the registration process, parents/guardians complete the “Outdoor Recess, Community Walks, NYPL” Form to give (or deny) permission for their child to participate in outdoor activities. Any requests to change this submission must be made in writing and submitted to the Main Office.

### Recess (Middle school)

There is no recess period in Middle School (grades 6-8).

### Birthday Celebrations (Elementary School)

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

Birthdays for scholars in grades K-5 may be acknowledged in the classroom with a **SMALL** party, only at **recess** time for no longer than 15 minutes.

Parents are allowed to send store bought items and/or order pizza for delivery

Gift bags are permitted as long as there is enough for everyone

Balloons are allowed

If your child does NOT celebrate birthdays, please inform your child's teacher

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.

### **(Middle School)**

Birthday's will not be celebrated in Middle School.

### **Holiday Celebrations**

TBCSC 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, scholars 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**

Bus service is provided by the Department of Education for eligible scholars. Bus service for eligible scholars that have confirmed this service with the Main Office will begin on September 12th. 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 scholars 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 scholars 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 the driver.
- 3) Face forward while seated on the bus.
- 4) No eating on the bus.
- 5) Keep your hands and feet to yourself.

***In the event the rules are broken and a bus report is written by the bus driver or reported by another scholar, the following process will take place:***

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

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

**Please note:**

If a scholar is **absent** from school on the day(s) a bus related consequence is expected to be fulfilled (such as bus suspension), upon the scholar's return to school, s/he will then be expected to fulfill this consequence.

### **Parent/Teacher Conferences**

TBCSC holds two parent/teacher conferences each year to review the progress report and authentic scholars work together as a team. The school values this home/school partnership opportunity, and therefore seeks to have **100 % participation!** This school year, the parent/teacher conferences are scheduled for **October 29th** and **March 11th**. School is not in session on these days. **ALL PARENTS ARE REQUIRED TO ATTEND PARENT TEACHER CONFERENCES, NO EXCEPTIONS!**

### **School Volunteers**

If you are interested in volunteering, please contact the Main Office of your child's school.

## SAFETY

### Emergency Contact Information

**TBCSC must have current and working phone numbers and email on file for all parents/guardians and authorized escorts.** Changes may be entered in PowerSchool by submitting the “Update Student Contacts” form or by contacting the TBCSC Main Office as soon as a change occurs in order to ensure the safety of scholars at all times.

### Escorts

**All TBCSC 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 TBCSC scholar is familiar (scholars cannot be released to escorts who are under age 18 and who are currently enrolled in middle or high school during the school day)
- 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 scholar’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.

### **Telephone Use/Messages**

Cell phone use during school hours is completely prohibited. All scholars are required to give their phones to a school administrator when they arrive and before they go to breakfast or upstairs for class. The administrator will collect phones and store them in a locked case. The case will have slots and each slot has a number. The scholar will get a ticket that corresponds to the slot holding their phones. The process will work in reverse when scholars leave at dismissal. The locked case(s) will be upstairs in the main office during the school day.

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. **Only essential persons will be permitted to enter the building while school is in session.**

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

1. Check in with security and announce the reason for visit.
2. Provide proper photo identification, sign in, and receive a Visitor name tag.
3. Take temperature at the kiosk or through the use of a no-contact thermometer.
4. Sit on the bench and wait for a TBCSC employee to escort him/her to their destination.

5. Stay with a TBCSC employee for the duration of the visit.
6. TBCSC employees will escort visitors to the front door upon departure.

### **Solicitation**

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

### **Loaner Device**

Parents/guardians may request to receive a loaner device (iPad for grades K-1 and ChromeBook for grades 2-8) from TBCSC for their child by completing the “Scholar Loaner Device Agreement” form in PowerSchool. Mi-Fi Hotspots may also be requested, are subject to approval, and are covered under the “Scholar Loaner Device Agreement” Form. Once the form is complete and approved, TBCSC Main Office will prepare the device and contact the parent to arrange pick-up. An authorized person must sign for the device at pick-up.

If the device is damaged or not functioning properly, parents must contact the TBCSC Main Office at 718-402-3300. The School will assist with troubleshooting over the phone or require the device to be returned to the school for diagnostic testing.

