



## Beginning with Children Charter School

### 2011-12 Family Handbook

**Lower School**  
11 Bartlett Street  
Brooklyn, New York 11206  
phone: 718 388-8847  
fax: 718 388-8936

**Middle School**  
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Brooklyn, New York 11206  
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[www.bwccschool.org](http://www.bwccschool.org)

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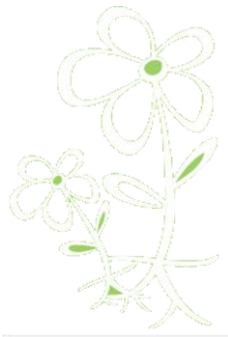


**Lower School Supervision**

Mr. Les King, Principal  
Ms. Rinah Fernandez, Assistant Principal

**Middle School Supervision**

Mrs. Dionne A. Jaggon, Principal  
Ms. Valerie Davis-Fells, Assistant Principal





## **BEGINNING WITH CHILDREN CHARTER SCHOOL**

*Les King*

*Lower School Principal*

*Rinah Fernandez, Assistant Principal*

*Dionne A. Jaggon*

*Middle School Principal*

*Valerie Davis-Fells, Assistant Principal*

*Too often we give children answers to remember rather than problems  
to solve. ~R. Lewin*

### **Letter from the Principal**

Dear Scholars and Family Members of Beginning with Children,

Welcome to Beginning with Children Charter School! It is a vibrant community of learners with over 275 scholars enrolled in grades K-5. We are committed to ensuring that there is a strong home and school partnership which will help our scholars meet their educational, social and emotional needs. While recognizing that learning is a process that takes time, our teachers strive to offer authentic, challenging and collaborative educational experiences for all students based on New York State Common State Standards.

The education of children entails a dynamic fellowship among scholars, parents, and teachers. I invite you to be an active partner in your child's learning experience. Children are enthusiastic, confident and successful when adults encourage and support their talents and efforts. I also invite you to become actively involved in our BwCCS Parent Teacher Organization. They support our scholars by offering a variety of services and activities.

Please reach out to your scholar's teacher or myself with any suggestions or questions about our attendance, curriculum, discipline or special programs. Working together, we can provide our scholars with learning opportunities that will positively impact their future.

Mr. King  
Lower School Principal



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*Les King*

*Lower School Principal*

*Rinah Fernandez, Assistant Principal*

*Dionne A. Jaggon*

*Middle School Principal*

*Valerie Davis-Fells, Assistant Principal*

September 2011

Dear Scholars, Parents, and the Beginning with Children Charter School Family,

Welcome to a new and exciting school year!

My goal is for us to be collaborative in the excitement of educating our scholars. I firmly believe our children are the cornerstone of the future. The prospect of our country depends on our scholars being equipped to take on positions in the field of medicine, law, engineering, education and other valuable careers that give back to our community and our nation.

I'm certain that with our teamwork, dedication and the bonds we will form will enable us to accomplish our goals. At our school, our scholars will be exploring the sciences, incorporating technology, writing like authors and deepening their knowledge of the social sciences. We intend to nurture our scholars through their development of higher order thinking, with an emphasis on math problem solving and creativity. The middle school years include a very important transition from childhood to adolescence. Our awareness of their needs is essential in preparing our scholars to be productive citizens in our rapidly changing, technological society. Our goal is to teach in a manner that will educate and motivate all scholars. Through the implementation of our Ethical Character Education Program, we encourage our scholars to become good citizens who are responsible, cooperative, and self-disciplined. In order to affirm each scholar's sense of self-worth, Beginning with Children Charter School strives to provide an atmosphere of trust, acceptance, discipline, love, and respect.

We acknowledge the immeasurable value of strong parental involvement and commit ourselves to joint cooperation with each family. We pledge ourselves to excellence in successfully fulfilling these obligations to the children of our community. When our scholars come through our doors on the first day of school and each day thereafter; they will be excited and motivated, anticipating the knowledge and experiences that we have planned for them.

***Our success as a family will have great impact on the success of our scholars!***

Sincerely,

**Dionne A. Jaggon**

Middle School Principal

## **SCHOOL HISTORY**

Beginning with Children Charter School (BwCCS) is an innovative public charter school serving scholars from Kindergarten through 8<sup>th</sup> grade: BwCCS began with the dream of Joe and Carol Reich who sought to create an inspiring public school where all children could be successful. The Reich's had previously sponsored a sixth grade class of scholars in Brooklyn through the I Have a Dream Program, promising to pay for the college education of every scholar who stayed in school. That experience led the Reich's to conclude that support earlier in the lives of children is necessary to enable them to succeed in school and in life.

In 1992, the Reich's founded the Beginning with Children Foundation (BwCF) to help reform public school education in New York City. In collaboration with the New York City Board of Education, Pfizer Inc., and the United Federation of Teachers, BwCF started the Beginning with Children School (BwCS) at 11 Bartlett Street. The school started with 50 scholars in grades K and 1, and added a grade level each year until it reached its current full enrollment of 450 scholars in grades K-8. Every grade level has two classes of 25 scholars. BwCCS was designated a "model" demonstration elementary school for New York City in 1994 and received the New York City Literacy Hero Award in 1997 as the most improved elementary school in New York City. In 2001, at the request of then Chancellor Crew, the school converted to the Beginning with Children Charter School (BwCCS), one of the first K-8 public charter schools under New York State's charter school legislation passed in 1998.

Today, BwCCS has two campuses. The Lower School (grades K-5) building was donated by Pfizer and has been refurbished by strong public and private partnerships. It features 12 classrooms, a 2,500-square-foot Library, art and music rooms, science labs, and computer facilities. An independent pre-K program is also housed at the school. The Middle School campus supports grades 6-8 in a separate building located just three blocks away from the elementary school on the fourth floor of PS 373K, a special needs school to work program serving scholars aged 14 to 21. The Middle School campus was renovated in 2000 and features 11 classrooms, a computer lab, exercise room, media center, science lab, music room, art room, faculty room and administrative offices. Scholars travel between the two campuses to share activities through class mentorship's, extra-curricular activities, joint assemblies, and other enrichment programs. This will be the first year that the middle school will have a principal dedicated to its campus.

As a charter school, BwCCS is a public school that operates under the terms of a five-year, renewable charter agreement between the school and New York educational authorities. The charter governs how the school is operated and includes an accountability plan that contains clear and measurable performance goals that the school must meet in order to have its charter renewed.



# BEGINNING WITH CHILDREN CHARTER SCHOOL

*Les King*

*Lower School Principal*

*Rinah Fernandez, Assistant Principal*

*Dionne A. Jaggon*

*Middle School Principal*

*Valerie Davis-Fells, Assistant Principal*

## Organization Sheet SY 2011-2012

LOWER SCHOOL				Instructional Support Staff Assignments: LS/MS				
Class	Room	Ext. #	Teacher	Specialties	Room	Ext.	Teacher	
K-202	202	246	Ms. Mildred Dalmasi	Physical Education	K-5	101	Ms. Jessenia Roman	
K-203	203	245	Ms. Megan Hellthaler	Physical Education	6-8	417	4171	Mr. Thomas Shean
1-201	201	238	Ms. Madeline Meade-Harvey	Art	K-8	208	251	Ms. Margot Dorn
1-211 ICT	211	256	Ms. Amy Henry Ms. Caroline Segarra	Science	K-5	305	236	Ms. Jazmin Rivera
2-303	303	228	Ms. Chanel Hill	Music	K-8	309	230	Ms. Stephanie Reece
2-304	304	226	Ms. Berkys Salcedo	Spanish	5-8	414	422	Mr. Felix Coss
3-302	302	227	Ms. Denise Janssen	Librarian	K-8	401	4011	Ms. Dionne DeLancy
3-301	301	231	Ms. Karen Griswold	Social Worker	K-8	207	250	Ms. Cheila Lopez
4-403	403	263	Ms. Shobha Narine	Guidance Counselor	K-8	407	4071	Ms. Margie Pardo
4-401	401	262	Mr. Christopher Buonamia	Reading Specialist	K-8	405	4051	Ms. Alice Clayborne
5-402	402	264	Ms. Pauline Whiting	Special Education Coordinator	K-8			Ms. Tianna Hamm
5-408	408	271	Ms. Laura Lai	Director of Curriculum & Instruction	K-8			Ms. Yvonne Robertson
<b>Custodians-Lower School</b>				<b>School Aides</b>		<b>Room</b>	<b>Ext.</b>	<b>School Aides</b>
Mr. Dominick Milazzo			Custodial Engineer	Ms. Jaqueline Taveras		204	277	Ms. Jenill West
Mr. Eddie Garay			Fireman	Ms. Yvette Wilshusen		204	277	
Mr. Evi Carillo			School Safety	Ms. Belinda Morales		207	260	
<b>MIDDLE SCHOOL SUBJECT/ GRADE</b>				Mrs. Penny Lewis		412	MS	
				Mr. Matthew Crespo		415	4151	
Subject	Room	Ext. #	Grade	Teacher	ICT		Teacher	
ELA	413	4131	6/7	Ms. Antoinette Emanuel	Grade 6		Ms. Griselda Beaumont	
ELA	411	4111	7/8	Ms. Christine Szudzik	Grade 7		Ms. Arien O'Connell	
Math	408	4081	6/7	Ms. Olawa Gibson	Grade 8		Ms. Lorna Levine	
Math	402	4021	7/8	Mr. Craig Garber				
Social Studies	404	4041	6 7/8	Mrs. Gail Sims-Bliss Mr. Michael Fox	Room #	EXT	Family Workers	
Science	410	4101	6	Ms. Gail Sims-Bliss	306	233	Ms. Paula Carrion-LS	
Science	410	4101	7/8	Ms. Jazmine Howard	412	4121	Ms. Yolanda Negron-Riera-MS	
<b>Paraprofessionals-Lower School</b>				<b>Non-Instructional Support Staff</b>				
Kindergarten	202	246	Ms. Josefa Penas	Ms. Zoriada Olivo	Operations Manager			
First Grade	203	245	Ms. Benancia Lopez	Mr. Maurice Goldner	Secretary			
Second Grade	201	238	Ms. Milagrita Miranda	Mrs. Maria Valentin	Secretary Ext. 4124			
Third Grade	211	256	Ms. Edna Torres	Ms. Lisa Burger	School Nurse			
Fourth Grade	303	228	Ms. Betty Cottes Munnings	<b>Custodians-Middle School</b>				
Fifth Grade	305	236	Ms. Lillian Benejan	Mr. Jose Miranda	Building Manager			
Middle School				Mr. Martine Rodriguez	Custodian			
Middle School		6/7/8	Ms. Liza Otero	Mr. Harvey Anderson	Custodian			
				Raymond Ortiz	Fireman			

## **BwCCS MISSION AND VISION**

### **MISSION STATEMENT**

The BwCCS Mission Statement is a part of the school's charter. It reads:

Beginning with Children Charter School (BwCCS) is a diverse, caring and nurturing learning community that fosters high academic achievement and the development of ethical character for elementary and middle school scholars. An enriched curriculum and dynamic partnerships between the school, families and community enable all scholars to excel. Continual assessment and evaluation enhance the educational program. BwCCS prepares graduates for success in high school, college and beyond by developing independent thinkers and active citizens.

