



2011-2012
STUDENT AND FAMILY
HANDBOOK

August 31, 2011

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Introduction

August, 2011

Dear Brooklyn Prospect Family,

We are thrilled to this year educate an entire middle school. We welcome the Class of 2018 and look forward to the growing leadership of our returning Class of 2016 – now eighth grade students, and our Class of 2017 - seventh grade students.

In this our third year of our operation, we are reminded that Brooklyn Prospect Charter School was conceived in response to the need for more quality middle school options in our community. We set out to create a school that provides a modern, world-class academic experience for a diverse population. The guiding principle behind Brooklyn Prospect is a re-imagination of 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, curriculum developed to provide an international viewpoint, modern pedagogy and a program designed to serve a diverse student body, we believe Brooklyn Prospect offers a unique educational experience to our students.

While we continue, in the coming years to develop this handbook, we hope it provides 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,

A handwritten signature in blue ink that reads "Daniel K. Rubenstein".

Daniel Kikuji Rubenstein
Co-founder/Executive Director

A handwritten signature in black ink that reads "Luyen Chou".

Luyen Chou
Co-founder/ Chairman, Board of Trustees

Mission Statement

Serving grades six through twelve, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the pillars of International Baccalaureate program. We prepare students for success 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:

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

BOARD OF TRUSTEES

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Senior Vice President, Downtown Brooklyn Partnership

Daniel Kikuji Rubenstein (ex-officio)
Executive Director, Brooklyn Prospect Charter School

SPECIAL ADVISORS

James Bernard
Founder, The Source Magazine

Janice Savin-Williams
Co-founder, The Williams Capital Group LLP

Executive Director

Daniel Kikuji Rubenstein

ACADEMIC TEAM:

Middle School

Principal: LaNolia Omowanile

Art:

Anita Walsh - *Artist-in-Residence*

English Language Arts (ELA):

Craig Cetrulo - *Dept. Chair, 6th grade ELA*

Meredith Byers - *6th grade ELA & technology*

Donna Choi - *Apprentice Teacher*

Ariel Sacks - *8th grade ELA and Advisory Coordinator*

Suzanne Wallace - *7th grade ELA*

Foreign Language:

Andy Tao - *Mandarin*

She*bah Guy de la Selva - *Spanish*

Humanities:

Craig Cetrulo - *Dept. chair*

Rachel Beerman - *7th grade humanities & Advisory coordinator*

Sam Brill - *6th grade*

Andre Theisen - *8th grade*

Mathematics:

Kelly Vaughan - *Dept. Chair*

Cassandre Felix - *8th grade*

Sarah Green - *7th grade*

Carolyn Michael - *6th grade math, IB & Data Coordinator*

Paaven Thaker - *6th grade*

Beatrice White - *Apprentice Teacher*

Physical Education (PE):

Aaron Coleman - *Athletic coordinator, PE*

Ashley Brown - *Dance*

Science:

Kelly Vaughan - *Dept. chair, 6th grade*

Carol Britton - *7th grade*

Casey Brooks - *8th grade*

Paaven Thaker - *6th grade*

Beatrice White - *Apprentice Teacher*

Student Support Services:

Daniel Brink-Washington –*Dept. Chair*
Deseray Hamilton –*Learning Specialist*
Alyssa Strang - *Learning Specialist*
Marcia Stiman-Lavian – *Learning Specialist*
Olivia Toro – *Learning Specialist*

ADMINISTRATIVE TEAM:

Development & Communications

Penelope B. Marzulli - *Director of Development & Communications*
Linda Shum - *Development & Communications Assistant*

Finance & Operations

Hillary A. Brown - *Director of Operations & Finance*
Catherine Cacho-Leary - *Asst. Director of Operations & Finance*
Nera Cruz - *Middle School Administrative Coordinator*
Magdelaine Marin - *Registrar*
Richard Yu - *Facilities & Technology Coordinator*

Dean's Office

Marvin Griffin Jr., *Dean of Students*
Robert Hendrix, *Assistant Dean*

School Counselor

Joanne Xuereb

Parent Teacher Student Organization (PTSO)

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 maintenance of a strong parent teacher student organization (“PTSO”). All parents of Brooklyn Prospect students will automatically be members of the PTSO. The PTSO has 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 and direct communications between families and the school
- An active volunteer organization
- An annual fundraising plan to support our student programs and school facility needs
- Strong reciprocal relationships between school, family and the larger community

PTSO 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 to all families. Meetings are generally scheduled once a month during the school year* with the day rotating 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.

Charter School Funding is an important issue for charter school families. We urge our families to learn more about charter school funding in New York State and to contact local and state representatives urging them to visit our school and vote for continued charter school funding and, in particular, facility funding for charter schools in New York State.

Fundraising on behalf of the school is a vital and important role for the PTSO. 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.

The Parent/Teacher/Administrator partnership is a very important component of each student’s success. At Brooklyn Prospect we encourage parents to reach out directly to the school (the student’s advisor first) as needed.