**Parents/guardians are responsible for the care and maintenance of loaner devices.** If a device is broken, dismantled, misplaced or found inoperable, **parents/guardians will be responsible for paying 50% of the cost associated with the device before a new one will be disseminated.**

Costs:

- iPad \$299.99
- ChromeBook \$219.99
- Mi-Fi Hotspot \$168.00

### **Internet Safety Policy**

TBCSC has an internet safety policy which prohibits access by minors to inappropriate matters 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.

### **G Suite for Education**

TBCSC uses G Suite for Education and will be providing and managing a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of scholars and teachers around the world. At TBCSC, scholars will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use scholar personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

If you do not consent, you must submit the "Request to EXCLUDE Child from G Suite for Education" Form in the TBCSC PowerSchool Portal. If you submit this form, we will deactivate the G Suite for Education account for your child. However, choosing to not consent will hinder your child's ability to participate in academic instruction at TBCSC.

**Please note: If you do consent, you do not need to take any further action.** Your child will automatically be enrolled in G Suite for Education and their account will be managed by TBCSC.

## Safety Drills

TBCSC Administrators 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.

TBCSC also conducts lockdown, code blue and hold 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 TBCSC, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the 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 scholar'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 TBCSC to disclose information from your child's education record without your prior written consent, **you must notify the school in writing by November 1<sup>st</sup>**. The 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

## **Mandated Reporting**

All employees of TBCSC 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**

TBCSC Elementary School has a part-time on-site nurse assigned to the school from the NYC Department of Health (NYC DOH). TBCSC Middle School shares the NYC DOH nurse that is stationed on the 2nd floor of Montessori Charter School. If the nurse is not available, a TBCSC staff member will assist any scholar who is ill or injured. The nurse or TBCSC staff member will administer treatment for minor injuries. The scholar's

parent/guardian will be notified by phone if medical treatment needs to be administered to a scholar.

If the nurse or TBCSC staff member needs a scholar 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 it helps the school community to stay healthy as well. TBCSC will only release scholars to persons authorized by the parent/guardian on the Escort Release Form.

### **Medication Policy**

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

If a scholar 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 TBCSC Office. This form needs to be completed by the scholar's doctor and signed by the scholar'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 scholar'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 scholar without a current 504 form on file at the school. Even if a current 504 form is on file at the TBCSC, 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**

Scholars 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. Scholars with medical authorization to use the elevator will be escorted by an adult. At no time will scholars be permitted to operate the elevator without adult supervision.

## THE EDUCATIONAL MODEL

### Elementary

#### Academic Program

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

#### Curricula

All TBCSC curricula in ELA and Mathematics are guided by the Common Core State Standards with integration this year of the Next Generation Standards. While TBCSC has purchased programs in all content areas and for all grades, it is important to note that curriculum mapping is guided by scholar 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 scholar learning with the standards professional Learning Communities engage in consistent standard deconstruction and data analysis to ensure all scholars are making progress toward grade level expectations as identified by the CCSS.

#### Benchmark Assessments

In addition to frequent formative and summative assessments, all scholars in grades K-8 participate in at least three interim/diagnostic assessments in ELA and Mathematics.

After each assessment parents/families receive a report indicating the scholar's performance, including a predicted trajectory toward mastery of grade level standards.

#### Targeted Intervention

*The TBCSC provides a program of intensive academic support for scholars 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 scholars 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 scholars who require strengthening in foundational reading skills.
- Mathematics Intervention Specialists provide small group, targeted interventions for scholars who require reinforcement in mathematical and conceptual development.
- Integrated Co-Teaching pairs general education teachers and learning specialists to provide increased instructional intensity for scholars in grades K-8.

## High School Action Plan

The Bronx Charter School for Children believes that quality High Schools that cater for the interests of the family and their scholars should be the focus of all our Middle School scholars. The school will thus ensure that all scholars will attend successful high schools. The parents/guardians will be an intricate part of the strategic plan that will be created for each individual scholar. They will assist in erasing barriers that may hinder the process and will be an integral part of creating future goals.