**The School's primary objective is to create a strong academic program that will provide our children with the best possible educational opportunity.** Additionally, the objectives of the School are:

- To provide an atmosphere that will allow our children to think freely, enjoy learning, and interact with others in the School and community.
- To involve the families of children in the School in their children's development, including opportunities to work in the classroom, as volunteers for community and social events, and as members of parent advisory committees.
- To provide emotional and psychological support for children from resources both within the School and from outside partners and agencies.
- To encourage an appreciation in our children of diversity in their community and the world.
- To provide professional opportunities for staff to continue to develop innovative educational and administrative strategies that address individual learning styles and differing educational needs.
- To build and expand partnerships with community and civic organizations, cultural associations, private businesses, and institutions of higher learning, including current partnerships with the Beginning with Children Foundation, Pfizer Inc., Brooklyn Philharmonic, Chess in the Schools.

The ultimate success of the Beginning with Children Charter School will be measured by the success of the children. The school seeks to provide an environment that fosters the intellectual, social, and emotional growth necessary for our scholars to achieve success in society. BwCCS is a supporter and collaborator with other educators and schools in the Charter School Movement.

### **OUR VISION**

Beginning with Children Charter School operates with the following guiding principles:

#### **A Rich and Rigorous Program**

Learning comes first at BwCCS. We set high academic expectations for both our scholars and educators. We nurture our scholars' love of learning to prepare them for successful careers

in high school, college and beyond. Our rigorous academic program is aligned with the New York State Learning Standards and is integrated across disciplines. Technology is used as a tool to enhance learning. In addition to math and ELA, social studies, science, Spanish, art, music, and physical education are part of the BwCCS core curriculum. We educate the "whole child" and offer multiple opportunities for artistic, athletic and other creative expression within and outside the classroom. We offer fully equipped technology and science labs, art and music rooms, as well as recreational spaces—including an outdoor playground and track—for physical education. BwCCS promotes the physical, psychological and emotional health of all scholars so they can succeed academically. A social worker, guidance counselor and special needs teachers are available to assist individual scholars. The school has a special needs inclusion policy which integrates special needs scholars in regular classrooms.

#### **Supportive Learning Community**

BwCCS strives to create a strong sense of belonging, trust and pride in our scholars and the school community. Our small size enables scholars, families, teachers and staff to know each other well and develop supportive relationships that foster academic success. In grades K-2, each class of 25 scholars is staffed with a teacher and paraprofessional. School and class meetings and assemblies, consistent adherence to a school-wide Code of Conduct and regular communication among stakeholders support a strong learning community.

#### **Data-Driven Decision Making and Accountability**

At BwCCS, we ensure the high quality of our program by consistently monitoring scholar progress through initial assessments, interim assessments, writing samples, running records, mock assessments and classroom-based observations. Teachers use data to make curriculum and instructional decisions to meet the needs of individual scholars. Regular feedback allows us to demonstrate accountability to scholars and families. .

#### **Innovative Partnerships**

BwCCS engages parents and community organizations as partners to support our scholars' academic and social development. Parents are classroom volunteers, event coordinators and members of our dedicated Parent Teacher Association. BwCCS collaborates with numerous community and cultural partners. For example, the BwCF Alumni Program provides graduates with ongoing support and concrete guidance through their high school years and as they prepare for college and careers. CAMBA provides comprehensive after-school programs and all day programs during school vacations.

#### **Strong Family and Community Partnerships**

BwCCS engages parents and community organizations as partners to support our scholars' academic and social development. Parents are classroom volunteers and event coordinators. The PTA is strong and vibrant and holds numerous social events during the school year including a teacher appreciation day, a family field day, Scholastic Book Fairs, Read-A-Thon and the Science Exploratorium. BwCCS partners with numerous community businesses and organizations that provide unique opportunities for scholars to learn in and outside the classroom.

## **ROLES AND RESPONSIBILITIES**

All members of the BwCCS community work together to support the school and its scholars. The staff of the school addresses the needs of scholars, and also works with parents, guardians and caregivers to create opportunities for our scholars to be successful.

The **Board of Trustees** is responsible legally and financially for the school. The Board applied to the State of New York for the school's charter and is responsible for the long term success of the school. The Board is made up of professionals and skilled based representatives. It hires the school's Principal and holds the Principal accountable for the management of BwCCS. Board of Trustee meetings are subject to the Open Meetings Law, which requires that the meetings be publicly posted and open to the public. Minutes from the meetings are posted after they are approved and all meeting materials are public record. The Board also hears grievances that cannot be resolved at the school level <sup>1</sup>. The Board can be contacted at [Board@bwccschool.org](mailto:Board@bwccschool.org). A list of the members of the Board of Trustees can be found in the Appendix..

**Beginning with Children Foundation** (BwCF) helped start BwCCS and is designated by the Board to provide management and support to the school. BwCF provides services in areas such as academic consultation, grant writing, research and evaluation, business services, compliance, development, technology, and communications. BwCF also runs an Alumni Program that works with BwCCS graduates and helps them prepare for high school and college. The program offers mentoring, academic tutoring, cultural enrichment, leadership development, and life skills training

**Parents, Guardians and Caregivers** are the most influential person in a child's academic and social development. BwCCS views parents, guardians and caregivers as necessary partners in our endeavor to educate and nurture the whole child. BwCCS expects home-school collaborations to ensure each child's success. This home school collaboration will guarantee a unified partnership to meet the individual needs of our scholars. It is our responsibility to provide accurate and current information regarding school policies and operation. We encourage parent feedback and input on school operations. Parent involvement is critical for the success of our school.

The **Parent Teacher Association ("PTA")** is the school's parent /guardian and staff organization. Its goal is to build relationships between parents, guardians, teachers and the community. The PTA holds regular meetings on the second Tuesday of every month and has a number of committees which parents/guardians and staff may join. Regularly scheduled meetings are posted on the school's website and in the monthly calendar. A list of PTA officers is found in the Appendix. You can email the PTA at [PTA@bwccschool.org](mailto:PTA@bwccschool.org).

## **COMMUNITY PARTNERSHIPS**

BwCCS maintains collaborations with numerous community and cultural partners who offer opportunities for learning inside the classroom and in the community at large and include, but are not limited to, the following organizations:

**Pfizer Inc.** is a founding partner of the school and has been an ongoing and instrumental supporter of BwCCS. Pfizer donated the existing lower school facility and partnered with BWCF and the New York City Council to fund and develop the lower school Playground.

**Learning Leaders** is a non-profit organization that trains parents to volunteer in schools. The program includes specific training in discipline and classroom management, literacy and mathematics mentoring. Parents participate in the six-hour training that Learning Leaders conducts. Once they complete the training, they begin working regularly within their child's class and other classes to support literacy and math instruction.

**New York University** scholars work at BwCCS through the American Reads/America Counts program as tutors in the classroom. Since these scholars are with us through the school year they have the opportunity to get to know our scholars extremely well and are able to support our scholars based on their individual needs.

**University of Chicago, Urban Education Institute** provides resources, data and professional development through their STEP Literacy Assessment Program.

**The Brooklyn Philharmonic** provides orchestral services to scholars.

**Chess-in-the-School** provides chess instruction to grades 2-5 one day a week throughout the year. They also sponsor an afterschool chess club with opportunities for tournament play.

**CAMBA** coordinates and supports after school activities for BwCCS scholars.

**Scholastic** has partnered with Beginning with Children Charter School through the PENCIL Organization. They provided resources, staff development, and participation with Young Writer's Program to the school. They have also sponsored the school's Science Exploratorium and Read –A-Thon.

**READ Alliance** provides additional academic support to scholars in K and 1<sup>st</sup> grade. BwCCS middle school, alumni and other high school scholars are trained by READ to provide after school tutoring in literacy development.

**Philip Nizer Law Firm** provides a yearly opportunity for middle school scholars to participate in a mock trial. They provide legal representatives to tutor scholars in their case preparation.

**Brooklyn Connections** is a research project program in which students have opportunities to access original materials that relate to the local history of Brooklyn.

## GENERAL ROUTINES & PROCEDURES

	<b>Lower School</b>	<b>Middle School</b>
Grades	Kindergarten – 5	6 – 8
Location	11 Bartlett Street	185 Ellery Street, 4 <sup>th</sup> Floor of PS 373
Main Phone	718-388-8847	718-384-4154
Building Hours	7:00 a.m. to 6:00 pm	7:00 a.m. to 5:00 p.m.
Office Hours	8:00 a.m. to 4:00 p.m.	8:00 a.m. to 3:00 p.m.
School Day	8:20 a.m. to 3:10 pm	8:20 a.m. to 3:10 pm
Breakfast	7:45 a.m. to 8:10 a.m.	7:45 a.m. to 8:10 a.m.
Start of School	8:20 a.m.	8:20 a.m.
Dismissal	3:10 p.m.	3:10 p.m.

### ARRIVING AND DEPARTING SCHOOL

**Arrival/Drop Off:** Scholars are expected to be in the school and ready to start their day by 8:20 a.m. Scholars at the Lower School that arrive at school after 8:20 a.m. must get a late pass in the Lower School lobby. Scholars at the Middle School who arrive after 8:20 a.m. must go to the Middle School main office to sign in and get a pass to class. Scholars will not be admitted to class after 8:20 a.m. without a pass.

- **Lower School:** The Lower School is open for breakfast at 7:45 a.m. Scholars enter the building through the front door and proceed directly to the Multi-Purpose Room on the first floor. Breakfast is served from 7:45 a.m. to 8:10 a.m. in the Multi-Purpose Room. All scholars are lined up at designated locations in the school yard and are escorted upstairs by their teachers. During inclement weather, K-2 classes will line up in the cafeteria. Grades 3-5 will be escorted to their classrooms and monitored by staff.
- **Middle School:** The Middle School is open for breakfast at 7:45 a.m. Scholars enter the building through the Hopkins Street entrance and proceed directly to the Cafeteria. Breakfast is served from 7:45 a.m. to 8:10 a.m. in the Cafeteria. Scholars may go from the Cafeteria to the fourth floor starting at 8:10 a.m. Scholars should proceed immediately to their lockers and be in their seats in their first class by 8:20 a.m.

**Dismissal:** Scholars are dismissed from school at 3:10 pm. Please make a concerted effort to pick your child up at his/ her dismissal time. BWCCS does not have the proper staffing to accommodate scholars after dismissal. If a parent/guardian/caretaker is going to be late pick up a child due to an emergency, please notify the school as soon as possible by calling the main office.