Volunteers are welcome partners in our school. If you are interested in being a volunteer at Brooklyn Prospect, please contact your PTSO leadership at ptso@brooklynprospect.org. Some examples of how volunteers may assist include events, publications, fundraisers, 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 member of the faculty or administration.
- When chaperoning, if a student is reluctant to follow directions, please refer the problem to a faculty member or administrator.
- Avoid gossiping or sharing impressions of students and families with other members of the Brooklyn Prospect community.

* **2011-2012 PTSO Meeting Dates (tentative):** Unless otherwise stated, meetings will be held from 6:30pm-8:00pm. Please consult the school website (www.brooklynprospect.org) for up-to-date information: **9/21, 10/25, 11/17, 12/20 (8am), 1/25, 2/9, 3/20, 4/18, 5/10, 6/13.**

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 dean of students 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 main office (347-889-7041, EXT 3010) either the day of the absence, or, if possible, prior to the absence by:

- *Voicemail message: 347-889-7041, EXT. 3010*
- OR*
- *Email message: msadmin@brooklynprospect.org*

PLEASE COMMUNICATE:

- 1. STUDENT'S FULL NAME***
- 2. GRADE (class of 2016, '17, or '18)***
- 3. REASON FOR THE ABSENCE***

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

Early Sign-out Procedures

Once students have arrived on campus, they may not leave prior to whole school dismissal 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.

Late Sign-in Procedures

Classes begin at 8:15 am. Any student arriving for class after 8:15 am should report directly to the main office for a late pass. The student will stamp the time of arrival on a pass and report to their next scheduled class. For a tardy to be excused, a note, signed by the parent, must accompany the student and provide a legitimate reason for lateness.

School Schedule with Arrival and Dismissal Times

Sample Schedule*

Period	Time	Course
Arrival	7:45 - 8:10 am	Breakfast
Period 1	8:15 - 9:08	Math
Period 2	9:11 - 10:04	Science
Break	10:04 - 10:24	Snack/Restroom Break
Period 3	10:27 - 11:20	Physical Education/Art
Period 4	11:23 - 12:16	Humanities
Period 5	12:19 - 12:46	Advisory
Period 6	12:49 - 1:16	Lunch
Period 7	1:19 - 2:12	Language A/ ELA
Period 8	2:15 - 3:08	Language B/ Spanish or Mandarin
Period 9	3:11 - 3:41	Study Hall
Circle	3:41 - 3:45 pm	Classroom dismissal

** (subject to change)*

Arrival Procedure

Students should enter the Bishop Ford Central Catholic High School (“Bishop Ford”) facility through the official Brooklyn Prospect Charter School entrance which is located on 19th street near Prospect Park West. It is expected that students will arrive at school between 7:45am and 8:05am. Breakfast will be served in the cafeteria from 7:45am until 8:10am. All students must be in their seats before 8:15am when classes begin promptly. As students enter the school building, they should proceed directly to the cafeteria. At approximately 8:05am students will be escorted from the cafeteria to their first period class. Any student who arrives to school late should report directly to the main office for a late pass. 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 Brooklyn Prospect entrance (19th street near Prospect Park West) at 3:45 pm. All students will be off campus no later than 3:50 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 Bishop Ford is not permitted. Once dismissed, all students should exit through the Brooklyn Prospect exit and should proceed immediately to their assigned destination.

To ensure the safety and well being of each student, parents are asked to fill out dismissal instructions 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 office manager immediately. Students not picked up on time will wait to be picked up in the main office of the school. In such situation, the adult must report to the office in person to collect their student.

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 21st 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 tests.

International Baccalaureate Middle Years Program (“MYP”)

Brooklyn Prospect Charter School is a candidate school for the Middle Years Programme (“MYP”). We are pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Brooklyn Prospect Charter School believes is important for our students.

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 21st 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 21st century skills, including creativity, innovation,

critical thinking, problem solving, communication, collaboration, initiative, self-direction, persistence and productivity.

Advisory

The Brooklyn Prospect Advisory consists of individual adult members of the Brooklyn Prospect Community paired with small groups of students. The purpose of the Advisory program is to help each student reach his or her fullest potential. There are two main objectives that support this mission. The first objective is to provide opportunities to develop socially and emotionally as part of a supportive small group. The second objective is to provide opportunities to develop and strengthen cognitive skills and advance the pursuit of knowledge. To achieve these objectives, Advisory combines activities, discussions, and reflections to help students develop open minds, persistence in learning, caring attitudes towards the world and people around them, and the ability to reflect and think critically about themselves and their world. Thus, the advisory curriculum is geared to develop students' interpersonal and intrapersonal skills, organizational skills, provide students the opportunity for career exploration, and help students succeed as individual members of our global community.

Major Goals:

Provide opportunities where students will establish supportive connections with other members of the Brooklyn Prospect community:

- Advisees will have a strong and consistent relationship with the advisor and the peer group
- Parents will feel confident that their families are well known by their advisors.
- Advisors will get to know advisees as students and as individuals

Provide opportunities where students will engage in regular academic advising and coaching:

- Advisees will have easy and regular access to academic advice from an advisor who actively monitors the advisee's progress.
- Advisees will engage regularly in goal-setting and self-assessment.
- Advisees will develop study and organizational skills that will support academic success.
- Advisees will work towards developing their interests and passions.
- Advisees will work with Advisory curriculum which strengthens their skills.
- Advisors will provide oversight of and coaching around major projects.
- Advisees will learn to advocate for themselves and deal effectively with adults.
- Advisors will provide oversight of and coaching around major projects
- Advisors will help advisees see the connection between success in school and options for the future.