### Parent/Guardians:

- Will attend the orientation meeting where the high school plan, among other things will be discussed.
- Will help scholars complete a survey on their future goals
- And their scholars will meet individually with the High School Guidance Counselor where they will choose three schools that match their scholars future goals.
- And the scholars will prepare a strategic plan to achieve their goals

### Scholars:

- Will participate in the planning meeting with their parents to choose High Schools and prepare a strategic plan
- Will research high schools that offer programs that match their future goals
- Will attend at least one High School Open House
- Will meet with the High School Guidance at least once per trimester to examine their progress towards the goals in their strategic plans.

### The School:

- Will provide opportunities for our scholar to interact with current High School and College students
- Arrange visits to High Schools that match the scholars interests
- Provide, as far as possible, for scholars who need the extra help
- Will provide tutoring for scholars who would like to consider placement in Specialized High Schools, Independent Schools, and quality Parochial Schools.
- Will work with families in admission and financial aid applications and preparation of school records for submission to receiving High Schools.
- Will provide interview preparation

- Will assist scholars in personal essay writing for High School applications

## Enrichment

### (Elementary)

TBCSC's enrichment program ensures that scholars enjoy a variety of special activities which contribute to scholar success both inside and outside of the classroom.

- Full-time visual art, technology and physical education instructors ensure that scholars have exposure to the arts and healthy lifestyles. They also work with teachers on cross curricular activities that enhance the learning that is going on in the classroom in a variety of different ways that are meant to enrich our scholars.
- TBCSC partners with outside organization (i.e. *The New York Restoration Project*) to supplement additional enrichment activities

### (Middle school)

TBCSC's enrichment program ensures that scholars enjoy a variety of special activities which contribute to scholar success both inside and outside of the classroom.

- Full-time visual art, music, technology and physical education instructors ensure that scholars have exposure to the arts and healthy lifestyles.
- A full-time science teacher ensures that scholars have lab experiences in addition to the literacy-based science instruction they receive from classroom teachers.
- TBCSC 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/Strategic Instructional Model) 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 scholars 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

Scholars should come prepared with the supplies listed below. To maintain a safe environment, supplies will not be shared between scholars. TBCSC will supplement all supplies to ensure no scholar is unequipped with the necessary tools to complete work.

Grade	Items
Kindergarten - Grade 2	<ul style="list-style-type: none"> <li>-crayons</li> <li>-one pack of markers</li> <li>-one pack of wide ruled paper</li> <li>-one pack of pencils (1st &amp; 2nd only)</li> <li>-two rolls of paper towels</li> <li>-kid scissors</li> <li>-4 notebooks</li> <li>-2 Clorox Wipes</li> <li>-1 pack of beginners pencils(kinder only)</li> <li>-1 pack of construction paper</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>-two packs of pencils</li> <li>-one pack of college ruled paper</li> <li>-4 composition notebooks</li> <li>-one pencil sharpener</li> <li>-one pack of erasers</li> <li>-4 blue folders</li> <li>-2 clorox wipes</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>-3 pack of college ruled loose leaf paper</li> <li>-two packs of pencils</li> <li>-two packs of pens</li> <li>-two composition notebooks</li> <li>-pencil sharpener</li> <li>-five 2 pocket folders with brads (blue,</li> </ul>

green, red, yellow purple) -one pack of erasers -five 100 page spiral notebooks (blue, red, green, yellow, purple) -highlighters -2 clorox wipes
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## Grading Systems

### ***Elementary School Grading***

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

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

### **Middle School Grading**

Scholars at TBCSC Middle School receive report cards at the end of every trimester. Each trimester, all 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, Science and Social Studies. Scholars receive a letter grade for each standard. The grading scale is as follows:

<b>Middle School: Grades 6 - 8</b>		
<b>Grade</b>	<b>Description</b>	<b>Value</b>
A	Exceeds Expectations	90% - 100%
B	Meets Expectations	80% - 89%
C	Approaching Expectations	70% - 79%
D	Below Grade Level Expectations	60% - 69%
F	Below Grade Level Expectations	59% and Below

### **Trimester Reporting**

Each trimester, all 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, Science and Social Studies. Scholars



receive a letter grade for each standard. Review a sample Elementary and Middle School Report below

A sample from a Third Grade Math Report is below:

Third Grade Reading	T1	T2	T3
<b>Course Grades / Grado De Materias</b>	D	D	D
ELA.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	B	D	D
ELA.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	D	S	
ELA.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	B		D
ELA.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		D	D
ELA.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	B	D	B
ELA.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		D	D
ELA.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	B	D	
ELA.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	S	D	B
ELA.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	D	B	D
ELA.3.RI.6 Distinguish their own point of view from that of the author of a text.			D
ELA.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		B	
ELA.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.			B

A sample from a Sixth Grade ELA Report is below:

Sixth Grade ELA:	T1	T2	T3
<b>Course Grades / Grado De Materias</b>	B	B	B
ELA.6.W.1 Write arguments to support claims with clear reasons and relevant evidence.	A		C
ELA.6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	A		
ELA.6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	B		
ELA.6.W.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	B		
ELA.6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A		A
ELA.6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A	B	D
ELA.6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		B	A
ELA.6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		B	A
ELA.6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	A	C	A
ELA.6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	A	B	A
ELA.6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A	C	B
ELA.6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A	B	A
ELA.6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	A	B	B
ELA.6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			A
ELA.6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	A	A	C
ELA.6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	C	B	C
ELA.6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			C
ELA.6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			A
ELA.6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			A

### Promotional Criteria

All scholars will be promoted annually based on their mastery of grade level Common Core/Next Generation 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 Scholar Retention Meetings which take place from December through May
3. Attendance record\*

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

Scholars 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 scholar is meeting

the annual goals of the IEP.

**Parents/guardians are informed of possible scholar retention status beginning February of each year. This information will be relayed through Mid-Trimester 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 scholar data.**

### **Field Lessons (formally known as field trips)**

TBCSC 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, scholars 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 if space and ticket allowances permit. Attending a field trip is a responsibility first, and an opportunity second. Chaperones must:

1. Ensure the safety of all scholars assigned to them.
2. Enjoy the learning experience with their child as well as with all scholars.
3. **Submit proof of Covid-19 Vaccination if attending a site that requires vaccination, or as required by city/state/federal regulations.**

Chaperones will be assigned to a small group of scholars, 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 scholars. To apply for kindergarten, a child's 5<sup>th</sup> birthday must occur before December 31<sup>st</sup> of the enrollment year. To be included in the lottery, parents/guardians must submit a Lottery Registration Form (available online at [www.tbcs.org](http://www.tbcs.org) or by contacting the TBCSC office) by the deadline advertised on the TBCSC website. All forms submitted after the deadline are added to the waitlist in the order they are received by the TBCSC office.

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

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

TBCSC 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 TBCSC Scholar Discharge Form at least two weeks prior to a scholar's transfer from TBCSC to another school for any reason. Such notice allows the school to complete the necessary paperwork as well as transfer scholar records. Proper notification also enables the school to fill the upcoming vacant spot with a scholar 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.

### Scholar Records

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

- Registration for Scholar 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 scholar's birth certificate
- Proof of address (two items)
- TBCSC Waiver and Release Form
- Current photo of the scholar
- Family/School Contract
- Last Report Card (where applicable)

## PowerSchool

All parents are required to set-up and maintain a PowerSchool account that is connected to their child(ren). PowerSchool is used to store student information (e.g. address, contact information, etc.), to share student progress data (e.g. report cards, attendance, etc.) and to collect parent authorization/information (e.g. Walk Waiver Forms, enrollment forms, Update Contacts etc.).

The Main Office will provide you with the Access ID and Password you will need to set-up your account and connect it to your child(ren) at TBCSC. If you need any technical assistance, please contact the Main Office of your child's school.

**Step 1: Set-up or access your PowerSchool account.** If you do not already have a PowerSchool account, you can set one up by doing the following:

1. Open the internet browser on your computer.
2. Go to the website - <https://tbcsc.powerschool.com/public>
3. Click on "Create Account"
4. Fill in your information (first name, last name, username, email, etc.)
5. Enter your child's full name, Access ID and Password

**Step 2: Complete forms.** In PowerSchool, select the student you are enrolling and click on the "Forms" link within the left navigation menu.

## 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 scholars, families, and staff members.

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

If the Principal/Director 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@tbcsc.org](mailto:jrosen@tbcsc.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 Education Department, which shall investigate and respond.