- **Lower School:** For grades K-3, scholars. Teachers escort the scholars who will be picked up to the Multi-Purpose Room. Paraprofessionals will escort all children who ride the school bus to the appropriate pick up location. Teachers of Grades 4-5 escort their scholars to the school yard. Children can only be released to an individual identified in the Emergency Home Contact card. All parents and guardians must sign out their child at dismissal on the Dismissal Pick Up sheet. Parents must send a letter to the lower school office stating that they allow a scholar's older sibling to pick them up at dismissal. Any alternative pick-up arrangements or changes to the afterschool routine, must be made in writing and given to the child's teacher in the morning. The office should also be notified before 1pm.

- **Middle School:** Scholars are dismissed from their last class and escorted to the door on Hopkins Street by their classroom teacher. For safety reasons, scholars going to Flushing Avenue must turn left onto Hopkins and go down to Tompkins. Scholars should exit the building by 3:15 p.m. unless enrolled in an after-school activity.

**Early Release of Scholars to Parent:** Parents should make every effort to schedule their children's appointments after 3:10 p.m. to ensure that scholars attend a full day of school. If a scholar does need to leave early, the school should be notified by 9:00 a.m. that day. In order to pick up a child before the end of the school day, parents/guardians must sign in with the school security agent and then proceed directly to the school's main office. After completing the appropriate documentation, a school secretary will contact the child's teacher and have the child sent to the office. Scholars will not be dismissed to a parent who is waiting outside in his/her vehicle.

Children can only be released to an individual identified in the Emergency Home contact card.

## **AFTER SCHOOL**

### **SCHOLAR WEEKLY ACADEMIES**

Scholar weekly academies will be held in both the Lower and Middle School facilities. Scholars who attend the academies will remain in school for their specific activities and follow the general dismissal policy for their building. Scholars who are supposed to be picked up from the scholar academy program and are still waiting 15 minutes after dismissal must inform the After School staff member and remain at the school with an adult (staff member) to be picked up by an authorized adult.

Scholar Weekly Academy will begin Tuesday, September 27, 2011

Scholar Club/Team Academy will begin on Friday, October 7, 2011 from 3:10-4:10

Saturday Academy begins January 7, 2012 from 9:00-12:00

### **TRANSPORTATION**

- **Lower School:** Bus transportation is provided for Lower School scholars to and from school based on each child's transportation zone. In the event that a child misses his/her bus in the morning, please alert the school administration. Promptly at 3:10 p.m. teachers and or paraprofessionals are required to walk their "bus scholars" to their designated bus stops.
- **Middle School:** Public transportation is provided for Middle School scholars to and from school based on each child's transportation zone. Metro Cards will be issued to scholars who live in the appropriate transportation zones.

### **FOOD AND BEVERAGES**

Scholars are expected to eat in a healthy manner, and to bring and store food in a way that will not disturb the learning environment. Glass bottles and gum are not allowed in both the Lower and Middle School buildings.

### **Middle School Lockers**

Middle School scholars are assigned lockers which they may access only at the start and end of the school day and lunch period. All scholars may go to their locker before school begins and during the breaks before and after lunch. Scholars may also go to their lockers immediately after school. For safety reasons, lockers must be locked with a combination lock (not locks requiring keys). Combination locks will be supplied by the Middle School for purchase. All locks in violation of these rules will be cut off. Going to a locker is not an excuse for being tardy to class. Please be advised if scholars are continually late to class, they will lose locker privileges. Scholars may not share lockers or disclose their locker combination to other scholars. Only food contained in lunch bags or a lunch box is allowed in scholars' lockers, and food cannot be stored in lockers after the school day ends. Lockers should be cleaned out at least once a month, and scholars may not change lockers without the explicit permission of the Principal. Scholars who regularly violate locker rules may lose the privilege of having a locker.

### **AGENDA BOOKS**

Scholars in the Middle School will purchase an Agenda Book from the school at the beginning of the school year and will be required to bring it to each of their classes. Scholar will copy all homework assignments into their Agenda Books. Scholars who have missed or incomplete homework will have their Agenda Book stamped. In addition, scholars that arrive late to school will have their Agenda Book stamped on the date of the lateness. Parents should check their child's Agenda Book on a daily basis in order to monitor their child's homework. Parents are required to sign their child's Agenda Book once a week. This Agenda Book is an excellent resource for communication between parents and teachers. We encourage parents to write any comments or questions they have for teachers directly into the book.

### **MEDICATIONS AND MEDICAL CONDITIONS**

If your child must take medication during the school day, please send in writing the specific requirements with a Doctor's prescription along with the medicine in the container in which it was dispensed from the pharmacy. Medication may only be given by the school nurse. If a child needs medication given to him/her on a daily basis, a parent/guardian must submit a completed a 504 Form (Medication Administration form) which must be filled out by a physician. This form must be filled out in order for a child to be administered or self-administer an epi-pen in the event of an allergic reaction. If your child has asthma and uses an inhaler, this form must also be filled out and returned to the school and the child must keep an inhaler with him/her at all times during the school day and also provide an extra inhaler to the nurse in case he/she runs out of medicine.

Please send a letter to your child's teacher if your child has any medical condition that might interfere with school work, behavior or safety during physical education, recess, or at any other time in the school day.

## **Parental Partnership: Attendance**

In order to foster a climate of high academic achievement, scholars must develop habits that lead to consistent attendance and punctuality. Parents and guardians are important partners in instilling these behaviors.

### **Punctuality, Absences, and Early Departures**

**Punctuality:** The BwCCS school day runs from 8:20 a.m. until 3:10 p.m. The Lower School and Middle School are open for breakfast at 7:45 a.m. All scholars should arrive before 8:20 am, ready to begin instruction. Parents or guardians should call the Lower School or Middle school main office by 8:20 a.m. to let them know if a child is going to be late. Lower School scholars who arrive after 8:20 a.m. must get a late pass from the staff member in the lobby in order to proceed to class. Middle School scholars must go to the main office to sign in and get a hall pass to proceed to class. The arrival time will be indicated in the agenda books for Middle School scholars. Scholars must bring a note explaining the lateness; the note must be signed by a parent or guardian. Lateness due to school bus delays will be excused. Excessive lateness will be documented and parents will be asked to attend a conference with the school administration if a pattern persists.

#### **Punctuality is part of promotional criteria.**

**Absence:** Parents and guardians are discouraged from allowing scholars to remain home due to inclement weather, transportation delays or for other reasons. In addition, families should make every effort to schedule conflicting events such as doctor visits outside of school hours. It is important that the school knows whether a scholar is absent or has simply never reached the school; therefore, parents should notify the school office before 8:30 a.m. if a child will be absent for all or part of the day. Parents or guardians will be called at home or work if we do not receive a call in order to ensure that your child is safe. After an absence, the scholar is responsible for meeting with his or her teachers as soon as possible regarding missed assignments. If a scholar is absent for more than 3 days, please call the office and make arrangements to pick up missed school work.

**Documenting Absences:** Children who have been absent from school must bring a note of explanation from their parents or guardian as soon as they return to school. If medical attention was required, a doctor's note must also be presented. Our promotional standards include expectations for scholar attendance. If your child fails to maintain a 90% attendance rate, he or she may be retained in the current grade. Excessive absences will be documented, and parents will be notified and summoned to attend conferences if a pattern of behavior persists. Please be advised that your home will be visited by school personnel or city agency.

For the safety of all scholars, all parents must notify the school the same day of the absence.

An absence is documented if a note is provided by the parent. If an absence is due to illness and lasts more than five days or more, a note from a physician is also required.

#### **Abuse of documented absences will be addressed by school administration and city agencies.**

**Lateness and absences are handled in the following manner:**

<b>Range of Lateness</b>	<b>Range of Absences</b>	<b>Progressive Consequences</b>
<b>1-3</b>	<b>1-2</b>	<b>Early Intervention</b>
<b>4-6</b>	<b>3-4</b>	<b>Parent Notification</b>
<b>7-9</b>	<b>5-6</b>	<b>Parent Contact (Phone or meeting)</b>
<b>10-12</b>	<b>7-9</b>	<b>Level 4 Infraction Completion of Attendance Corrective Action Plan (A-CAP)</b>
<b>13-16</b>	<b>10-14</b>	<b>1<sup>st</sup> Level 5 Infraction Appropriate Consequence</b>
<b>17-20</b>	<b>15-18</b>	<b>2<sup>nd</sup> Level 5 Infraction Appropriate Consequence</b>
<b>21-24</b>	<b>19-22</b>	<b>Level 6 Infraction Possible expulsion</b>

**Truancy**

A scholar is truant if unexcused absences total ten (10) or more school days in a school year. If truant, the scholar will be referred to the Local School District Attendance Officer (?). The principal may act as the school's attendance officer or may delegate that duty. The school's attendance officer investigates possible school attendance violations and takes other necessary actions to enforce the compulsory education laws.

**Family Vacations**

Parents planning to take their child on a trip must notify the principal or Operations Manager at least two weeks before departure. The scholar's absence will be an excused absence if approved by the principal. Lengthy trips are discouraged and may be cause for withdrawal. It becomes the scholar's responsibility, with the help of the parents, to make arrangements with the teacher for missed assignments and to complete assigned work upon his/her return to school. The scholar is to complete all assignments within the same number of days as the length of the vacation. Incomplete assignments will not receive credit. Scholars who miss an announced test during their absence will take the test when all missed work is completed and within the same number of days missed due to the vacation. In fairness to the teacher's time, work will not be given in advance of the trip.

**Family Death or Terminal Illness**

If there is a death, terminal illness or similar traumatic situation in a scholar's family that may affect his/her attendance, emotional well-being and/or level of concentration, the child's teacher or school administrator should be notified.

## Parental Partnership: School Uniform

This initiative promotes scholar learning and is designed to reduce distractions and competitions. BwCCS' uniform policy is simple, flexible and cost effective.

### BwCCS Uniform

All scholars K-8 will wear:

Shirts: **Light Blue** Shirts with a Collar; No T-Shirts  
Pants: **Tan**/Khaki Pants-No Jeans, leggings  
Shoes: **Black** Shoes-No Flip Flops or shoes without an ankle strap  
Dresses/Skirts: **Tan**-Knee Length

### ***Scholar Uniform Policy Award Ceremonies and Assemblies***

Shirts: **White** Shirts with a Collar; No T-Shirts  
Pants: **Black Pants**-No Jeans, leggings  
Shoes: **Black** Shoes- No Flip Flops or shoes without an ankle strap  
Dresses/Skirts/Jumpers: **Black**-Knee Length

Other elements of the uniform policy will be introduced during this school year, such as sweaters, sweatshirts and t-shirts that have the BwCCS emblem. Patches of the BwCCS emblem may also be available so it can be placed on polo shirts as well. Parents will be informed of these developments.