Desired Outcomes:

Advisory activities strive to produce students who are...

- **Open-Minded**
 - Explore, understand and appreciate their own cultures and personal histories, and be open to the perspectives, values and traditions of other individuals and communities. Become accustomed to seeking and evaluating varying points of view and demonstrate a willingness to grow from the experience.
- **Persistent (Display Growth Mindset)**
 - Display attitudes towards their school work that demonstrate an understanding of the school's belief that every student's academic success is dependent upon his/her own hard work, not simply innate intelligence.
- **Caring**
 - Identify the harmful effects of bullying and treat others as they would like to be treated.
 - Teach each other how to be good friends.
- **Reflective**
 - Set high and realistic goals for themselves, identify potential obstacles to achieving these goals, and periodically reflect on their progress toward reaching them.
 - Take deliberate steps and use effective strategies to organize their academic and personal lives.
 - Be able to describe their most effective learning environment, their predominant learning style, and their study habits.
- **Critical Thinkers**
 - Ask questions and seek out answers from multiple types of sources.

Advisory activities strive to produce students who are able to...

- **Collaborate**
 - Demonstrate ability to work effectively and respectfully with diverse teams.
 - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
 - Assume shared responsibility for collaborative work and value the individual contributions made by each team member.
- **Communicate**
 - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

- Utilize multiple media and technologies and know how to judge their effectiveness as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).
- **Use organization**
 - Use an agenda book to keep track of short term and long term assignments.
 - Use notebooks and folders effectively.
 - Keep locker or other spaces such as class folders/notebooks to maximize efficiency.
 - Keep backpack free of unnecessary items and organized to maximize efficiency.

Group Size: 8-15 students
Group Organization: Grade specific but mixed gender
Time Length: 30 minutes daily

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 21st 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.

Language B

Brooklyn Prospect has chosen to offer Mandarin and Spanish as a part of our Language B program. The primary aim of our 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 culture through the exploration of its art, music and history. This understanding encourages a respect for and understanding of language and culture and will open the doors to our students by offering a different perspective of the global community.

Physical Education, Dance, 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.

Visual Art and Design:

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 21st century.

Technology and Design

The Brooklyn Prospect Technology Program aims to provide the means and the context to help students become skillful inquirers and problem solvers. Students will be charged to investigate problems and use the IB technology design cycle as a tool to design, plan, create and evaluate products/solutions. Students will present their solutions through the digital authoring tools available in the iLife suite of products including iPhoto, iMovie, GarageBand, iDVD, and iWeb. During the course, students will also become familiar with the basics of word processing, spreadsheets, and presentation software.

Music Performance and Theory

Brooklyn Prospect's new music course will focus on contemporary pop repertoire while teaching the essentials of music theory, rhythm, and melody through analyzing song structure, form, arrangements

and harmony. Through the use of voice exclusively, and accompanied by piano, the students will develop the necessary tools to make music together.

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 calendared on the school website and 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 their academic grade and their classroom behavior. Academic grades may be impacted by behavior in cases of unexcused absence and/or tardiness, and in the case of suspension. A schedule of report card mailings will be provided.

Promotion/Retention Policy

Promotion to the next grade level will be granted upon completion of the following criteria:

- A student has received a 60% or better in both the math and ELA courses AND achieves higher than a level one on the New York State Math and ELA exams.

OR

- A student attends and successfully passes math and/or ELA in the Summer Academy.

Any student who fails the first semester of math and/or ELA, and passes the second semester with a 60% or higher by the end of the second marking period of the second semester, will receive a passing grade for the year, if recommended by the teacher and approved by the principal. **A student who passes the first semester and fails the second semester will fail the course and must attend the Summer Academy. A student who achieves a level one, on the New York State ELA and Math exams must attend the Summer Academy for promotion.**

Homework Policy

Purpose:

Teachers at Brooklyn Prospect are committed to providing meaningful and relevant homework activities each night, except Wednesdays. Homework is designed to supplement, support, and extend learning at home, reinforce classroom instruction, help students develop resourcefulness and work independently, and involve parents in the learning process that takes place at school

Homework assignments include:

- **Practice** exercises to reinforce principles, skills, concepts, and information taught in the classroom.
- **Preview** assignments to prepare for subsequent lessons
- **Extension** assignments to transfer new skills or concepts to new situations
- **Creative** activities to integrate many skills toward the production of a response or product

Time

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 students are bringing no work home, or an excessive amount, parents should contact the student's advisor to discuss the student's progress.

*Homework Responsibilities***Responsibilities of Faculty:**

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose of the assignment and the expectations for quality work before leaving class. Homework assignments must be posted on the Teacher Page at the beginning of each week as well as posted on the board daily in each class.
- Communicate homework assignment and expectations to parents and students through the Teacher Page
- Give feedback and/or correct homework at least once each week so that students comprehend their level of understanding of the learning.
- Not assign homework due dates the day after a religious holiday
- Modify assignment expectations for students with learning disabilities
- Communicate with other teachers regarding project due dates and tests
- Involve parents if a pattern of late or incomplete homework develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day - avoid postponing work until late evening as it may add frustration
- Establish a quiet, well-lit study area
- Promote a positive attitude toward homework
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer, not just get it done

- Be supportive when the student gets frustrated with difficult assignments
- Review Teacher Pages to stay well informed about what happening in the classroom
- Congratulate 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

Responsibilities of Students:

- Write down assignments in the Student Agenda
- Be sure all assignments are clear; ask questions if necessary
- Check the Teacher Page of the website or contact a classmate if unsure of assignment. The next step is to communicate with the subject area teacher the following school day.
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Make sure assignments are done according to the given instructions and completed on time and with quality.

Students who fail to complete two or more assignments in a subject may be required to attend homework detention to complete the assignment.

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. The first student planner is provided at no cost. *Replacement Planners are available for \$4.00.*

After School Program

On Monday-Thursday from 4:00-4:40pm, Brooklyn Prospect teachers are available to work with students individually or in small groups. Enrichment activities or clubs will also be available for students at the end of the school day. Each year, faculty will choose to lead several of these activities. Announcement of these activities will be made each fall.

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 (Day 1)

- Three (3) single subject spiral-bound notebooks (three different colors, and must contain perforated pages)
- Eight (8) 3-hole punched folders with pockets (varying colors, of which three must match the colors of notebooks listed above) *Note: 3-hole punched folders are available at Office Depot and Staples.*
- Two (2) 1-inch three-ring Poly binders
- Two (2) packs of dividers
- Loose-leaf notebook paper (college-ruled)
- One (1) glue stick
- Two (2) boxes of pencils (classic or mechanical). *Note: Students with mechanical pencils should have extra lead.*
- One (1) pencil sharpener (hand-held with a top to collect shavings)
- One (1) large white eraser (The old-fashioned ones do the best erasing.)
- Highlighter (at least one)
- 2 Ballpoint pens (blue and/or black ink only)
- One (1) pack sticky/Post-It notes
- One (1) sturdy, supportive backpack

Items Purchased Through Brooklyn Prospect

- Locker- Combination Lock (7th and 8th graders only-*school issue required*)

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

Optional

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

Students with Disabilities

The Brooklyn Prospect Student Support Services department (“SSS”) supervises, coordinates, and monitors school-wide special education services and documents. SSS is committed to providing students with disabilities the services 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. Advisors can be contacted by email using their first initial of their first name and the full last name *@brooklynprospect.org*. Full contact information, including phone numbers can be found on our website at www.brooklynprospect.org.

SCHOOL DIRECTORY

ACADEMIC TEAM

Last Name	First Name	Title	External Number 347-889-7041 EXTENSION:
Beerman	Rachel	7th Grade Humanities /Advisory Coordinator	2031
Brill	Sam	6th Grade Humanities	3160
Brink - Washington	Daniel	Depart. Chair - Student Support Services	3080
Britton	Carol	7th Grade Science	2010
Brooks	Casey	8th Grade Science	2060
Brown	Ashley	Dance (PE)	2011
Byers	Meredith	6th Grade ELA/ Technology	2061
Cetrulo	Craig	Dept Chair ELA/Humanities , 6th Grade ELA	3140
Choi	Donna	ELA/Humanities Apprentice Teacher	2021
Coleman	Aaron	Athletic Coordinator, Physical Education	2051
Felix	Cassandre	8th Grade Math Teacher	2040
Green	Sarah	7th Grade Math Teacher	2050
Griffin	Marvin	Dean of Students	2090
Guy de la Selva	She*bah	Spanish Teacher	2071
Hamilton	Deseray	Learning Specialist	3082
Hendrix	Robert	Assistant Dean of Students	2091
Michael	Carolyn	6th Grade Math Teacher/ IB & DATA Coordinator	3200
Sacks	Ariel	8th Grade ELA / Advisory Coordinator	2020
Stiman-Lavian	Marcia	Learning Specialist	3083
Strang	Alyssa	Learning Specialist	3081
Tao	Andy	Mandarin	2081
Thaker	Paaven	6th Grade Math and Science	3190
Theisen	Andre	8th Grade Humanities	2080
Toro	Olivia	Learning Specialist	3084
Vaughan	Kelly	Dept. Chair -Science/Math, 6th Grade Science ,	3210
Wallace	Suzanne	7th Grade ELA	2030
Walsh	Anita	Artist in Residence	2070
White	Beatrice	Math/Science Apprentice Teacher	2041

SCHOOL ADMINISTRATION

Last Name	First Name	Title	External Number 347-889-7041 EXTENSION:
NURSE		School Nurse	3020
Brown	Hillary	Director of Operations and Finance	3070
Cacho-Leary	Catherine	Asst. Director of Operations and Finance	3031
Cruz	Nera	Middle School Administrative Coordinator	3010
Griffin	Marvin	Dean of Students	2090
Hendrix	Robert	Assistant Dean of Students	2091
Marin	Magdelaine	Registrar	3030
Marzulli	Penelope	Director of Development and Communications	3071
Omowanile	LaNolia	Principal	3040
Rubenstein	Daniel	Executive Director	3090
Shum	Linda	Development and Communications Assistant	3051
Xuereb	Joanne	School Counselor	3100
Yu	Richard	Facilities and Technology Coordinator	3050

Discipline Policy

Brooklyn Prospect beliefs and values that guide the discipline policy:

1. Building respectful relationships is foundational to a positive school learning environment.
2. Consistent proactive discipline supports a positive learning environment: Faculty, administrators, staff, students and parents have a responsibility to prevent problems before they arise.
3. Students perform best in a warm, orderly, and consistent classroom.
4. Positive and negative consequences teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards undermine the development of an internal sense of responsibility.
6. All children can demonstrate appropriate behavior; therefore, the code of conduct is applied universally. No matter where students go, the behavioral expectations are the same.

School-Wide Code of Conduct

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 Code of Conduct that students must adhere to and personnel must model, monitor, and reinforce in a fair and consistent manner.

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 Code of Conduct is not only to ensure a safe and equal learning opportunity, but the Code of Conduct encourages students to establish an internal sense of responsibility, and self-discipline.

The Brooklyn Prospect Code of Conduct consists of the following behavioral standards:

Standard 1: *Students will manage themselves.*

Standard 2: *Students will take full responsibility for their actions both at school and out*

Standard 3: *Students will attend each class prepared to learn.*

Standard 4: *Students will show respect for people and property.*

Expected Behaviors:

At Brooklyn Prospect, expected behaviors are used to give students guidance as they strive to exhibit appropriate behavior. School personnel will use these behaviors to guide students in what is considered to be safe and responsible behavior.

Expected student behaviors:

S- show that you can manage yourself

T- take full responsibility for your actions

A- always be prepared

R- Respect people and property

Expected Behaviors Chart:

Common Areas	Standard 1 “Show that you can manage yourself” Expected Behaviors	Standard 2 “Take full responsibility for your actions” Expected Behaviors	Standard 3 “always be prepared” Expected Behaviors	Standard 4 “respect people and property” Expected Behaviors
Classroom	<ul style="list-style-type: none"> - Ask permission to leave assigned areas - Follow directions and safety procedures - Dress appropriately - Be on time to school and to each class - Manage your voice level - Have all material ready when class begins - Begin work immediately when you enter the room 	<ul style="list-style-type: none"> - Begin work immediately when you enter the classroom - Accept the consequences for your actions - Avoid food, or drinks without the teachers approval - Put cell phones on silent 	<ul style="list-style-type: none"> - Participate in the learning process - Bring agenda books to class - Bring appropriate supplies to class - Complete work on time 	<ul style="list-style-type: none"> - Keep hands and feet to yourself - Clean up after yourself and your group - Speak in a respectful tone using “please” and “thank you” - Use kind words and actions - Treat others as you would want to be treated - Avoid handling items that do not belong to you without permission
Cafeteria/ Playground	<ul style="list-style-type: none"> - Walk in the cafeteria - Use moderate voices 	<ul style="list-style-type: none"> - Clean up after yourself - Report major spills to the supervising adult - Avoid standing on tables and benches - Wait your turn in line 	<ul style="list-style-type: none"> - Go to the restroom before going outside - Bring all materials with you (backpack, sweater/jacket, etc.) when you come in from the playground 	<ul style="list-style-type: none"> - Use appropriate voice and words - Allow anyone to sit next to you - Wait in line patiently; no cutting - Keep hands and feet to yourself - Avoid handling items that do not belong to you without permission
Exit/Entrance	<ul style="list-style-type: none"> - Walk and/or ride bikes safely 	-	-	-

	- Move purposefully to your next destination			
Assemblies	- Sit properly in chairs - Sit quietly during presentations - Listen and wait for instructions	-	-	- Applaud appropriately - Listen to presenter
Restroom	- Keep water in the sink - Wash your hands - Put used towels in the trash can - Flush toilets	- Clean up after yourself	- Us the restroom only at the appropriate times	- Report any incidents of equipment malfunction or vandalism - Give people privacy
Hallways	- Walk in the hallways - Manage your voice level	- Use fountains appropriately	- Move purposefully to your next destination	- Keep hands and feet to yourself
Neighborhood	-Set a positive example in the Bishop Ford neighborhood when traveling to and from school	-Walking on the sidewalk -Properly disposing waste in waste bins -Avoiding inappropriate language and hand gestures		Generally treating Bishop Ford and neighborhood community members with respect

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, a systematic and chronic inflicting of physical harm or psychological distress on one or more students, 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 subject to disciplinary action including expulsion. 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 executive director 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

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 Code of Conduct, our response is immediate, appropriate, instructive, and consistent. In the event of misconduct, a succession of consequences is given. Consequences fall under three broad categories-

1. *Re-teaching* students are reminded of the values that drive our school and their responsibility to uphold those values.
2. *Reflections* students will have the opportunity to reflect on their behavior.
3. *Increased Restriction* students are denied the usual and customary freedoms that others may enjoy.

Consequences for classroom misconduct:

1. Verbal warning
2. Student reflection followed by a teacher conference
3. Conduct Cut/Call parents
4. Student removal to adjacent class

Consequences for non-classroom misconduct:

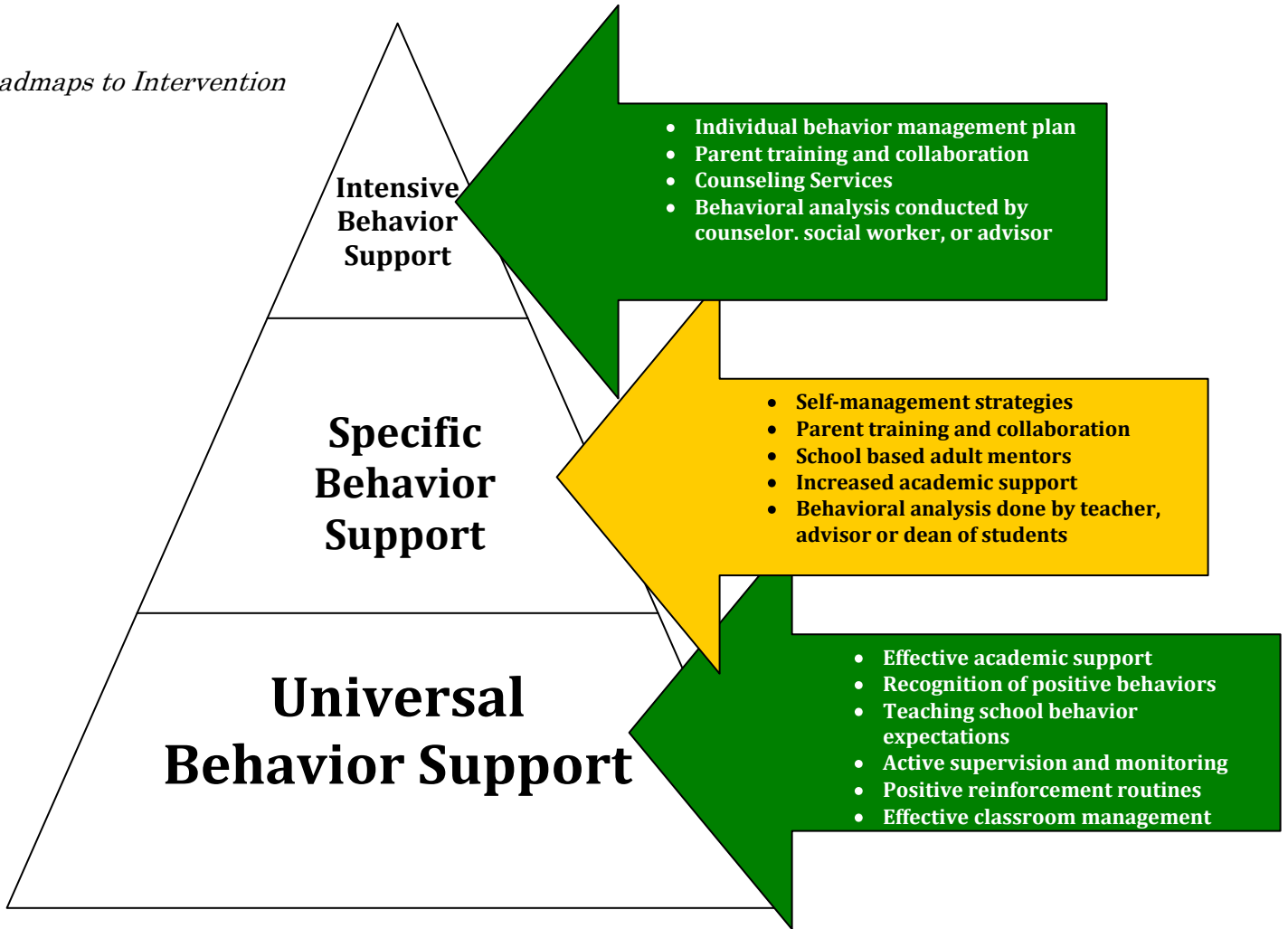
All non-classroom misconduct (hallway, lunchroom, playground, restroom, etc.) will be handled by the school's Dean of Students and/or Administration. The consequences imposed will be reasonable for the offense, restorative in nature, and respectful to the student.

Intervention

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

- 1) Teacher identifies at-risk student and reports behavior patterns to student's advisor. The Advisor then consults with student and student's teachers. Advisor or counselor will conduct a classroom observation and finally a discussion of success strategies and coordination and implementation of resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, one-on-one mentoring) takes place.
- 2) If problem persists, the advisor calls a meeting with the parent, the advisor, the Dean of Students, and one other faculty member, and a discussion of success strategies and coordination and implementation of resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, one-on-one mentoring) takes place.
- 3) Extreme cases taken to the principal.
- 4) Ongoing behavior that makes other children feel unsafe or disrespected may result in suspension or expulsion. *See Appendix A for suspension procedures and discipline of students in special education.*

5) Roadmaps to Intervention



Building Safety and Security

Visitor Policy

The safety of all students in the facility is of utmost importance to our school community. Accordingly, Bishop Ford maintains a very strict policy that all visitors, including parents, must be escorted, at all times, when in the building. Parents may only enter the school building at the main entrance on 19th Street, between Prospect Park West and 10th Avenue. Bishop Ford will then call upstairs and a member of the BPCS staff will come down to escort the family to the Main Office located on the third floor (Room 301) where visitor will register in the Brooklyn Prospect logbook. Visitors must also be escorted back to the lobby at the end of the visit.

Because of these tight security procedures and the resulting strain on our staff, we ask that parents schedule visits to school in advance whenever possible. Unplanned visits should be limited, as much as possible.

Shared Space

Brooklyn Prospect Charter School is very fortunate to be co-located in the Bishop Ford Central Catholic High School facility. All members of the Brooklyn Prospect community should be thoughtful and respectful to all members of the greater school community including the Bishop Ford community.

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

- The official Brooklyn Prospect school uniform must be worn at all times on campus
- Brooklyn Prospect students should not travel to any floor of the building other than the second floor and third floor Brooklyn Prospect wings, and common spaces such as gym, 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 Bishop Ford staff members.
- Brooklyn Prospect students should set a positive example in the Bishop Ford 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 Bishop Ford and neighborhood community members with respect.
- We ask families who drive their student(s) to and from school to do their best not to block or cause other disruptions to traffic patterns on 19th Street or Prospect Park West.

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

Handicap Access to facility

Please be advised that there is a small set of stairs just past the main entrance, between the entrance doors and the elevator, located at the center of the Bishop Ford Central Catholic High School facility. For wheelchair access, visitors must use the parking lot entrance in the rear of the building, accessible via 20th Street. This ground floor entrance is locked during the day, so please call the main office, 347-889-7041, Ext: 3010 in advance of your visit so that a staff member is prepared to welcome you, or stop by the security desk at the main entrance and let the attendant know that you will need access.

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 Bishop Ford.

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

6th Grade

Roman Catholic Diocese of Brooklyn
310 Prospect Park West, Brooklyn, NY 11215

7th Grade

Holy Name of Jesus School
241 Prospect Park W, Brooklyn, NY 11215-5807

8th Grade

Public School 154
1625 11th Avenue, NY

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

GIVEN THE PRESENCE OF CHILDREN, PLEASE DRIVE SLOWLY AND WITH CAUTION ON 19TH STREET AND PROSPECT PARK WEST.

- Students must be dropped off at the Brooklyn Prospect entrance of the Bishop Ford building on 19th Street, closest to Prospect Park West.

- Students are dismissed from and should be picked up from our entrance doors on 19th Street closest to Prospect Park West.
 - Vehicles must remain in a single file allowing 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.**

Student Health and Medications

Child & Adolescent Health Examination Form

Within fourteen days (14) from the date a student begins at Brooklyn Prospect, we must have, on file, a completed, signed medical form for each student. For students who are age of eleven (11) years, the T-dap immunization must be included on the form. If a student is not yet eleven years old, the completed forms are due within 14 days of the student's eleventh birthday. Any student whose medical forms are not up to date as described above, is not permitted by law to attend classes.

Prescription Medications

The school nurse is located in room number 302A. She will be at school daily between the hours of 8:00am and 3:45pm and can be reached by phone at 347-889-7041, ext. 3020. 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.**

Accommodation Under Section 504 of the Rehabilitation Act of 1973 ("504 Forms")

If your student has a 504 plan please notify the school nurse, at 347-889-7041 ext. 3020, two weeks prior to the start of school.

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 two weeks prior to the start 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 sent to the nurse.

Students may 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 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 annually completed and submitted an **updated** blue emergency form with correct contact numbers. Parents should inform us **immediately by emailing registrar@brooklynprospect.org** if telephone numbers or other information on the student's emergency form changes. The information on this form 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, a wheelchair and/or elevator usage while at school. After clearance from the principal's office, limited mobility students may use the elevator to assist with movement to classes. Entrance to the building for elevator use is through the back parking lot and a staff member must be present upon entering the school. Please make all arrangements with the principal's office prior to arrival 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.

Address Changes

Please notify us immediately by email to registrar@brooklynprospect.org of changes to address and phone numbers and other contact information.

General School Policies

Dress Code:

All students are required to arrive at school daily in full Brooklyn Prospect school uniform. The school uniform must be worn respectfully and through the completion of the school day. Separate uniforms are required for gym and other school sports. Flynn O'Hara (logo) is the "official" uniform provider for Brooklyn Prospect. All required clothing can be purchased through their website (www.flynnohara.com) or at their Brooklyn store, located at 7301 13th Avenue, Brooklyn, NY 11228. Please call ahead for hours of operation: 718-567-8593.

UNIFORM REGULATIONS

FOR ACADEMIC CLASSES:

- Regulation polo shirt (long or short sleeves) with Brooklyn Prospect monogram. Purchased only at Flynn O'Hara (www.flynnohara.com).
- Khaki or black colored trousers, shorts, skirt, or skort. While Flynn O'Hara carries options of this type clothing, students are welcome to wear any brand of trouser, shorts, skort or skirt.
- Regulation BPCS heather grey sweater with logo. Purchased only at Flynn O'Hara. This item is optional; however, polo shirts may only be covered by this sweater and must be worn at all times.

FOR PHYSICAL EDUCATION ("PE") CLASS:

- Regulation green BPCS t-shirt with white logo. (Flynn O'Hara)
- Regulation black sweatpants or gym shorts with green logo. (Flynn O'Hara)
- Students may not wear PE clothing to school. They will be required to change for PE class.

Please note:

- *All trousers, shorts, skirts, and skorts must be worn at the waist. Drawstring waists are not allowed. While shirts are not required to be tucked in, a belt is required if pants, shorts, etc. DO NOT remain at the waist. Trousers, shorts, etc. c. must be solid, no stripes, logos, imprints, etc. Gym shorts are not permitted during academic classes.*

- *Denim (jeans of any color), capris, sweatpants, cargo pants, Lycra or stretch-ware are not permitted except as regulation gym uniform during PE class. Pants may not be too loose or too tight.*
- *Shorts, skirts, skorts, (and any slits) must be no higher than two inches above the knee.*
- *No holes or tears are allowed in any garments worn by students.*
- *Head covering as part of a religious belief or medical need will be allowed.*
- *Leggings, non-jean jeggings, or tights are considered undergarments and, if worn, must be accompanied by regulation trouser, shorts, skirt or skort.*
- *Polo shirts may only be covered by the official BPCS grey sweater available from our uniform provider. No other sweatshirt or sweater is permissible during school.*
- *No clothing or jewelry may be worn with suggestive or questionable language or drawings. (some examples may include, but are not limited to the following: graffiti, gang related symbols, racial, ethnic, and/or sexual slogans or innuendos, tobacco products, pictures or language about alcohol, violence, weapons, drugs, language that is blatantly disrespectful of others' beliefs, or images deemed offensive or not in good taste).*
- *Hoods may NOT be worn inside the building, this includes hats or other types of headgear. (Includes boys and girls)*
- *Only closed back shoes are permitted. No flip flops are allowed.*

The final decision concerning the appropriateness of clothing will be made by the school administration.

Parents of students who arrive in school out of uniform will be contacted to bring a change of clothes.

Gifts to Faculty/Staff

In accordance with law and our charter governance, our faculty and staff are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly. Understanding that families may wish to thank school employees, we encourage families to consider a modest handmade gift or baked good or a note penned by the student to be a thoughtful and appropriate form of thanks for a Brooklyn Prospect employee.

Student Internet/Computer User Agreement

Student will use the computer for school work and to learn.

1. When using school computers, student will:
 - a. Use good manners.
 - b. Use appropriate language
 - c. Never tell anyone online his/her home address or phone number.
 - d. Never post his/her picture on the Internet without permission of parent(s) and teacher.
 - e. Not look at or use anyone else's work without permission.
2. Student will use only appropriate language when writing with the computer.
3. Student will show respect for all hardware and software.
4. Student will not share personal information about him/herself or anyone else on the Internet. This includes name, address, phone number, photograph, etc.
5. Student understands that anyone can read the messages sent from the computer, and that work stored on the computer is not private.
6. Student understands that from time to time the computer or Internet connection may not be working.
7. Student will share the computer and the network.
8. Student will keep his/her own passwords secure
9. Student will not install software on school computers or knowingly use disks with viruses on any equipment.
10. Student will not use anything from the computer or Internet or send anything over the internet that belongs to someone else without their permission.
11. If student does not know how to use any or part of the computer system, s/he will ask for help.
12. Student will not run a business on the Internet.
13. Student will limit his/her use of the Internet to only appropriate learning activities.

Lockers

Seventh and eighth grade students will be assigned a locker at the beginning of the year. Students should keep personal items in their own locker. No student is allowed to share lockers, exchange lockers, or share their locker combination. The consequence for sharing lockers and/or combinations will be the removal of the locker privilege. The school is not responsible for items lost, stolen, or damaged in lockers.

Personal Items

The school is not responsible for lost, stolen, missing, or damaged personal items. Students should not bring cell phone or any other electronic device to school. If a cell phone must be brought to school, it must be turned off and kept in the students' backpack or locker during school hours. Cell phone may NOT be used during school hours. The courtesy phone in the main office is available before school, during breaks, or after school. If a staff member takes a students' cell phone or electronic device, the student may obtain the device from the Dean of Students at the end of the day. If an electronic device has been confiscated from a student more than once, a parent must come to school and pick it up from the Dean of Students.

All personal belongings such as clothing, books, backpacks, sports equipment, etc. should be clearly labeled with the students first and last name. Students are responsible for their property. Items turned in to the office will be kept in the Lost and Found. The Lost and Found will be cleaned out each marking period. Unclaimed items will be donated.

Press /Media Inquiries

Education can be a heated political topic and charter school discussion can be particularly charged and multifaceted. But ultimately the conversation is about our children. In an attempt to preserve the sanctity of our students' education we urge our families to exercise the utmost caution and to take time in approaching or responding to any particular media that relates to Brooklyn Prospect. Our Director of Communications is always available by email (pmarzulli@brooklynprospect.org) or by phone (347-889-7041, ext. 3071) to work with families as needed.

Videotaping and Photography

Videotaping and/or the use of photography on campus without teacher or administration consent are prohibited. