



**2009-2010 STUDENT AND FAMILY
HANDBOOK**

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Table of Contents

Introduction	4
Mission Statement.....	5
Board of Directors.....	6
Administration.....	6
Faculty.....	6
Parent Teacher Association.....	7
Arrival, Dismissal, and Lateness Policy	8
Attendance Policy.....	8
Reporting an Absence.....	8
Excused Absence.....	8
Unexcused Absence.....	9
Cutting and Chronic Tardiness.....	9
Sign-out Procedures.....	9
Sign-in Procedures.....	9
School Schedule.....	10
Arrival Procedure.....	10
Dismissal Procedure.....	10
Identification Badges.....	11
Curriculum and Services	12
Curriculum Structure.....	12
Advisory.....	12
Course Descriptions.....	13
Grading Policy.....	15
Report Cards.....	15
Promotion/Retention Policy.....	16
Homework Policy.....	16
Make-up Work.....	17
Late Work.....	17
Student Planners.....	17
Afterschool Program.....	17
Student Supplies.....	18
Students with Disabilities.....	19

Conferencing.....	19
Discipline Policy.....	20
Level One- Zero Tolerance Offenses.....	21
Sexual Harassment Policy.....	21
Bullying and Harassment.....	22
Substance Abuse.....	22
Firearms and Weapons.....	22
Level Two- Major Offenses.....	23
Level Three Offenses.....	23
Intervention.....	24
Dress Code.....	25
Shared Space.....	25
Building Safety and Security.....	26
Visitor Policy.....	26
Emergencies, Drills, and Evacuations.....	26
Traffic and Student Safety.....	26
Student Health and Medication.....	27
Prescription Medication.....	27
School Illness.....	27
Emergency Forms.....	27
Crutches and Wheelchairs.....	28
Child Abuse and Neglect.....	28
General School Policies.....	29
School Meals.....	29
Financial Policy.....	29
FERPA Policy.....	30
Freedom of Information Policy.....	31
Open Meeting Policy.....	34
Board Meetings.....	34
APPENDIX A	
Suspension Policy.....	i

Introduction

Dear Brooklyn Prospect Family,

After years of extraordinary work by dedicated educators, business leaders, community members and parents, we are thrilled that your child will join the founding class of Brooklyn Prospect Charter School.

As two Brooklyn fathers, we started the school in response to the need for more quality middle school options in our community. We set out to create a school that would provide a modern, world-class academic experience for a diverse population. The guiding principle behind Brooklyn Prospect is to re-imagine middle and high school education with the purpose of preparing students to thrive in a global, twenty-first century community. Through our commitment to excellent teachers, international curriculum, modern pedagogy and a program designed to serve a diverse student body, we believe Brooklyn Prospect will provide a unique educational experience for your children.

While still a work in progress, this handbook should provide answers to many of your questions about the Brooklyn Prospect program. Please feel free to contact your student's advisor with further questions or comments.

We look forward to partnering with your family for many years to come.

Warm regards,

Dan & Luyen



Daniel Kikuji Rubenstein

Founder/Executive Director



Luyen Chou

Co-founder/Chairman, Board of Trustees

Mission Statement

Serving grades six through twelve, Brooklyn Prospect will pair students with excellent teachers in a college preparatory curriculum using the International Baccalaureate program. We will prepare students as global citizens and help students develop the love of learning that provides the foundation for personal and professional success.

Brooklyn Prospect is committed to:

- a) Focusing on each student's academic and personal success
- b) Teaching the skills and habits of mind necessary for success in the global community
- c) Recruiting, training and retaining excellent teachers
- d) Reflecting the diversity of Brooklyn's neighborhoods

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Rachel Beerman
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Math, Grade Six

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Learning Specialist, Grade Six

Kelly Vaughan
Science, Grade Six

Anita Walsh
Artist in Residence, Grade Six

Carmen Zayas
Spanish/Language B, Grade Six

Parent Teacher Association (PTA)

To provide the best possible education for our students, Brooklyn Prospect Charter School depends on parent/guardian (“parent”) involvement. The school’s administration will assist in the establishment of a strong parent teacher association (“PTA”). All parents of Brooklyn Prospect students will be members of the PTA. The PTA will have an opportunity to elect one parent to serve on the Brooklyn Prospect Charter School board of trustees.

GOALS:

To develop a sound organization leading to:

- All families in our school community feeling welcome
- Clear communications between families and the school
- An active volunteer organization
- An annual fundraising plan to support our student programs
- Strong reciprocal relationships between school, family and the larger community

PTA meetings are a good way to provide all parents in the Brooklyn Prospect community with access to school administrators and faculty in a timely and effective manner that is open and welcoming. Once the PTA is formally established, these meeting will be scheduled regularly and will provide parents the opportunity to gain a deeper understanding of the school, its mission and how parents can best partner with the school for the ultimate success of all students.

Fundraising on behalf of the school is a vital and important role for the PTA. We hope all parents will participate either formally or informally in annual fundraising. There are many ways to participate, including volunteering time, providing gifts-in-kind and making other donations. All are important to the success of our school.

Brooklyn Prospect looks forward to strong parental bonds and parent/teacher partnerships.

Volunteers are welcome partners in our school. If you are interested in being a volunteer, please complete the volunteer form, contact your child’s advisor or call us directly at the office. Some examples of how volunteers may assist include events, publications, campus supervision and as guest speakers on careers and special interests.

Please consider the following guidelines when it comes to volunteering at Brooklyn Prospect:

- Keep anything you hear about students and/or families confidential unless it poses danger to the child. In such cases, please inform a teacher or administrator.
- When chaperoning, if a student is reluctant to follow directions, please refer the problem to a teacher or administrator.
- Avoid gossiping or sharing impressions of students and families with other members of the Brooklyn Prospect community.

Arrival, Dismissal, Lateness Policy

Attendance Policy

School attendance is compulsory. Parents have the responsibility to ensure that their child attends classes daily and on time unless circumstances beyond their control prohibit attendance at school.

When a student accumulates five (5) absences from any class during a marking period, the principal may schedule a meeting with the parent or guardian to identify potential remedies. Students who display a pattern of nonattendance due to illness may be required to present medical evidence.