### BwCCS Uniform Policy- Strictly Enforced

All scholars are expected to wear the BwCCS uniform as stated above. For safety reasons, to protect all scholars, all students must have a uniform to go outside for recess, school trips, school walks, etc. Families that have difficulty providing their children with a uniform should contact Ms. Cheila Lopez at the Lower School (718-388-8847) or Ms. Margie Pardo (718-384-4154) at the Middle School for assistance.

## Parental Partnership: Communication

### COMMUNICATIONS

**Friday Folder/School Web Site:** Every Friday a folder is sent home with your child and it contains samples of a scholar's work from the week. Friday folders must be signed and returned to the school on the following school day. You can find subsequent information available on the school's website at [www.bwccschool.org](http://www.bwccschool.org) each week.

**Monthly Parent Newsletter:** BwCCS will send monthly parent news letters to inform parents of relevant school information.

**E-mail:** All staff members at BwCCS have e-mail accounts. You can send email to a staff member by using the first initial of his/her first name followed by his/her last name followed by "@bwccschool.org." For example, Principal Les King can be emailed at [king@bwccschool.org](mailto:king@bwccschool.org) and Principal Dionne A. Jaggon can be emailed at [djaggon@bwccschool.org](mailto:djaggon@bwccschool.org). Keep in mind that teachers may not have an opportunity to access their e-mail throughout the day. Do not send urgent communications using e-mail. Call the school and speak to a person in the school office instead.

**Phone Messages:** Please leave any message for your child or a teacher with the school office or on the teacher's voicemail. Teachers will not be interrupted during the school day, but will return a parent's call as soon as possible. Please be aware that scholars are not allowed to send or receive calls on cell phones during the school day. In the event of an emergency, please contact the school office and the message will be communicated to your child as soon as possible.

**Auto-Dialer Messages and Texts –** Throughout the year the school will use a School Messenger phone program that automatically leaves a message for every family on their phone. These messages are intended to get information out quickly about upcoming events, emergency situations or important reminders. The school also uses this system to inform families if their child is tardy or absent. Families must ensure that all contact information is regularly updated.

**Website –** A school calendar and Friday letters can also be found on the school website. Visit [www.bwccschool.org](http://www.bwccschool.org) for the latest pictures, updates and news. The school's calendar is updated on a regular basis.

**Power School:** BwCCS will implement an online portal where parents will be able to access valuable information about their child's instructional program and school information. We will keep families abreast of developments in this initiative.

**Parent-Teacher Conferences:** Occur on an ongoing basis.

The **Parent Teacher Association ("PTA")** is the school's parent /guardian and staff organization. Its goal is to build relationships between parents, guardians, teachers and the community. The PTA holds regular meetings on the second Tuesday of every month and has a number of committees which parents/guardians and staff may join. Regularly scheduled meetings are posted on the school's website and in the monthly calendar. A list of PTA officers is found in the Appendix. You can email the PTA at [PTA@bwccschool.org](mailto:PTA@bwccschool.org).

## **PARENT VISITS**

Parents are always welcome to visit the school, but should make an appointment to meet with school staff. In order to enter the building for any reason, individuals must have proper photo identification to show the security agent at the front desk. Please note that scholars may be watching and listening to any conversation made in public at the school—including in the hallway, Cafeteria, Playground or in front of the school. It is best to arrange a private conference to discuss personal matters.

## **EMERGENCY SCHOOL CLOSINGS**

BwCCS is closed whenever New York City public schools are closed. Please refer to the BwCCS website under the School Calendar for additional information about school closings ([www.bwccschool.org](http://www.bwccschool.org)). This information will also be disseminated through our School Messenger system.

## **INCLEMENT WEATHER AND SCHOOL TRIPS**

School trips are an essential part of the school's curriculum and are scheduled throughout the year. From time to time, the weather is questionable. Trips will be cancelled in the event of dangerous weather, but take place in inclement weather; therefore, scholars should come to school dressed appropriately for the weather on days that there are trips.

## **ACCESS TO SCHOLAR RECORDS**

The Family **Educational Rights and Privacy Act (FERPA)** is a federal law that establishes measures to appropriately protect the accuracy and security of scholar education records. The FERPA procedure also ensures that parents and guardians of all scholars are notified of their rights to access the school's scholar records, and that all requests are addressed in a timely manner.

## **FREEDOM OF INFORMATION POLICY**

BwCCS is subject to the NYS Freedom of Information Law (FOIL) which allows third parties to request certain information from the school. The school has a FOIL policy which is posted in the office and is followed when information is requested in writing from third parties pursuant to FOIL. According to the policy, the school will respond to the requests within five business days, by making the information available; providing an approximate date for when the information will be available; or denying the request. If a written FOIL request is denied the individual may, within 30 days, make a written appeal to the CPCS Board of Directors. The school will forward a copy of the appeal and the ultimate determination by the Board to the New York State Department of Education.

Please note that BwCCS will deny access to requested information on grounds including the following: \*such access would constitute an unwarranted invasion of personal privacy,

\*such access would violate either state or federal law,

\*such records are compiled for law enforcement purposes,

\*such records are inter-agency or intra-agency material which are not statistical or factual tabulation of data, instructions to staff that affect the public, or a final policy.

## **Parental Partnership: Title 1 Parent Involvement Policy**

### **Title 1 Parent Involvement Policy**

BwCCS has adopted a policy addressing the importance of parental involvement. In addition to existing policies and guidelines, BwCCS also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Parents of scholars are vital contributors to the education of their children. Accordingly, they are encouraged to participate in the development and structure of Title 1 activities and to be kept informed about programs in which their children belong. Moreover, they are to be kept informed of the academic progress their children make as a result of participation in these programs. Two-way communication between the school and home provides a sound base for a good partnership to ensure an effective educational program for all scholars.

This Parent Involvement Policy is fulfilled as follows:

1. Parents are notified in writing of their child's participation in Title1 programs.
2. Early in the school year, parents are invited to meet the staff, learn more about available Title 1 programs, ask questions and give suggestions. They learn how progress is measured and how they will receive feedback about their child's progress. Parents are also invited to attend parent teacher conferences.
3. Efforts are made to assist parents in understanding federal and state academic expectations, state content standards, student performance standards, the school curriculum, and school expectations about assessment results.
4. Parents are encouraged to visit the school for volunteer training and information, actively volunteer in the life of the school, and attend meetings and events.
5. Efforts are made to accommodate parents with disabilities and with varying work schedules. Efforts are also made to provide information to parents in the language used at home (i.e. home language).
6. Through a Parent Survey, each year parents can share concerns and offer suggestions for the continued improvement of the school's Title 1 programs. Parents of scholars attending the Title 1 programs are encouraged to help organize, plan and review the Title 1 programs.

## **Parental Partnerships: Visitor and Volunteer Guidelines**

Parent involvement in the formal and informal education of students is important. Parents are expected to review and honor the following rules while visiting or volunteering for the school. Violation of these rules endangers the safety of students and their right to an education. Those not abiding by these rules may be barred from the building.

BwCCS encourages parent volunteers and will offer the following incentives for scholars:

### **Scholar Dollars**

Scholars will earn \$20 scholar dollars for every hour that their parents volunteer. Scholar dollars can be redeemed on Fridays for prizes at the school scholar dollar store.

### **General**

1. Potential volunteers are required to complete the appropriate level of background check before a volunteer assignment begins.
2. All visitors and volunteers must check in at the security guard's desk. Visitors and volunteers must wear a visitor's badge or Parent Volunteer Badge provided by BwCCS. Volunteers may also be required to submit to a criminal background check.
3. All visitors and volunteers must sign in and out at the security guard's desk and the main office. They may not walk directly to the classroom unless given permission by the office staff.
4. All visitors and volunteers must demonstrate and uphold the school's values.
5. The distribution of literature, without prior approval from the classroom teacher or principal is prohibited.
6. Visitors and volunteers must abide by staff instructions and must ask for clarification if necessary.
7. Corporal punishment is prohibited and school visitors or volunteers are prohibited from addressing scholar discipline matters independently. As an alternative, the Scholar Code of Conduct disciplinary procedures are to be followed by school personnel or the classroom teacher.
8. The school is a public school with neutrality towards religion. Visitors and volunteers must neither show preference for one religion over another nor share their religious views with scholars.
9. Appropriate dress is required at all times.
10. Smoking, tobacco use or alcohol consumption are prohibited anywhere on school property, in all indoor facilities and in the presence of scholars.

## **Classrooms**

1. The teacher is ultimately responsible for the students and the activities in his/her classroom.
2. Volunteers should enter classrooms quietly and wait for a break in the activity before communicating with the teacher and students.
3. Student infractions must be addressed by the classroom teacher.
4. Classroom issues regarding students are confidential. Visitors and volunteers may not talk with others about the learning or disciplinary needs of a child other than their own.
5. Classroom visitors are allowed for a limited time and must have the principal's permission.

## **Trips**

1. Volunteers should follow all instructions provided by the teacher or school.
2. Smoking is prohibited in the presence of students.
3. Volunteers should behave appropriately when participating on field trips.

Field trips are a privilege, not a right, and participation is determined at the teachers' and administrators' discretion.

## **Academic Excellence: Curriculum**

### **Curriculum**

BwCCS is dedicated to providing its scholars with a rigorous academic curriculum that is experiential and addresses the individual needs of the scholars. Developmentally appropriate, the curriculum emphasizes a mastery of reading, writing, math, science and social studies. Music, movement, physical education and art are an integral part of the curriculum. Basic skills are linked to analytical thinking and creative problem-solving through hands-on learning and real-world experiences. Instruction is integrated among subjects. Early in the fall, there are separate curriculum nights for the Lower and Middle School which provide an overview of the different subject areas studied throughout the school year.

**Reading, Writing and Language Arts:** Foundational to every scholar's success is the ability to read, write and communicate effectively. The English Language Arts (ELA) curriculum is designed to produce highly literate scholars who are proficient readers and strong writers. Scholars who master the ELA curriculum are prepared to read for deep understanding and to effectively communicate ideas and information through writing and speaking. They are also taught to listen actively and critically to generate new ideas based on what they encounter both inside and outside the classroom.

**Math:** To provide scholars with the mathematical skills they will need in everyday life as well as in the rigors of high school and post-high school mathematics, BwCCS has developed a strong mathematics curriculum that emphasizes communicating, computational and procedural skills, making connections, reasoning and proofing, problem solving, and using representations. Scholars learn to represent and communicate ideas through graphs, mathematical terms, models, signs, symbols, and writing.

**Science:** BwCCS has developed an engaging science curriculum that encourages scholars to participate actively in scientific inquiry while developing scientific literacy. When participating in inquiry, scholars describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. Scholars' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth Science.