If a child will be absent from school, a parent should notify the school as early as possible on the day of the absence. Earlier, written permission is both welcomed and encouraged. If a child is absent and a parent has not notified the school of the absence, the school will make every effort to contact the parents on the day of the absence. Parents should make every effort to ensure that accurate contact information is on file at the school by notifying the school of any changes in address, phone numbers and emergency contact numbers.

Reporting an Absence

Parents must contact the school either the day of the absence, or, if possible, prior to the absence.

- **Voicemail message:** *Please leave a message in the general voicemail box if your call takes place the night before the absence. When leaving a message, be sure to identify your child's first and last name.*
- **Email message:** *You may also send an email regarding your child's absence to officemanager@brooklynprospect.org.*

On the day the student returns to school, she/he should submit a letter to the office manager from a parent or medical doctor giving reason for the absence.

Excused Absences

Students should request make-up work from their teachers for all excused absences. The school will determine whether an absence is legitimate for purposes of making up classroom work and examinations.

Examples of excused absences include:

- Illness or medical appointment (chronic absences due to illness may require a doctor's note).
- Death in the student's immediate family
- Family emergency
- Observance of an established religious holiday
- Required court appearance
- School business

Unexcused Absences

Make-up work will not be provided for unexcused absences. Any class work, homework, projects, quizzes, or exams missed during those absences will be counted as a zero and cannot be made up.

Examples of unexcused absences include:

- Family vacation
- Participation in sports tournaments
- Attendance at entertainment events

Cutting and Chronic Tardiness

Chronic tardiness to school and/or cutting classes, which is absence from individual classes, will result in disciplinary action and the school contacting the parents.

Sign-out Procedures

Once students have arrived on campus, they may not leave without permission from the principal. In the event a student must leave early, a parent must contact the school in advance and provide a signed note explaining the reason for the student's departure. In addition, a parent must sign the student out in the main office before removing the child from the school campus. A parent must be physically present for the student to be dismissed. If the reason for early dismissal falls into the category of an "excused absence," the student may make-up work missed due to that early dismissal. Students may not make-up work missed during an unexcused sign-out.

Sign-in Procedures

Any student arriving to school after advisory has ended should report directly to the main office. A pass will be written indicating whether the tardiness is excused or unexcused. Parents must accompany the student and provide a legitimate reason for any tardiness to be excused.

School Schedule with Arrival and Dismissal Times

Sample Schedule

Block	Time	Course
Arrival	8:00-8:25	Breakfast
Advisory	8:25-8:58	Advisory
Block 1	9:00-9:45	Math
	9:48-10:33	Science
Break	10:33-10:43	Break
Block 2	10:43-11:28	English Language Arts
	11:30-12:15	Humanities
Lunch	12:15-12:55	Lunch
Block 3	1:00-1:45	Art
	1:47-2:32	Spanish
GYM	2:35- 3:40	PE/Dance
	3:40	Partial Dismissal
8 th	3:40-4:40	Tutorial

Arrival Procedure

Students should enter the Sunset Park High School (“SPHS”) facility through the official Brooklyn Prospect Charter School entrance which is located at 34th street between fourth and fifth avenues. It is expected that students will arrive at school between 8:00 and 8:15 am. Breakfast will be served until 8:20 am. As students enter the school building, they should swipe their ID badges (explained below) and proceed directly to the cafeteria. After 8:20, advisors will come to the cafeteria to pick up their students. Any student who arrives to school late should report directly to advisory classes. We ask that parents not accompany a student to the cafeteria or to his or her classroom unless prior arrangements have been made with the teachers.

Dismissal Procedure

Students will be dismissed from the gymnasium at 3:40 pm. All students will be off campus no later than 4:00 pm unless they are participating in a supervised after-school activity. For the safety of each student and general security of the school community, loitering around SPHS is not permitted. Once

dismissed, all students should exit through the Brooklyn Prospect entrance located on 34th street between fourth and fifth avenues and should proceed immediately to their assigned destination.

To ensure the safety and well being of each student, parents are asked to fill out a dismissal form stating their child's dismissal routines. Please inform your child's advisor in writing of any change that occurs to your child's normal dismissal routine.

If you are delayed in picking up your child, please call the school and inform the principal immediately. Students not picked up on time will wait to be picked up in the main office of the school.

Identification Badges

All students will be issued a school identification badge during the first month of school. Each student must carry his or her ID badge daily and is required to produce the ID badge upon request made by any Brooklyn Prospect employee. **FAILURE TO BE IN POSSESSION OF AN ID BADGE WILL RESULT IN DISCIPLINARY ACTION.** All faculty, staff and visitors are required to wear and display an ID badge **AT ALL TIMES** while on campus.

Curriculum Structure

In order to plan and support student learning most successfully, the curriculum at Brooklyn Prospect is structured around three “lenses”: New York State standards for learning, the International Baccalaureate framework and twenty-first century skills.

New York State Standards for Learning

Teachers at Brooklyn Prospect will ensure that the curriculum is aligned with the standards defined by New York State regarding content and assessment, and the sequence of the Brooklyn Prospect curriculum will prepare students to be successful on the city- and state-wide assessments.

International Baccalaureate Middle Years Program (“MYP”)

The MYP relies on holistic learning that explicitly reveals the links between the disciplines, provides a global perspective and cultivates an intercultural awareness. The curriculum is concerned with developing students’ skills, knowledge and attitudes as they learn about their own and others’ social and national cultures. The program furthermore emphasizes the acquisition of both written and oral communication skills, fundamentals to learning that support inquiry and understanding and promote student reflection and expression. Finally, the MYP presents knowledge as an integrated whole. All MYP subjects provide a curricular framework with delineated aims and objectives, which teachers will use to provide both formative and summative student feedback. Teachers will design their curricula to help students fulfill those objectives, will assess student progress using clearly defined and explicitly shared discipline- and assignment-specific criteria and will rely on their professional expertise in making qualitative judgments.

Twenty-First Century Skills

The Brooklyn Prospect focus on twenty-first century skills stems from the belief that students need to gain the skills necessary for success in school, work and life in an ever-evolving world. The Brooklyn Prospect curriculum will support students in their development of foundational literacy and numeracy skills and will expand their thinking to involve the practice of twenty-first century skills, including creativity, innovation, critical thinking, problem solving, communication, collaboration, initiative, self-direction, persistence and productivity.

Advisory

The advisory program serves a critical role in the school in improving study skills and emphasizing the development of secondary literacy. The student-oriented goals of the advisory program are:

- To foster close, supportive relationships between students and faculty members

- To improve study skills by increasing student self-awareness and by emphasizing secondary literacy

Just as teacher-student relationships are crucial for learning in the classroom, the relationships between the advisor and the student are central to academic success in general. The advisory group will provide a web of relationships that ensure social and emotional support to students. The advisory group is designed to become a forum in which students feel safe to express themselves honestly about difficult topics facing the larger school community.

In addition to having a curriculum designed to work on students' acquisition of basic skills, our advisory program provides students with individualized work to address particular academic needs. The advisory program allows faculty to work with smaller groups of students and in one-on-one tutorials, enhancing the impact of teacher attention for individual students. Individualized courses of study to address particular weaknesses can be implemented and tracked through the advisory program, and the student-centered nature of the program will assure that no student goes unnoticed.

Course Descriptions

English Language Arts / Language A:

The English Language Arts ("ELA")/ Language A curriculum at Brooklyn Prospect uses the Readers and Writers Workshop model and approaches literacy as a complex social and cognitive process. We understand student growth in literacy (the key ideas of reading, listening, viewing, writing and speaking, and the basic competencies associated with each of the New York State learning standards) as a developmental process of emerging expertise.

The ELA curriculum at Brooklyn Prospect has two strands: receptive skills and expressive skills. The primary goal of our receptive skills curriculum is to create independent readers – students who make time in their daily lives for reading and who flexibly apply reading strategies to aid their comprehension of difficult texts. The reading workshop model encourages positive reading habits by protecting independent reading time, and explicit instruction focuses on improving students' abilities 1) to read accurately and fluently, and listen actively, 2) to employ strategies flexibly to aid reading, listening and comprehension and 3) to communicate their reactions to reading, listening and viewing in a variety of formats and settings.

The primary goal of our expressive skills curriculum is to engage students in the processes of writing and speaking, emphasizing the social nature of these activities and approaching them as methods of problem solving. The writing workshop model allows teachers to focus on students' abilities 1) to make strategic choices about language, tone, structure and rhetoric determined by their objective and their audience, 2) to self-regulate their approach in every stage of the writing and speaking processes and 3) to produce clear, persuasive and interesting writing.

Because these strands are introduced separately, students have simultaneous opportunities to read fiction (in a reading workshop format) and non-fiction (in a writing workshop format), practice applying genre-appropriate reading strategies and examine the various considerations of purpose and audience reflected in each genre. As the receptive and expressive skills units reciprocally address the most essential literacy skills, students experience increasing overlap of the strands until the two ultimately merge in the final unit on dramatic performances of literature.

Humanities:

The Humanities program at Brooklyn Prospect aims to promote an in-depth understanding of the New York State Social Studies Standards while also fostering the skills and habits of mind that students need to achieve success in the twenty-first century. By using a holistic approach to teaching, the Brooklyn Prospect Social Studies program develops in students the understandings and applications of Humanities content set forth by the International Baccalaureate Organization.

Through the use of a variety of instructional delivery methods such as cooperative learning, problem solving and integration of technology, students explore the historical, contemporary, geographical, political, social, economic, religious, technological and cultural aspects of individuals, societies and environments.

Mathematics:

Throughout the year, regardless of the topic being discussed, basic mathematical operations are reinforced through daily practice as well as in context. We assess basic skills during informal classroom activities on weekly tests and quizzes. Our sixth grade curriculum is designed to emphasize basic skills while allowing all students to expand their mathematical horizons through projects, applications and enriching activities. Mental mathematics is a central component to developing fluency and comfort with numbers and operations.

Expanding on the skills learned in sixth grade, Brooklyn Prospect seventh and eighth graders will continue to develop fundamental skills in an integrated mathematics course. In addition to basic numeracy, a core activity in seventh and eighth grade mathematics is developing solid algebra skills. Going beyond simple equations, problem solving with algebraic concepts is a major yearlong theme. Students continue their development of geometry, measurement, data analysis and probability as well.

Science:

Keeping in line with the New York State science core curriculum, the Brooklyn Prospect science program builds upon our school's goal to prepare young people with the skills, knowledge and habits of mind necessary to contribute to the global, knowledge-based economy.

Through the use of the Prentice Hall Science Explorer textbook series, Brooklyn Prospect provides students with three years of spiraled, integrated coursework, including exploratory experiences and laboratory activities that occur at increasing levels of sophistication from grade six to grade eight. Themes include: systems, diversity and variation, stability and change, probability and prediction, energy and matter, cause and effect, models and theories, structure and function, scale and time and scientific habits of mind. The content includes, but is not limited to: scientific method and selected areas such as cells, the human body, plants, animals, matter and energy, geology, astronomy, periodic table, motion, heat and chemistry.

Foreign Language:

Brooklyn Prospect has chosen Spanish to be our initial Language B program. The primary aim of our Spanish/language B curriculum is to encourage students to gain competence in a modern

language other than English. Over the course of three years, students practice conversational skills—both listening and speaking, broaden reading skills through relevant literature and ultimately develop a rich understanding of Spanish culture through the exploration of its art, music and history. This understanding encourages a respect for and understanding of the Spanish language and culture and will open the doors to our students by offering a different perspective of the global community.

PE, Health:

Our physical education course aims to cultivate an understanding and appreciation for a healthy and active lifestyle. The instructional strategies used are designed to develop the motor, cognitive, emotional and social development of the students. Over the course of three years, students learn the skills necessary to enable them to participate successfully in a variety of physical activities while also providing in-depth studies in the areas of mental and social health.

Art:

Art in education has been found to boost math and literacy test scores in the early stages of a student's development. While Brooklyn Prospect believes in this premise, we also believe that creativity, when factored into all subject areas of an education, produces an adult more adept at solving the problems our world will face in the twenty-first century.

Grading Policy

Progress Reports:

Progress reports enable teachers and parents to monitor students' academic progress between report cards. Progress reports will be issued to students approximately every seven weeks. An exact schedule of progress report distribution will be provided at the beginning of each school year. Parents must review and sign the progress reports, and return them to the child's advisor. Failure to return a progress report signed by a parent will result in the advisor contacting the parents.

Report Cards:

At the end of each semester, a report card will be mailed to parents indicating academic and conduct grades. A schedule of report card mailings will be distributed.

The academic grade reflects learning gains, and the conduct grade reflects behavior. Academic grades may be impacted by behavior in cases of unexcused absence and/or tardiness, and in the case of suspension.

Grades are based on the following chart:

Grading Scale	Achievement Level
90-100%	Outstanding
80-89%	Above Average
70-79%	Average
60-69%	Lowest Acceptable Progress
0-59%	Failing

Promotion/Retention Policy

Brooklyn Prospect Charter School makes every effort to avoid retaining a student by providing extensive interventions throughout the school year. Academic problems will be identified early to assist the student, parent and school in resolving them. If, after extensive efforts have been made, retention is necessary, a detailed retention plan will be prepared to maximize support of the student during the retention year.

Several factors will be taken into account when determining retention. Significant factors considered are academic achievement in core academic subjects, national assessment scores, state assessment scores, classroom assessment results, teacher recommendations, grade point average and attendance. Any student with one or more core academic subject failure(s) will be considered for retention. Teachers and administrators will make promotion and retention determinations. If retention is recommended, the principal will make the final decision as to the placement of the student.

Homework Policy

Teachers at Brooklyn Prospect are committed to providing meaningful and relevant homework activities each night, except Wednesdays, that reinforce material covered during the day.

Homework is designed at Brooklyn Prospect to do the following:

- Supplement, support, and extend learning at home
- Reinforce classroom instruction
- Help students develop resourcefulness and work independently
- Involve parents in the learning process that takes place at school

Students should expect to see an increase in the amount of homework required in middle school as compared to elementary. Each student should receive no more than 1.5 hours of homework each night, including weekends. Though assignments will be properly differentiated to match students' individual needs and abilities, the amount of time needed to complete assignments will vary according to the individual student's needs, capabilities and motivation. If a student is struggling to complete an assignment because he/she is not sure what is expected, he/she should first check the teacher page of the website and then contact a classmate. The next step is to communicate with the subject area teacher the following school day. If students are bringing no work home, or an

excessive amount, parents should contact the child's advisor to discuss the child's progress.

Homework assignments will be posted online at the beginning of each week as well as posted on the board daily in each class. Students should copy their daily homework assignments into their student planners at the beginning of each class period. Students are expected to complete the assignments in a neat and timely manner and turn them in to their teacher the following day.

Parents may support their child in completing homework by:

- Promoting a positive attitude toward homework
- Providing a consistent time and suitable place for study - avoid postponing work until late evening as it may add frustration
- Making resources available whenever possible
- Checking the student's planner for homework assignments
- Helping to supervise homework when the child needs help - **do not do the work for the student**
- Reviewing finished assignments with the student
- Reviewing teacher comments on homework assignments that have been returned
- Congratulating your student on his or her hard work when merited
- Encouraging the student to speak with his/her advisor if the student is struggling to complete homework assignments regularly in the prescribed time period

Make-up Work

A student who has been absent and whose absence is EXCUSED is permitted to make up the work missed. An absent student should make arrangements with teachers within three days of his/her return to school. In most cases, students can locate the homework online or in his/her student planners. Unless special arrangements have been made with the teacher, homework is due the day the absent student returns to school.

Late Work

Late assignments will not be accepted. Extensions for major projects/papers may be granted under certain circumstances. If extensions are negotiated 24 hours before the due date, students will not receive a penalty deduction.

Student Planners

All students will be provided with a student planner at the beginning of the school year to assist them in keeping record of class announcements and assignments. Students are expected to record their assignments in the planners at the beginning of each class. The student planners will also be used as a mode of communication between teachers and parents. Parents are encouraged to check student planners nightly for announcements and assignments.

After School Program

On Monday-Thursday from 3:40-4:40pm, Brooklyn Prospect teachers are available to work with students individually or in small groups. Struggling students will be required to attend this after

school tutoring.

At the request of the parent body, Brooklyn Prospect is currently exploring the possibility of an after school enrichment and homework help program. This program is intended to provide enriching activities and a quiet supervised place to complete homework while additionally supporting working families by providing supervision for students after school. At the time of this writing, the proposed program details are not available.

Student Supplies

School supplies should be purchased **before** the first day of school. Parents are expected to frequently monitor school supply levels and replace supplies as needed throughout the school year.

Items to be brought to school:

- Six (6) single subject spiral-bound notebooks (six different colors and must contain perforated pages)
- Six (6) 3-Hole punched folders with pockets (six colors corresponding to notebook colors *if possible*)*
 - **Note: 3-Hole punched folders are available at Office Depot and Staples*
- One (1) 1.5-inch three-ring binder
- Loose-leaf notebook paper (college-ruled)
- One (1) composition notebook
- One (1) glue stick
- Two (2) pencils (classic or mechanical)
- One (1) pencil sharpener (hand-held with a top to collect shavings)
 - **Note: This is not necessary if you choose mechanical pencils. Students with mechanical pencils should have extra lead, however.*
- One (1) large pink eraser (the old-fashioned ones do the best erasing)
- Highlighters
- Ballpoint pens (blue and/or black)
- One (1) sturdy, supportive backpack
- PE uniform
- Combination lock

Items to be kept at home:

- Ruler (with inches and centimeters)
- Protractor (preferably a small protractor)
- Graph paper
- Scissors
- Scotch tape
- A stapler
- Colored pencils, crayons, and/or markers
- Index cards
- Rubber bands

Optional:

- Calculator
- Printer paper and ink cartridges (for your home computer)

Students with Disabilities

The learning specialist at Brooklyn Prospect supervises, coordinates, and monitors school-wide special education services and documents. The Brooklyn Prospect special education department is committed to providing services to students with disabilities that maximize their participation in the general education classroom. To accomplish this, we are assisted by the district with the identification, evaluation and placement of eligible students in the least restrictive environment. The Department of Education also provides related services as mandated in a student's individualized educational plan ("IEP").

Conferences

If a parent wishes to have a conference with his or her student's teachers to discuss the student's academic achievement and/or behavior, the parent must schedule an appointment through the student's advisor. Conferences may also be requested by the teachers and/or administrators, in which case the student's advisor will call the parent to schedule the appointment.

School-Wide Discipline Policy

Brooklyn Prospect Charter School seeks to provide a safe and inclusive learning opportunity for each of its students, regardless of race, religion, color, creed, sex, national origin or disability. Therefore, Brooklyn Prospect has established the following discipline policy that students must adhere to and personnel will continually monitor and consistently reinforce.

Students are expected to meet reasonable standards for behavior, permitting all students to participate in a positive school learning environment. The goal of the Brooklyn Prospect discipline policy is not only to ensure a safe and equal learning opportunity, but also to encourage students to practice responsibility and self-discipline.

The discipline policy is guided by the following behavioral standards.

Standards

- Standard 1: *Students will show that they can manage themselves.*
- Standard 2: *Students will take full responsibility for their actions both at school and at home.*
- Standard 3: *Students will attend each class prepared to learn.*
- Standard 4: *Students will show respect for people and property.*

Brooklyn Prospect Beliefs and Values That Guide the Discipline Policy:

1. All students can demonstrate appropriate behavior. Therefore, the discipline policy is applied universally. No matter where students go, the behavioral expectations are the same.
2. Responsibility is taught and incorporated instructionally throughout the year with positive reinforcement.
3. Students perform best in a warm, orderly and inviting classroom.
4. Consequences are used to teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards are not used.
6. Consistent proactive discipline supports a positive learning environment: faculty, administrators, staff, students and parents have a responsibility to prevent problems before they arise.

Leveled Offenses

Brooklyn Prospect discipline protocols and consequences are based on graduated levels of offenses with the most serious offenses listed first.

Level One- Zero Tolerance Offenses (Handled by an Administrator Only)

Sexual Harassment

Brooklyn Prospect does not tolerate sexual harassment by any of its students, either in school or in cyberspace.

- 1) Examples of sexual harassment may include, but are not limited to, the following unwanted and unwelcome behavior:
 - a. verbal harassment or abuse of a sexual nature;
 - b. subtle pressure for sexual activity;
 - c. repeated remarks to a person with sexual or demeaning implication (for example, a person's body);
 - d. display of, being shown, given or left sexually suggestive objects, pictures, illustrations, messages or written materials;
 - e. sexual or suggestive comments, jokes or gestures;
 - f. being "sexually rated" by an individual, for example, on a scale from 1 to 10;
 - g. being pressured to go out with someone;
 - h. being the recipient of whistles, jeers or catcalls;
 - i. being touched, grabbed, brushed up against or pinched in a sexual way;
 - j. spreading sexual rumors about a person;
 - k. having clothing pulled/removed in a sexual manner;
 - l. being forced to view centerfolds, photographs, posters or drawings of a sexual nature;
 - m. having one's way blocked in a sexual way;
 - n. placing messages or graffiti written about that person on a computer screen, restroom walls, in locker rooms or any other public site;
 - o. being forced to kiss someone or do something sexual other than kissing;
 - p. being called a name that identifies one's sexual orientation: i.e., gay, lesbian, straight, hetero, homo, etc.;
 - q. being spied on or photographed while dressing or showering;
 - r. requesting sexual favors.

- 2) Sexual harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

- 3) A student has the right at any time to raise the issue of sexual harassment with appropriate school and/or district personnel without fear of reprisal.
- 4) Allegations of sexual harassment shall be promptly investigated, giving due regard to the need for confidentiality.
- 5) Those being sexually harassed should take the following steps:
 - a. Clearly tell the harasser to stop.
 - b. Report the incident immediately to an adult at the school, such as a teacher, advisor or principal.
 - c. With the help of an adult, create a written record of the incident including date, time, witness or witnesses and parties involved in the incident.
 - d. Avoid being alone with the person accused of harassment.

Bullying and Harassment

Bullying is defined as “systematically and chronically inflicting physical hurt or psychological distress on one or more” students and may involve, but is not limited to, teasing, social exclusion, threat, intimidation, physical violence, theft, sexual, religious or racial harassment, public humiliation, or destruction of property.

We are committed to working with students who may be targets of bullying, who engage in bullying or who witness bullying of any kind. Each situation is taken seriously and addressed on an individual basis.

Those being bullied should take the following steps:

- a. Ignore the bully, tell him/her to stop and walk away whenever the bullying starts.
- b. Tell an adult you trust.*

*An adult you trust may be a teacher, the principal, a parent, a family member, or a friend’s parent. If you find it difficult to talk about being bullied, you might find it easier to write down what has been happening and give it to an adult you trust. If you know of someone who is being bullied, please tell a trusted adult.

Substance Abuse

A student found to be using, possessing, selling or giving away alcohol or drugs will be expelled. It is the responsibility of every faculty and staff member to report immediately such activities to the principal, who will initiate the next step in resolving the problem.

Firearms and Weapons

Firearms and weapons are strictly prohibited in or around school property.

Consequences for level one offenses include, but are not limited to:

- a) parent notification;
- b) out-of-school suspension;
- c) referral to law enforcement agency as appropriate;

- d) referral to Brooklyn Prospect board of trustees with recommendation for expulsion as appropriate

Level Two- Major Offenses

Level two offenses include serious acts of misconduct. Examples include, but are not limited to:

1. technology misuse;
2. continuous and/or repeated disruptive behavior;
3. disorderly conduct;
4. fighting;
5. trespassing;
6. vandalism;
7. leaving campus without permission;
8. pattern of continuous disruptive behavior;
9. participation in disruption of school function

Consequences for level two offenses include, but are not limited to:

- a) parent notification;
- b) verbal and/or written reprimand;
- c) out-of-school suspension;
- d) referral to executive director with recommendation for expulsion as appropriate;
- e) referral to law enforcement agency, as appropriate

Level Three Offenses

Level three offenses include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student's own learning process. Examples include, but are not limited to:

1. tardiness;
2. gum chewing;
3. academic dishonesty, including plagiarism;
4. dishonesty/misrepresentation;
5. falsifying a parent/guardian signature;
6. vulgar or inappropriate language;
7. throwing objects;
8. rebellious behavior and/or disrespect of adult authority

Consequences for Level Three Offenses

Individual classroom teachers have the responsibility to handle minor infractions in the classroom.

Before consequences are given, students will first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. When students fail to abide by the standards set forth by the Brooklyn Prospect discipline policy, our response is immediate, appropriate, instructive, and consistent. In the event of misconduct, a succession of consequences is given. If a level three discipline problem arises, the following procedures will be followed:

- a. Verbal warning by teacher

- b. Teacher Conference or Student Reflection
- c. Parents will be contacted
- d. Student removed to adjacent classroom

The principal will handle all major offensives or repetitive misbehavior.

Intervention

Some students require a more intensive level of intervention. Brooklyn Prospect intervention protocols include:

- 1) Teacher identifies at-risk students and reports behavior patterns to their advisors.
- 2) Advisor consults with student and student's teachers.
- 3) Advisor sets parent conference and a discussion of consequences takes place.
- 4) Extreme cases taken to the principal.
- 5) Strategies are developed for coordination and implementation of resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, one-on-one mentoring)
- 6) Suspension or expulsion for ongoing behavior that makes other students feels unsafe or disrespected.

See Appendix A for suspension procedures and discipline of students in special education.

Dress Code

At Brooklyn Prospect Charter School, we aim to serve a diverse group of learners in an inclusive and creative environment. In order to foster a learning community with students from a wide-range of racial, ethnic and socio-economic backgrounds, we expect our students to demonstrate respect for all community members through **modest attire**.

Students may not wear hats or head gear in the building. (Religious observance and health-related head wear is exempted, with appropriate documentation submitted to a student's advisor.)

Please refrain from attire that is:

- distracting or offensive to other members of the Brooklyn Prospect community,
- torn, ripped, dirty, provocative, thin strapped, excessively large or inappropriately worn,
- counter to the mission of the school

Brooklyn Prospect students may be creative with their ideas but must be respectful with their appearance.

Shared Space

Brooklyn Prospect Charter School is very fortunate and extremely grateful to have an opportunity to share space with SPHS. Therefore, all members of the Brooklyn Prospect community should be thoughtful and respectful to all members of our community including the SPHS community.

The following guidelines must be followed as they relate to shared space:

- Brooklyn Prospect students should not travel to any floor of the building other than the second floor (for art only), fifth floor and common spaces such as gyms, cafeteria, dance studio and auditorium.
- Student voices must remain at a whisper whenever traveling through the hallways.
- Brooklyn Prospect students must respect the authority of SPHS staff members.
- Brooklyn Prospect students should set a positive example in the Sunset Park neighborhood when traveling to and from school by walking on the sidewalk, properly disposing waste in waste bins, avoiding inappropriate language and hand gestures, and generally treating SPHS members and neighborhood community members with respect.
- Families who drive their student to and from school must not block access to 35th Street or cause other disruptions to traffic patterns.

In general, all members of the Brooklyn Prospect community should be mindful of how their actions affect other community members.

Visitor Policy

All visitors, including parents, must sign in and show ID as they enter the school building. Once sign-in has taken place, the individual should report directly to the Main Office located on the fifth floor (room 523) and register in the Brooklyn Prospect logbook.

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, Brooklyn Prospect will participate in regularly scheduled fire and evacuation drills. These drills will be coordinated with SPHS.

In the case of a fire or other emergency that requires an evacuation, our evacuation site is:

P.S. 371 – Lillian L. Rashkis

355 37th Street

Brooklyn, NY 11232-2505

Parents are encouraged to conduct periodic fire drills at home to ensure that all family members are familiar with the plan to be followed in the case of an emergency.

Traffic and Student Safety

- Students must be dropped off at the Brooklyn Prospect entrance on 34th Street between fourth and fifth avenues.
- Vehicles must remain in a single file. The right side of the street must remain open for emergency vehicles, police cars, and any other vehicles needing to pass.

The flow of traffic will be monitored and changes will be made to this policy as necessary throughout the school year.

Prescription Medications

Only the school nurse can administer prescription medication when required. If your student is on prescription medication that must be administered during the school day, the medication must be accompanied by a physician's order and be brought directly to the school nurse by a parent or a legal guardian in the original container dispensed by a registered pharmacy. **Under no circumstances will medications be sent home with the student.**

Extreme Allergies or Emergency Medications

Any student with life-threatening allergies or serious medical conditions such as extreme asthma or diabetes should contact the school nurse on the first day of school. In addition, please notify the school's administration about the nature of the condition.

School Illness

If a student becomes ill during the school day, the student should inform a teacher that he/she is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be escorted to the nurse.

Students will be immediately sent home if any of the following symptoms are exhibited:

1. Vomiting or diarrhea
2. Fever
3. Sore/red throat
4. Red, watery eyes
5. Rash
6. Earache, drainage from ear

Parents must arrange for their student to be picked up immediately if the student is being sent home. Your student may return to school once the symptoms have dissipated or once a medical doctor has cleared him or her to return to school.

If a student is seriously ill or injured, the school nurse will contact 911 and the parents. If a student does not seem seriously ill, we will ask him/her to rest for a short time before returning to class. If the student cannot return to class, we will contact his/her parents.

Emergency Forms

Please ensure that you have completed and submitted an updated emergency blue card with correct contact numbers. Parents should inform us immediately if telephone numbers or other information on the student's emergency card changes. The information on this card is vital for the safety and well being of your student.

Crutches and/or Wheelchairs

A physician's order is required if your student needs crutches and/or a wheelchair while at school.

Child Abuse and Neglect Policy

According to New York State law, all adults in the school building are mandated reporters of suspected child abuse immediately by telephone to the New York Central Registry. A formal written report (Form DSS-2221A) must follow this telephone call to the Student Protective Service office within 48 hours.

School Meals

- Brooklyn Prospect will provide your student breakfast and a mid-morning snack free of charge every school day.
- Families are responsible for the cost of daily lunch. Families that qualify for free lunch will not be charged. Families that qualify for reduced fare lunch will be charged \$.25 per day. All other families will be charged \$1.50 per day. Your student is welcome to bring lunch from home on any day. In this case, you will be reimbursed for any pre-paid charges for days when he/she does not eat the school served lunch. Note that if a student takes any part of a meal (e.g. just dessert, just a drink) he/she will be charged as if he/she took a full meal.
- Qualification for free or reduced fare lunch is based on the submission of an Income Verification Form to the New York City Department of Education (“DOE”). Income Verification Forms for the 2009-2010 school year will be distributed by the School at the end of August/ early September.
- Until results of the new Income Verification Form processing are sent to the School, we will generate monthly bills based on 2008-2009 information. If your student was not in a DOE school in 2008-2009, you will be charged the full pay rate.
- If your payment status changes for the 2009-2010 school year, we will credit or charge you accordingly the month after 2009-2010 results are in.
- You will be billed a month in advance for school meals/lunch. On an on-going basis, you will receive a credit toward the next billing period if your student is absent from school or chooses to bring lunch from home on a given day.
- The billing schedule for 2009 -2010 school year is as follows:
 - Invoice in August (attached) for September, due August 31
 - Invoice in September for October, due September 25
 - Invoice in October for November and December, due October 23
 - Invoice in December for January/February/March, due December 18
 - Invoice in March for April/May/June, due March 26

Please contact the office manager if you have any questions:officemanager@brooklynprospect.org

Financial Policy

Throughout the year, parents will be required to submit payment for items such as student physical education (“PE”) uniforms, replacement textbooks/student planners and/or field trips. Parents may pay with cash, checks or money orders only. Please ensure that your student’s first and last name is written on the check and/or any correspondence that is submitted to the office. All checks should be made payable to “Brooklyn Prospect Charter School”.

Any check returned unpaid for any reason is subject to a \$25 fee to be paid in cash to cover administrative costs of collection. If a family has two checks returned unpaid during the student's enrollment at Brooklyn Prospect, the family will no longer be permitted to purchase items or pay fees by check. At that point cash or money orders will be the only acceptable method of payment.

Payments for school field trips should be submitted to the student's advisor. All other payments should be submitted to the office manager located in the Main Office.

Please contact the office manager if you have any questions:

Officemanager@brooklynprospect.org

FERPA Policies and Procedures

The federal Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school's principal, LaNolia Ufondu, **[room 523B, 153 35th street, Brooklyn, NY, 11232]**, a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school will make copies available to parents and may charge a copying fee for each page requested to be copied, not to exceed \$.50.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or

student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Freedom of Information Policy (FOIL)

This policy sets forth procedures that are designed to enable Brooklyn Prospect Charter School to comply with the New York State Freedom of Information Law (“FOIL”). The school’s rules and regulations regarding how the public may obtain records are set forth on Annex I to this policy.

Requests for Public Access to Records

Requests for public information must be in writing and submitted to the school’s records access officer who shall be designated by the principal. The records access officer will respond to all requests within five business days. The response will be in writing and will indicate either (a) that the request is being granted or denied, or (b) an approximate anticipated date when the request will be granted or denied, which shall be reasonable under the circumstances of the request.

Denial of Access to Records

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the principal or his or her designee. Upon timely receipt of such an appeal, the school will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. The school also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

The school may deny access to requested records or portions thereof for one or more of the

following grounds:

- The records are specifically exempted from disclosure by state or federal statute.
- Such access would constitute an unwarranted invasion of personal privacy.
- The records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations.
- The records are trade secrets or are submitted to the school by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise.
- The records are compiled for law enforcement purposes and which, if disclosed, would interfere with law enforcement investigations or judicial proceedings, deprive a person of a right to a fair trial or impartial adjudication, identify a confidential source or disclose confidential information relating to a criminal investigation or reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- The records, if disclosed, would endanger the life or safety of any person.
- The records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- The records constitute examination questions or answers which are requested prior to the final administration of such questions.
- Disclosure of the records would jeopardize the school's capacity to guarantee the security of its information technology assets, such assets encompassing both electronic information systems and infrastructures.
- The records are photographs, microphotographs, videotape or other recorded images prepared under authority of section eleven hundred eleven-a of the vehicle and traffic law.

Required Records

The Charter School shall maintain the following records and information:

- A record of the final vote of each trustee in every proceeding in which the trustees vote.
- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation.
- A reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.

Fees

The charter school may charge a copying fee of \$.25 per photocopy not in excess of nine inches by fourteen inches or the actual cost of reproducing any other record.

Location

Records shall be available for public inspection and copying at:

Brooklyn Prospect Charter School
153 35th Street
Brooklyn, New York 11232

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during regular school hours from 9:00am to 3:30pm.

Public Notice

A notice containing the title or name and business address of the records access officer and appeals person or body and the location where records can be seen or copies shall be posted in a conspicuous location wherever records are kept and/or published in a local newspaper of general circulation.

Severability

If any provision of this policy or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

Open Meetings Policy

Board Meetings

Every meeting of the board of trustees shall be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow all persons equal opportunity to attend a meeting. A calendar of regular meetings shall be posted at the school. In addition, notice of all meetings scheduled one week in advance shall be conspicuously posted in one or more designated public locations with the time and place of the meeting and shall be provided to the news media at least 72 hours in advance. Notice of meetings scheduled less than one week in advance shall be provided to the news media to the extent practicable and posted in one or more public locations at a reasonable time prior thereto.

Conduct of Executive Sessions

An executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for any item below, provided no formal action shall be taken to appropriate public monies:

1. Matters which will imperil the public safety if disclosed.
2. Any matter which may disclose the identity of a law enforcement agent or informer.
3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed.
4. Discussions regarding proposed, pending or current litigation.
5. Collective negotiations pursuant to article fourteen of the civil service law.
6. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.
7. The preparation, grading or administration of examinations.
8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by the school, but only when publicity would substantially affect the value.

Attendance at an executive session shall be permitted only to members of the board and other persons authorized by the board.

Minutes

Minutes shall be recorded at all open meetings of the board, consisting of a summary of all motions, proposals, resolutions and any other matter formally voted upon.

Minutes shall be taken at executive session of any formal action taken consisting of a summary of the final determination and the date and vote thereon. The summary need not include any matter that is not required to be made public by the freedom of information law.

Except for minutes of executive sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

Appeal

A person aggrieved by this policy shall have the right to submit a complaint pursuant to the school's complaint process. If the aggrieved person is still unsatisfied, they may bring an action under Article 78 of New York's Civil Practice Law and Rules.

Exemptions

These policies shall not apply to the following:

- judicial or quasi-judicial proceedings; and
- any matter made confidential by federal or state law.

Complaint Policy

Any individual or group may bring a complaint to the board of trustees of the Brooklyn Prospect Charter School alleging a violation of the provisions of Article 56 of the education law (i.e. the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

The complaint may be presented to the board in an open meeting or in written form. The board shall respond at or prior to the next public meeting of the board of trustees. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The board, as necessary, shall direct the executive director or other responsible party to act upon the complaint and report to the board. The board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the board of trustees, the individual or group determines that the board has not adequately addressed the complaint, the complainant may present the complaint to the State University trustees through the Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

Appendix A

Suspension Policy

Definitions

For purposes of this Policy:

- “Short term suspension” shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days.
- “Long term suspension” shall refer to the removal of a student from school for disciplinary reasons for a period of more than five days.
- “Expulsion” shall refer to the permanent removal of a student from school for disciplinary reasons.

Short Term Suspension

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, except the school principal may modify each suspension requirement on a case by case basis, if such modification is in writing. Such student also may be subject to any of the additional disciplinary measures set forth in this policy, and, depending on the severity of the infraction, a long term suspension also may be imposed and referrals to law enforcement authorities may be made, as appropriate.

Disciplinary Infractions

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.

- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually-related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess a radio, walkman, discman, iPod, MP3 player, pager, beeper, cellular telephone, or other personal electronic device not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress policy.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

Procedures and Due Process for Short Term Suspensions

The school principal may impose a short term suspension, and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short term suspension or other, less serious discipline, the school principal shall provide notice to inform the student of the charges against him or her, and, if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

In the event of the imposition of a short term suspension, the student will be notified if it is to be served in school or out of school. The school principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

The principal's decision to impose a short term suspension or removal may be appealed first to the executive committee of the board of trustees of Brooklyn Prospect Charter School and next to the chartering entity, in accordance with §2855(4) of the State Education Law.

Long Term Suspension

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long term suspension, unless the principal determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the additional disciplinary measures set forth in this policy, to referral to law enforcement authorities and/or to expulsion.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/her from injury.
- Vandalize school property causing major damage.
- Commit any act which school officials reasonably conclude warrants a long term suspension.
- Make false bomb threat or pull a false emergency alarm.

In addition, a student who commits any of the acts which would ordinarily result in a short term suspension may, instead or in addition, be subject to a long term suspension at the discretion of the principal.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

Procedures and Due Process for Long Term Suspensions

The principal may impose a long term suspension, and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal may expel the student from school. Upon determining that a student's action warrants a possible long term suspension, the principal shall verbally inform the student that he or she is being suspended and is being considered for a long term suspension (or expulsion) and state the reasons for such actions. The principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

The decision to impose a long term suspension or expulsion may be appealed first to the executive committee of the board of trustees of Brooklyn Prospect Charter School and next to the chartering entity, in accordance with §2855(4) of the State Education Law.

Additional Disciplinary Measures

The disciplinary measures listed below may be imposed in addition to short term or long term suspension or, if an exception has been made by the principal to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in this policy as grounds for short term or long term suspension but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed in addition to short term or long term suspensions or, if an exception has been made by the principal or a teacher (who must inform the principal of such action within a reasonable time) instead of a short term or long term suspension.

Behavioral Contract

School staff may design written agreements with students subject to punishment under this policy to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary and shall not determine the child's admission to or retention in Brooklyn Prospect Charter School.

Detention

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

Loss of School Privileges

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

In-School Short Term Suspension

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whoever was involved in imposing the suspension.

Suspension from School Transportation

As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amounts to a suspension from attending school because of the distance between home and school and the unavailability of alternative public or private transportation, the school will make appropriate arrangements for the student's education.

Provision of Services During Removal

In appropriate instances, the charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by law and as consistent with the practice of the surrounding school districts during the period of suspension. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student and the school on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the charter

school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

Maintenance of Public Order on School Property

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary policy and/or a bill of student rights and responsibilities.

Prohibited Conduct

No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
- Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- Willfully damage or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.
- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.

- Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
- Commit acts which threaten the safety and welfare of persons on school property.
- Violate any federal or state statute or regulation, local ordinance or school policy.
- Possess, use or distribute alcohol, drugs or drug paraphernalia.
- Harass or coerce any person.
- Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

Penalties and Enforcement

Penalties for violations of these rules include, but are not limited to:

- The withdrawal of authorization to remain upon school property.
- Ejection.
- Arrest.
- For students, suspension or other disciplinary action.
- For school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the school principal and to make reasonable efforts to stop the prohibited conduct. The principal is responsible for the enforcement of these rules.

Student Rights and Responsibilities

Participation in School Activities

All students have the following rights:

- To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
- To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

Records

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) which requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the school executive director. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the student disciplinary policy and the school dress code, violations of which are punishable as stated in the disciplinary policy.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the executive director. The school executive director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The executive director may also regulate the time, place, manner and duration of such distribution.

Search and Seizure

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the executive director or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

Off-Campus Events

Students at school-sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school-sponsored off-campus events and may result in additional disciplinary measures in accordance with the student disciplinary policy.

Discipline

Prohibited conduct and acceptable school responses to such conduct are set forth in the student disciplinary policy. In disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

A student may be suspended from instruction only after his or her rights to due process have been observed.