**Social Studies:** The Social Studies curriculum is based on New York State standards and covers social, cultural and historical issues that are age-appropriate. Scholars focus on their own life experiences in kindergarten, starting with a "study of self" which requires them to collect and document information about themselves and their families. As scholars progress through grades, the focus shifts to the community, starting with a study of Brooklyn, and then progressing to the history of New York City and New York State, culminating in the upper elementary grades with a study of different cultures around the world. Middle school scholars study early civilizations and American history.

**Spanish:** BwCCS scholars study Spanish in grades 3-8. Students learn foundations of the Spanish language through listening, reading, speaking and writing. Students also explore the cultural diversity of Spanish speaking countries through an enriched curriculum.

**Music and Art:** Programs in music and art provide an opportunity to enhance interdisciplinary work. Art and music teachers work closely with classroom teachers to integrate the arts into the core curriculum. Scholars in music practice choral singing and learn to play simple instruments. There are opportunities to join the after school band and orchestra for children in fourth through eighth grades. Scholars in visual arts learn to regard drawing as another language with which to record their experiences and develop their expressive skills.

**Health and Physical Education:** The physical education curriculum focuses not only on the development of basic physical skills but also on nutrition, body awareness and safety in order to develop life-long physical fitness skills and healthy lifestyles. Physical Education is also integrated into other core subjects taught at BwCCS.

**Advisory:** All Middle School scholars will participate in a weekly Advisory program. The goal for the Advisory period is to help scholar develop skills that will lead to educational and personal success. Advisors will meet with individual scholars to help support academic progress. Advisors address issues related to scholar development and serve as liaisons to parents and staff. Parents should communicate with advisors about any concerns.

## **Academic Excellence: Achievement**

### **Award Ceremonies**

Award ceremonies will be held the ---Tuesday of every month at 6:00pm during the PTA meeting at the Middle School auditorium. All scholars K-8 will be honored together.

### **Scholar of the Month**

Classroom teachers and Middle school advisors will select one child per class that meet the following criteria:

- Attendance is 95% or above
- Wears school uniform daily
- All homework is done daily
- All classwork is done daily
- Demonstrates excellent behavior

### **Scholar of Literacy Creativity**

Classroom teachers and Middle school advisors will select one child per class that meets the following criteria:

- Exemplary writer
- Completed all monthly writing activities (Book of the Month and Monthly Genre Writing)
- Exceeds standards on stipulated rubrics
- Ability to read their written responses with fluency and expression

### **Scholar of Scientific Exploration**

Classroom teachers and Middle school advisors will select one child per class that meets the following criteria:

- Exemplary writer
- Completed all science monthly writing activities
- Exceeds standards on stipulated rubrics
- Ability to read their written responses with fluency and expression

### **Scholar of Mathematics**

Classroom teachers and Middle school advisors will select one child per class that meets the following criteria:

- Able to explain verbally and in writing computation and conceptual mathematic strategies
- Completed all monthly mathematic portfolios/assessments
- Exceeds standards stipulated on rubrics
- Ability to read written responses with fluency and expression

### **Principal's Book Club**

Classroom teachers and Middle school advisors will select one child per class that meets the following criteria:

- 100% completion of the BwCCS Reading Log complete with parent/guardians signatures
- Scholars should read books from at least 4 different genres
- Have completed Book Reports using the acceptable Book Report Format
- Ability to read their written responses with fluency and expression

## Grades, Report Cards and Honors

- **Lower School:** Report cards are distributed four times during the year at the end of each marking period. Report cards will be distributed to parents during Parent Teacher Conferences, and it is important for parents to come in to pick up these reports so that a dialogue can take place about scholar progress. The final report card will be mailed to families.

Classroom teachers prepare report cards for each scholar addressing four domains: Personal and Social Development, Mathematics, Literacy and Social Studies. In addition, the Art, Music, Physical Education and Science teachers prepare separate assessments which are included with the report card. We use a combination of checklists and descriptions of scholar behavior. Skills are assessed using four levels of proficiency. The first and final reports are composed of a comprehensive checklist and accompanying comments. The March reports are written in narrative form and contain promotion-in-doubt information if applicable. The June report card contains recommendations/requirements concerning summer school and/or grade retention.

- **Middle School:** Scholars receive four report cards. Report cards must be picked up by parents or guardians at the school. It is important for parents to come in to pick up these reports so that we can have a dialogue with parents about scholar progress. The 3<sup>rd</sup> and 4<sup>th</sup> cycle report card will be mailed to families.

Scholars receive numerical grades for core subjects and letter grades for Conduct, Art, Physical Education and Technology. Comments about behavior and progress towards meeting New York State standards are also included. Promotion-in-doubt information is entered on the February report card. Parents or guardians of scholars who are at risk of failing a core subject class during the February report card term must attend a special conference to discuss the scholar's situation. If a child is being retained or is required or recommended to attend summer school, this information will be entered on the June report card.

Scholars are eligible for awards at the end of each grading period for academic progress and achievement. The highest award is the Honor Roll. Scholars with a 90% or above average will receive First Honors and recognition. Scholars with an 85%- 89% average will receive Second Honors and recognition.

## **Promotion and Retention Policy**

Scholars who master the grade level curriculum are promoted to the next grade level in the spring. The decision to retain a student is made in collaboration with the administration and the classroom teacher.

Scholars qualify for promotion if they meet the following requirements stated below.

Grades K-8: Grade appropriate /passing marks in the following

- Running Records
- Portfolios
- Scholar Work
- Homework
- Teacher Observations
- Unit Exam Scores
- Test Scores
- 90% attendance

Grades 3-8: Scholars who receive a Performance Level 3 or 4 on both the New York State Math and English Language Arts exams will be promoted. Scholars who receive a Level 2 on the New York State and/or English Language Arts exam will be recommended for summer school assistance.

## **Academic Excellence: Scholar Support Services and Special Education**

It is the goal of BwCCS to provide educational opportunities for all scholars. It is the school's obligation to provide appropriate educational opportunities to all scholars with disabilities, as defined under the Individual with Disabilities Education Act (IDEA) and state regulations.

### **Rehabilitation Act of 1973- Section 504 (General Education)**

Section 504 of the Rehabilitation Act of 1973, 29 USC 794 (sometimes referred to as 504) prohibits discrimination against individuals with disabilities solely on the basis of their disability. Upon initiation of the 504 process, parents will be provided the 504 Procedural Safeguards and Parent/Scholar Rights which contains complaint and due process procedures. If you have Section 504 questions, please contact the school's principal who has been designated as the 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints.

### **The Individual Education Program**

The school will comply with the IDEA and state regulations and every scholar identified as having a disability will be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law. Decisions regarding an IEP are made by an IEP team, which includes general and special education providers, administrators and parents.

### **Committee on Special Education (CSE) Meetings**

Meetings of the CSE of the scholar's district of residence are required either to develop or review an IEP.

### **Educational Placement of Scholars with Disabilities**

The school is committed to educating scholars in the least restrictive environment in order to meet their educational needs as determined by the scholar's IEP team.

### **Parent Participation**

Parents have the expressed right to participate in all meetings dealing with the evaluation, identification and educational placement of their child. Information concerning a child will be requested of his/her family during the IEP process, and the parent/guardian will be invited to participate in all IEP meetings.

## Scholar Responsibility: Homework and Nightly Reading

### HOMEWORK

Homework is an important part of a scholar's overall learning experience. It affords scholars the opportunity to practice skills and to apply them in different situations. By completing their homework on a regular basis, scholars develop good work habits and an important sense of responsibility. Teachers will send home their specific class homework policies at the beginning of the year.

Homework is designed to review and reinforce skills learned at school. It also is used by teachers as an assessment method. Homework is given on a daily basis; there are no study halls in which to complete homework at school.

We expect scholars to read 25 books per year. Summer reading can count towards this requirement as long as scholars prepare the proper reports.

Below are the recommended minutes for *nightly reading* per grade level:

Grade	Minutes Per Day
K-2	20-30
3-5	30-60
6-8	60-90*

**Helping with Homework:** Parents are an invaluable aid to the completion of homework. Ask your child to show you what he/she is learning and go over the homework with him/her, rather than just asking whether or not it has been completed. Your active participation may have a profound effect on your child's attitude towards homework. When you provide the necessary support and encouragement, most children will rise to the occasion and do their best on their assignments.

### What do children need from parents?

- **Encouragement** – Give your child praise for efforts and for completing assignments.
- **Availability** – Encourage your child to do the work independently, but be available for assistance.
- **Scheduling** – Establish a set time to do homework each day. You may want to use a calendar to keep track of assignments and due dates.
- **Space** - Provide a space for homework, stocked with necessary supplies, such as pencils, pens, paper, dictionaries, a computer, and other reference materials.
- **Discipline** – Help your child focus on homework by removing distractions, such as television, radio, telephone, and interruptions from siblings and friends.
- **Modeling** - Consider doing some of your work, such as paying bills or writing letters, during your child's homework time.
- **Support** – Talk to your child about difficulties with homework. Be willing to talk to your child's teacher to resolve problems in a positive manner
- **Involvement** – Familiarize yourself with the BwCCS Homework Policy. Make sure that you and your child understand the teacher's expectations.

### **What are the benefits of homework to children?**

- **Responsibility** – Doing homework every day at the same time helps develop responsibility and prepares children for responsibilities they will face as adults.
- **Reinforcement** – Homework helps children understand that learning doesn't stop when the school bell rings.
- **Self-confidence** -- Children become confident by mastering structured tasks.
- **Accomplishment** – Taking pride in homework assignments helps children experience the satisfaction of a job well done.

## **SCHOLAR RESPONSIBILITY: CODE OF CONDUCT**

### **INTRODUCTION**

BwCCS scholars have a right to an exceptional education, one that requires a purposeful school climate as well as a safe and supportive community. BwCCS has developed a Code of Conduct to define behaviors that promote a productive learning environment. The Code is designed to help scholars understand and accept responsibility for their behavior and actions, and teach them to cultivate a serious academic environment. The Principal reserves the right to modify any policy at any time.

The BwCCS Code of Conduct contains specific rules and regulations relating to scholar behavior and discipline. It is important that parents, guardians and caregivers review all school rules with their children and emphasize the importance of the rules to building a safe and positive school environment. Not only are scholars expected to adhere to the school's Code of Conduct, they also are expected to report others who violate the Code. In particular, scholars must report threats, possible fights and other dangerous situations as soon as possible to a teacher or administrator.

It is the responsibility of both parents and staff to teach scholars behavior that is appropriate for a learning environment. BwCCS promotes a positive behavior management program. Teachers seek to teach and reinforce the positive behavior of individuals and groups. Emphasis is placed on praising and encouraging positive appropriate behaviors instead of reprimanding scholars. Behavior management systems may change according to class culture and scholar grade level. Each teacher will have specific classroom expectations and policies for dealing with behavior problems which will be communicated at the beginning of the year. When behavior issues arise, teachers assess the problem and clearly communicate the school's expectations and consequences for scholar behavior.

## BEGINNING WITH CHILDREN CHARTER SCHOOL Kindergarten- 8<sup>th</sup> Grade

### Non-Negotiable Rules of Behavior

1. Line up begins at **8:20 a.m.**
2. Each student will come to school each day **prepared** with their assigned textbooks, notebooks, pencils/pens, teacher assigned supplies and completed assignments.
3. The **school uniform** should be worn every day. Cold weather attire may include solid color sweaters or vests in white or navy without hoods. Hats, coats, or any clothing that brings attention to one's anatomy are unacceptable attire within the school building.
4. A written explanation from a parent/guardian must be given to the classroom teacher for each **lateness and absence**.
5. Students will not **leave the school building**, unescorted or without permission, during their assigned school hours.
6. Students will not **fight, use profane language, or disrupt instruction**.
7. Students will **respect** each other and each other's property. Students will not **touch inappropriately** or **take or use other people's property** without permission.
8. Students will respect **school property**. Defacing or destroying furniture, doors, walls, or windows are prohibited.
9. Students will only eat in designated areas unless otherwise directed. Gum, candy, sunflower seeds, and other forms of **junk food** are not to be brought into the school building. All junk food will be confiscated and will not be returned. **Glass bottles are not allowed**.
10. Students will not bring **cell phones, beepers, computerized games, toys, playing/trading cards, radio cassette players, iPods, game boys, mp3, CD players, etc.**, into the school building. Electronic devices, toys, and cards will be confiscated. The school assumes no responsibility for the damage, loss, or misplacement of such items.

## Consequences

Habitual infractions of any nature are unacceptable and the students may be subject to any of the following disciplinary actions:

- Parent/Guardian contact – phone call/letter/Teacher conference/Guidance conference/Assistant Principal conference.
- Loss of privileges—recess/class trip/special activities
- In-school Suspension Program
- Principal's Suspension.

## Expected Behaviors

**Entering School:** Scholars arrive at school properly dressed and with their homework completed. Upon entering the building scholars politely greet the security agents and other adults. Scholars do not congregate in areas that obstruct other people; they immediately take a seat in the designated area and wait for instructions from a teacher or other staff member. Scholars who come for breakfast arrive early enough to eat and clean up from their meal before school begins.

**In Classrooms:** Scholars enter every class quietly, greet their teacher, go to their assigned desk, and immediately follow their teacher's instructions. Scholars should raise their hand and wait to be called on before speaking in class (unless the teacher asks for a unison response). Scholars should be actively engaged in class. Scholars should respond appropriately to teacher corrections and immediately do what the teacher asks. Teachers establish routines for lining up and dismissal at the end of class. Classrooms are always left neat and clean at the end of each period.

**In Hallways:** Scholars and teachers move from class to class quickly but calmly to minimize disorder and maximize instructional time. Teachers actively supervise the process by standing at doors and corners so that they can see all scholars. Scholars are allowed in the hallways on their own only if they have been issued a pass by their teacher; they may only use the bathroom pass to go to the bathroom and back.

- **Lower School:** Scholars will be guided in a line by an adult between classes and activities. Lines are quiet and straight (everyone facing forward, one person directly behind another). No scholars touch the walls or other scholars. All scholars walk at the same pace, and there are no large gaps in the line.
- **Middle School:** Scholars are responsible for getting to and from their classes on their own. They move quickly and quietly between classes and there is absolutely no running or horseplay. Scholars may go to their lockers only at the designated times.

**At Meals:** Scholars conduct themselves in the Multi-Purpose Room (Lower School) and Cafeteria (Middle School) in a respectful manner. Scholars remain seated during meals. They talk only to those at their table and speak in quiet voices. Immediately upon finishing food or when asked by a teacher, scholars should clean up after themselves and dispose of trash properly in the trashcan. Scholars separate all recyclable materials from their lunch and place them in the appropriate bins.

**During Recess:** Scholars treat their peers, adults and environment with respect, and use recreational equipment properly and safely. Scholars are usually able to go outside for recess/break every day, but must be dressed appropriately for the weather. Recess/break may be held inside should the temperature drop below freezing or for inclement weather.

All scholars must respect other people's space and keep their bodies to themselves. There is no play fighting, wrestling or dodge ball during recess. Scholars must listen to others, be good sports and let everyone play. No name calling, teasing or threatening language is allowed, including, "You can't be my friend" or "You can't play." Children follow directions the first time they are given, and line up quickly when called.

- **Lower School (Playground):** Children must play in the area designated for their grade. Children may not play on the track or in the picnic area, unless given permission to do so by the school staff. The Playground rules include:
  - Children are not allowed to climb up the slides.
  - Children must go down the slides on their bottoms.
  - Only one child at a time may use the slide.
  - Jump ropes, hula hoops, balls, etc. should be used properly and returned to the correct location when the children are finished using them.
  - Only school staff is permitted to alter the height of the basketball hoops.
  - Children must share the equipment so everybody has a turn.
  - Children should not attempt acrobatics or conduct themselves in a manner which is likely to result in injuries (i.e., attempting cartwheels, "flips," etc.).
- **Middle School (Courtyard):** Scholars may exit the Cafeteria and go into the courtyard during their lunch period. They must keep the courtyard clean and keep their voices at a level so as not to disturb the surrounding classrooms. Scholars return immediately to the Cafeteria or their classroom when directed.

**In the Library:** Scholars are quiet and purposeful in the Library. All books and materials are treated with respect and returned to their proper location. Scholars follow the Library's procedures for checking out and returning books. They are responsible for replacing lost or damaged books.

**In Computer Labs:** BwCCS scholars and parents must sign an agreement stating that they will adhere to the school's **Internet Acceptable Use Policy**, a copy of which is attached in the Appendix. In summary, scholars can only access the internet for educational purposes, and should not use it for inappropriate purposes. Scholars should treat all equipment with care.

**In Restrooms:** The ideal times to use the restroom are during breakfast, breaks, lunch. Scholars using the bathroom during class should carry a designated bathroom pass; they should be quiet in the hallways and use the bathroom quickly. The bathrooms should be kept clean.

**Around the Building:** All community members should be actively involved in maintaining a clean and attractive school environment. Scholars and staff should work together to keep common areas clean. Scholars should notify an adult if they discover any damage to the building or school property, as well as dangerous situations such as wet or slippery surfaces.

**Bus and Public Transportation:** BwCCS scholars are expected to follow the Code of Conduct when riding school buses or using public transportation. Rude, vulgar or obscene language or behavior is not allowed. Scholars should follow all directions from the driver or other adults on the bus. There is no eating or drinking on buses, and the aisles must be kept clear at all times (e.g. no books, bags, feet or legs). All scholars are expected to be positive representatives of BwCCS when using public transportation as well. Scholars should follow all MTA rules and regulations.

**In the Community:** When not in school, scholars should conduct themselves at all times as representatives of BwCCS. Scholar behavior should reflect BwCCS core values whenever scholars are walking down the street or going into a store.

### **Personal Property**

Scholars should not bring large amounts of money, toys (including Yu-Gi-Oh, Pokémon or other trading cards), electronic equipment (including cell phones, radios, i-pods or other music players, electronic games, and beepers) or other gadgets to school.

BwCCS is not responsible for scholars' personal property that is not directly related to and required for their classes, including cell phones. Personal property that is not education related should not be used during the school day and should be kept out of sight (e.g. in a school bag, cubby or locker). Cell phones are allowed but must be turned off and kept out of sight during the entire school day. Middle School scholars who bring cell phones to school should keep them in their locker during the school day. Parents who need to reach their child must contact the school office and the message will be relayed to the scholar. Any violation of these policies will result in items being taken from scholars, and only a parent or guardian will be allowed to retrieve items that are taken.

### **SCHOOL PROPERTY**

Respect is the cornerstone of the BwCCS tradition. Scholars should respect each other's, the school's and teachers' property. Scholars, who lose damage or destroy school property, including books or equipment, will have to replace or pay for it in order to receive a report card or transcript.

### **CHORES AND COMMUNITY SERVICE**

As a part of a community, scholars are expected to pitch in and help out with keeping the school neat and clean. Just like at home, scholars will a responsibility to keep the school presentable.

### **SCHOOL TRIPS**

During trips into the community, scholars should act as ambassadors for BwCCS. The school reserves the right to exclude children from field trips if their past behavior has been unsafe. In some cases, parents will be required to accompany and monitor their children in order for them to be allowed to go on a trip. Scholars will typically be given a warning before they are not allowed to attend field trips; however, the school reserves the right to revoke trip privileges based on one incident if the conduct is judged to be extremely unsafe by the Principal. At mid-year, Middle School scholars will be given warnings if they are in danger of losing the privilege of going on the end-of-the-year trip. However, if an incident is deemed serious enough by the Principal, the trip privilege can be revoked without warning.

### **CONFLICT RESOLUTION**

Scholars must not endanger themselves or others, and should never resolve a conflict through the use of violence. If scholars have problems with each other, they should follow the following conflict resolution system which is called Five Steps to Peace:

1. Ask the other scholar to stop
2. Ignore him/her.
3. Walk away.
4. If it is not possible to walk away or if ignoring the person is inappropriate, tell an adult.
5. If the conflict is not resolved, tell another adult.

**Please Note: Scholars must report threats, possible fights and other dangerous situations as soon as possible to a teacher or administrator.**

The BwCCS Code of Conduct establishes clear consequences for behaviors that go against our school policies. These policies are designed to foster positive behavior amongst the scholar body. There are a range of consequences, and their application depends on the history, context and severity of the behavior:

BwCCS has also outlined a School Wide Behavior Management System to highlight how misbehavior will be addressed. Both the possible consequences and Behavior Management System are described in the subsequent pages.

# BwCCS SCHOOLWIDE BEHAVIOR MANAGEMENT SYSTEM

## *BE SAFE, BE RESPONSIBLE, BE RESPECTFUL*

To ensure that our school culture fosters student learning in a safe environment, we have implemented a School wide Behavior Management System. The Behavior Management System focuses on building positive relationships and correcting behavior through problem solving and consistent consequences. This 6-level, color-coded system, outlined below, provides clear information about how misbehavior will be appropriately addressed in all circumstances.

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LEVEL	DESCRIPTION	DISCIPLINARY ACTION
GREEN	<ul style="list-style-type: none"> <li>Meeting behavior expectations. Students start every day at GREEN.</li> </ul>	
YELLOW <b>1</b>	<ul style="list-style-type: none"> <li>Repeated minor to moderate impulsive misbehavior that disrupts the class.</li> </ul>	<p><b>TEACHER</b> will utilize one or more of the following options at his or her discretion:</p> <ul style="list-style-type: none"> <li>Student-Teacher conference</li> <li>Time Out</li> <li>Think It Over sheet</li> <li>Contact parent/guardian by note or phone</li> </ul>
BLUE <b>2</b>	<ul style="list-style-type: none"> <li>Continued minor to moderate impulsive misbehavior after receiving Level 1 disciplinary action <b>or</b></li> <li>minor to moderate intentional misbehavior.</li> </ul>	<p><b>TEACHER</b> will contact parent/guardian by email or note home. In addition, teacher will utilize one of the following options at his or her discretion:</p> <ul style="list-style-type: none"> <li>Student-Teacher conference</li> <li>Time Out</li> <li>Think It Over sheet</li> <li>Temporary removal from class</li> </ul>
RED <b>3</b>	<ul style="list-style-type: none"> <li>Continued minor or moderate impulsive or intentional misbehavior after receiving Level 2 disciplinary action.</li> </ul>	<p><b>TEACHER</b> will contact parent/guardian by phone or schedule a meeting. In addition, teacher will utilize one of the following options at his or her discretion:</p> <ul style="list-style-type: none"> <li>Lunch detention</li> <li>After-school detention</li> <li>Loss of classroom privileges for the day and next day</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>A student receives Level 2 or 3 disciplinary action 10 times in a 20 day period.</li> </ul>	<p><b>ASSISTANT PRINCIPAL</b>, completes a Behavior Corrective Action Plan with teacher, parent, and student.</p>
<b>5</b>	<ul style="list-style-type: none"> <li>Ongoing minor to moderate misbehavior not successfully modified by the Behavior Corrective Action Plan <b>or</b></li> <li>severe impulsive or intentional misbehavior.</li> </ul>	<p><b>ASSISTANT PRINCIPAL</b>, will enforce at least one of the following options:</p> <ul style="list-style-type: none"> <li>In-School suspension</li> <li>Out-of-School suspension</li> <li>Payment for damage</li> <li>Counseling</li> <li>Exclusion from school activities</li> <li>Community service</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Repeated (2-5) Level 5 misbehavior <b>or</b></li> <li>misbehavior that constitutes extreme noncompliance with school rules <b>or</b> threatens the safety of others <b>or</b></li> <li>serious intentional misbehavior considered criminal.</li> </ul>	<p><b>PRINCIPAL</b> will enforce at least one of the following options:</p> <ul style="list-style-type: none"> <li>Contact police</li> <li>Payment for damage</li> <li>Long-term suspension</li> <li>Expulsion</li> </ul>

The BwCCS Code of Conduct establishes clear consequences for behaviors that go against our school policies. These policies are designed to foster positive behavior amongst the scholar body. There are a range of consequences, and their application depends on the history, context and severity of the behavior:

## **DESCRIPTION OF POSSIBLE CONSEQUENCES**

- 1. Verbal Warning:** Scholars are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.
- 2. Time Out:** Used primarily at the Lower School, scholars are separated from other scholars; they may be asked to sit in another part of the classroom for a few moments to refocus their attention.
- 3. Parent Contact:** Teachers call, e-mail or write to parents to inform them of their child's behavior and discuss appropriate remedies and/or consequences.
- 4. Lunch Detention:** At the lower school teachers may keep scholars in their classroom during the lunch period, after an administration also assign lunch detention for disciplinary infractions. Scholars may be required to complete written reflections or provide restitution through community service during this time. At the middle school, teachers refer scholars to lunch detention after a phone consultation with parent.
- 5. Referral:** If a scholar repeatedly disrupts the learning environment, the scholar may be removed from class at the discretion of the teacher. The scholar will be sent to an Administrator's office and remain there until such time as the Administrator instructs the scholar to return to class.
- 6. Parent Conference:** Parents or guardians may be required to attend one or more conferences at the school where they will work collaboratively with teachers and staff to address an individual scholar's behavior.
- 7. Behavior Contract:** A behavior contract may be developed for scholars who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The behavior contract will clearly describe expected behaviors and be signed by the scholar and a parent or guardian. Scholars will carry the contract with them and have it signed by each teacher during the day. The contract will be reviewed on a regular basis by teachers or administrators to determine whether it remains necessary.
- 8. Loss of Privileges:** Scholars who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events (e.g. prom), and ceremonies (e.g. graduation).

**9. In-House Suspension:** BwCCS may require scholars to serve an in-house suspension during which they are not allowed to travel to their classes but must spend the school day supervised in one of the school offices doing their schoolwork. During an in-house suspension a scholar will be given work that must be completed and signed by his/her teachers before he/she can be dismissed.

**10. Suspension:** To create and maintain a safe, supportive, fair and reliable school community, BwCCS will suspend scholars from school when there are serious breaches in the discipline code. Scholars will not be allowed to attend school or any extra-curricular activities while they are suspended.

**11. Expulsion:** Expulsion will be reserved for scholars whose conduct are of such character as to constitute a continuing danger to the physical wellbeing of other scholars and/or the staff or are regularly disruptive to the learning process. It applies to scholars who show no evidence of desiring to change problem behaviors such as continued and willful disobedience or open defiance of authority. Scholars subject to expulsion are those who have not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement and/or counseling.

## **INFRACTIONS AND CONSEQUENCES**

While we have potential consequences along with the behavioral infractions, the Principal has sole discretion to determine the consequences for each behavioral infraction.

## **SUSPENSION AND EXPULSION**

The Principal may suspend a scholar if his/her behavior threatens the safety and integrity of the school community. Where there are serious breaches in the discipline policy, scholars will be suspended from school for one to five days by the Principal. The Principal may also use "in-house suspension" at his/her discretion. Causes for suspension include (but are not limited to) the following violations:

- Fighting or physical assault of another scholar;
- Sexual harassment or assault of another scholar or staff member;
- Verbal assault or threat of teacher, staff member, or other adult at school;
- Taking or attempting to take money or property from another scholar or bullying another scholar by means of threats, intimidation, force or fear;
- Constant disruptive behavior or continued and willful disobedience;
- Excessive disrespect;
- Open defiance of authority;
- Vandalism of school property;
- Truancy;
- Possessing, using, selling or dispensing illegal substances such as drugs, alcohol, cigarettes or firecrackers (any illegal substances will also be reported to the police as required by law);
- Stealing;
- Repeated minor disciplinary policy infractions;
- Possession of a weapon; or
- Physical assault of a staff member.

### **Short-Term Suspension**

Short-term in school or out of school suspensions for up to five days are determined by the Principal based on the facts and circumstances of the situation. Scholars are informed verbally of any suspension, the reason or reasons for them and are given an opportunity to deny or explain the charges. If a scholar is suspended out of school up to three days, his or her parent/guardian will be contacted immediately in writing within 24 hours of the incident. Parents also will be contacted by telephone if the school has been provided with a correct contact telephone number. Parents can request an immediate informal conference to discuss the matter with the Principal. Arrangements also will be made to provide additional instruction to make up for missed schoolwork.

### **Long-Term Suspension**

Long-term suspension, more than five days will be imposed on any scholar with a formal suspension hearing. Conduct which warrants such punishment includes:

- Using or selling drugs, or alcohol, or any illegal substance on school premises;
- Bringing any kind of weapon to school;
- Major theft;
- Deliberately inflicting or attempting to inflict serious physical injuries on other members of the school community;
- Repeatedly harassing, or threatening with physical violence scholars, staff or other members of the school community; or
- Violation of any city, state, or federal law.

Upon determining that a scholar's action warrants a possible long-term suspension, the Principal will verbally inform the scholar that he or she is being suspended and is being considered for a long term suspension and state the reasons for such actions. If possible, the scholar's parents/guardians will be immediately notified by phone. The parents/guardians will receive notice in writing within 24 hours of the suspension which will also inform them of their right to attend the formal hearing on the matter and be represented by counsel, question witnesses and present evidence.

A formal suspension hearing will be scheduled with reasonable consideration of the parents/guardians' schedules. The Principal will personally hear and determine the proceeding or may, at her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report is advisory only; the Principal makes the final decision as to whether long-term suspension is warranted. That decision may be appealed to the school's Board of Trustees.

### **EXPULSION**

A scholar whose conduct constitutes a continuing danger to the physical well-being of other scholars and/or the staff may be expelled from school. There is zero tolerance for bringing a gun or weapon to school. Expulsion also is warranted if a scholar has not responded to all other forms of discipline and support, including detention, suspension, and counseling. Expulsion must be approved by the school's Board of Trustees, which also may hear a family's appeal of such a determination.

### **DISCIPLINE FOR SPECIAL EDUCATION SCHOLARS**

BwCCS's disciplinary policy, as regards any scholar with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA)

# APPENDIX

**BEGINNING WITH CHILDREN CHARTER SCHOOL  
BOARD OF TRUSTEES**

**John Day, Chair**  
**Kelly Fisher**  
**Renee Harris**  
**Christina Latouf, Vice Chair**  
**Benet J. O'Reilly, Treasurer**  
**Rhonda Tomlinson, Secretary**  
**Dr. Edna R. Vega**  
**Johan Utterman**  
**JB Lockhart**

To contact BwCCS Board members, email [board@bwccschool.org](mailto:board@bwccschool.org). This e-mail address is being protected from spam bots, you need JavaScript enabled to view it.

**BwCCS PROBLEM RESOLUTION PROCEDURES**

BwCCS has established a problem resolution procedure to facilitate a harmonious school environment and to comply with certain requirements of state law. All grievance matters covered under the Collective Bargaining Agreement are governed according to that document. The School staff will attempt to resolve all other grievances promptly, courteously and without the need for Board intervention. Complaints alleging a violation of the provision of the New York charter law or that are the direct province of the Board of Trustees may be submitted in writing to the Board Chair, who will forward the complaint to the BwCCS Grievance Committee.

**Informal Complaints**

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Principal is encouraged if efforts among parties involved are not fruitful. If a member of the school community believes that an issue requires further attention, the following additional procedures are available.

**Formal Complaint to Board of Trustees**

1) The Principal will seek to resolve any individual's informal complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint for Board attention to the school's office which will promptly forward that complaint to the Board Chair. The Board will consider the complaint and respond in writing within a reasonable period of time to the complainant. The school's authorizer does not handle appeals of informal complaints, or formal complaints that do not involve a violation of law or the charter.

2 Complaints alleging a violation of the provisions of the New York Charter Schools Act or other law or of the school's charter may be brought to the Chair of the Board of Trustees, who will submit them to the Grievance Committee for consideration. The Committee or members of the Committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the Committee's recommendation and render a decision. To file and process a grievance, the following procedure must be followed:

- A written complaint is submitted to the Chair of the Board of Trustees who will then forward the complaint to the Grievance Committee.
- The Grievance Committee meets within seven business days after receiving the written complaint. During or within five business days after a Committee meeting, all parties affected must have the opportunity to be heard by the Committee. When the Committee does not meet, the affected parties will have an opportunity to present to the Board prior to the Board rendering a decision.

The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large. At the next full meeting, the Board will act on the complaint.

The Board will provide the complainant with a written determination and a written notice that he or she may file an appeal to the NYC DOE Chancellor's office if the complaint involves a violation of law or of the charter.

Any individual dissatisfied with the response of the Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of BwCCS to its authorizer, the Chancellor of the NYC DOE and thereafter, if dissatisfied with the response of the Chancellor's Office, to the Board of Regents, NY.

#### **State Grievance Guidelines**

Subdivision 2855 (4) of the New York State Education law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's Board of Trustees (the "School Board"). If the individual making the complaint, after presenting the argument to the School Board, is unsatisfied with the School Board's response, then he or she has the right to present the complaint to the entity which authorized the charter school (the "Charter Entity").

The Charter Entity, upon being presented with a complaint, has the right to issue remedial orders when appropriate and necessary. If the complainant, after presenting a complaint to the Charter Entity, feels that the complaint has not been adequately addressed by the Charter Entity, he or she may bring the complaint to the Board of Regents, which also has the right issue remedial orders.

## 2011-12 BwCCS PTA OFFICERS

Sonia Esaw and Nancy Zapata, **Presidents**

William Johnson and Cathy Appelton, **Vice Presidents**

Karina Taveras, **Treasurer**

Shinda Bowen, **Recording Secretary**

## BwCCS Internet Acceptable Use Policy for K-3

September 8, 2011

Dear Parents and Guardians,

Part of BwCCS's responsibility in preparing scholars for the 21<sup>st</sup> century is to provide them access to the tools they will be using as adults. The Internet will be one of these tools. Beginning with Children Charter School offers your child the use of the Internet through our school network. On the Internet, your child will have access to websites, databases, libraries, and computer services from all over the world.

With this educational opportunity also comes responsibility. It is important that you and your child understand his/her role as a "network" citizen, as well as the Code of Ethics which govern the use of the internet at our school. Enclosed you will find BwCCS's Internet Acceptable Use Policy. Please review these guidelines carefully with your child.

**In order for your child to use the Internet at school, you must sign the attached form.**  
Please return this signed form to your child's teacher.

Thank you for your prompt attention and  
cooperation.

Sincerely,

Les King  
LS Principal

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## **Policy**

It is the policy of the Beginning with Children Charter School (BwCCS) that scholars will use the Internet in a responsible manner for educational purposes only. Accordingly, the school has established a policy for the use of the Internet along with rules governing the behavior of scholars who access the Internet. Scholars who do not comply with the standards of behavior outlined in this policy will lose their privilege of using the Internet and/or be subject to other disciplinary action.

### **Acceptable Use**

BwCCS will allow scholars to access the Internet for educational purposes only, provided parents or legal guardians sign the School Internet User Permission Form.

All members of the BwCCS community are expected to follow certain measures to ensure the safety and security of the Internet and the school's online community.

Responsible use of the Internet includes abiding by all copyright laws. It is unethical and unlawful to use any data or communications posted on the internet without the owner's or author's permission. In addition, it is unethical and unlawful to disclose, use, or disseminate anyone's personal information without their permission.

Certain materials contained on the Internet are inappropriate to minors such as BwCCS scholars. BwCCS has taken measures to restrict access to materials harmful to minors, including:

- Implementing Internet filtering;
- Requiring adult supervision during scholar use of the Internet;
- Requiring parent/guardian and scholar signatures on the Internet User Permission Form. This policy must be resigned each school year.

In addition, scholars are only allowed to access the Internet while under a staff member's supervision. Computers that allow access to the Internet will only be placed in areas where adults are present.

Scholars shall:

- adhere to the same standard of conduct expected and required in a classroom. This includes using only appropriate language when online and being careful to avoid any web site which may contain inappropriate content and/or language;
- follow rules for using resources, time limits and printing instructions provided to them by their teachers;
- follow appropriate procedures for care of computer equipment, such as proper opening and closing of programs, handling CD-ROM drives and electrical plugs;
- log off the system as soon as they are finished to provide others with the opportunity to access the system;
- report violations of these rules to their teacher;
- follow proper formats for citations of material from Internet sources.

Scholars shall not:

- lend their User ID and passwords to anyone else;
- interfere with the ability of other users to make effective use of the school's computer resources;
- use the network for purposes other than what is assigned by a teacher; such as playing games;
- intentionally damage the system;
- damage information belonging to someone else;
- tamper with equipment;
- access anyone else's password, files or programs;
- install any applications (computer programs) onto a BwCCS owned computer, and
- communicate with other persons without the express permission and supervision of a BwCCS staff member.

**Misuse of Privileges and Consequences**

Users are held responsible for their actions and activity. Unacceptable use of the network will result in the suspension of all user privileges and may also result in further discipline. Reinstatement of privileges will be made at the discretion of the Administration.

Prior to Receiving Authorization to Use the Internet,  
Scholars and Their Parents/Guardians Must Sign Below

Parents/Guardians and scholars must sign and return this form to the scholar's classroom teacher. If this form is not signed by \_\_\_\_\_ and on file with the school, the scholar will be denied Internet access.

**To Be Completed by all Parents/Guardians:**

I give my permission for my child to participate in the use of the Internet at Beginning with Children Charter School. I realize that s/he will be able to access major networks throughout the world using the Internet. I understand that this access is designed and intended for educational purposes only.

I have read the **Beginning with Children Charter School Internet Acceptable Use Policy** with my child. We agree to abide by the rules contained therein. I understand that BwCCS prohibits scholars from accessing inappropriate materials as discussed in the Internet Acceptable Use Policy and will not hold Beginning with Children Charter School accountable for unsuitable materials acquired by my child through Internet use at school.

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent or Guardian's Name (please print): \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

## **Beginning with Children Charter School Internet User for Scholars in Grades 4 — 8**

September 8, 2011

Dear Parents and Guardians,

Part of BwCCS's responsibility in preparing scholars for the 21<sup>st</sup> century is to provide them access to the tools they will be using as adults. The Internet will be one of these tools. Beginning with Children Charter School offers your child the use of the Internet at the school through our school network. On the Internet, your child will have access to websites, databases, libraries, and computer services from all over the world.

With this educational opportunity also comes responsibility. It is important that you and your child understand his/her role as a "network" citizen, as well as the Code of Ethics which govern the use of the internet at our school. Enclosed you will find BwCCS's Internet Acceptable Use Policy. Please review these guidelines carefully with your child.

**In order for your child to use the Internet, you and your child must sign the attached form.** Please return this signed form to your child's Lower School classroom teacher or Middle School advisory teacher. Thank you for your prompt attention and cooperation.

Sincerely,

Dionne A. Jaggon  
MS Principal

Les King  
LS Principal



## **Policy**

It is the policy of the Beginning with Children Charter School (BwCCS) that scholars will use the Internet in a responsible manner for educational purposes only. Accordingly, the school has established a policy for the use of the Internet along with rules governing the behavior of scholars who access the Internet. Scholars who do not comply with the standards of behavior outlined in this policy will lose their privilege of using the Internet and/or be subject to other disciplinary action.

## **Acceptable Use**

BwCCS will allow scholars to access the Internet for educational purposes only, provided parents or legal guardians and scholars sign the School Internet User Permission Form.

All members of the BwCCS community are expected to follow certain measures to ensure the safety and security of the Internet and the school's online community.

Responsible use of the Internet includes abiding by all copyright laws. It is unethical and unlawful to use any data or communications posted on the internet without the owner's or author's permission. In addition, it is unethical and unlawful to disclose, use, or disseminate anyone's personal information without their permission.

Certain materials contained on the Internet are inappropriate to minors such as BwCCS scholars. BwCCS has taken measures to restrict access to materials harmful to minors, including:

- Implementing Internet filtering;
- Requiring adult supervision during scholar use of the Internet;
- Requiring parent/guardian and scholar signatures on the Internet User Permission Form. This policy must be resigned each school year.

In addition, scholars are only allowed to access the Internet at school while under a staff member's supervision. Computers that allow access to the Internet will only be placed in areas where adults are present.

Scholars shall:

- adhere to the same standard of conduct expected and required in a classroom. This includes using only appropriate language when online and being careful to avoid any web site which may contain inappropriate content and/or language;
- follow rules for using resources, time limits and printing instructions provided to them by their teachers;
- follow appropriate procedures for care of computer equipment, such as proper opening and closing of programs, handling CD-ROM drives and electrical plugs;
- log off the system as soon as they are finished to provide others with the opportunity to access the system;
- report violations of these rules to their teacher;
- follow proper formats for citations of material from Internet sources.

Scholars shall not:

- lend their User ID and passwords to anyone else;
- interfere with the ability of other users to make effective use of the school's computer resources;
- use the network for purposes other than what is assigned by a teacher, such as playing games;
- intentionally damage the system;
- damage information belonging to someone else or tamper with equipment;
- access anyone else's password, files or programs;
- install any applications (computer programs) onto a BwCCS owned computer, and

- communicate with other persons without the express permission and supervision of a BwCCS staff member.

**Misuse of Privileges and Consequences**

Users are held responsible for their actions and activity. Unacceptable use of the network will result in the suspension of all user privileges and may also result in further discipline. Reinstatement of privileges will be made at the discretion of the Administration.

**Prior to Receiving Authorization to Use the Internet, Scholars and Their Parents/Guardians Must Sign the Internet User Policy Permission Form Below.**

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<p><b>To Be Completed by all Parents/Guardians:</b></p> <p>I give my permission for my child to participate in the use of the Internet at Beginning with Children Charter School. I realize that s/he will be able to access major networks throughout the world using the Internet, I understand that this access is designed and intended for educational purposes only.</p> <p>I have read the Beginning with Children Charter School Internet Acceptable Use Policy with my child. We agree to abide by the rules contained therein. I understand that BwCCS prohibits scholars from accessing inappropriate materials as discussed in the Internet Acceptable Use Policy and will not hold Beginning with Children Charter School accountable for unsuitable materials acquired by my child through Internet use at school.</p> <p>Child's Name: _____ Grade: ____</p> <p>Parent or Guardian's Name (please print): _____</p> <p>Parent or Guardian's Signature: _____</p> <p>Date: _____</p> <p><b>To Be Completed by all Scholars:</b></p> <p>I understand that use of the Internet at Beginning with Children Charter School is a privilege and I will abide by the BwCCS Internet Acceptable Use Policy. I understand that I may only use the Internet for educational purposes as directed by my teachers. I will not access inappropriate materials on the Internet. I understand that if I commit any violation of the Acceptable Use Policy, I will lose my access privileges and may be disciplined for my actions.</p> <p>Scholar's Name: _____ Grade: _____</p>
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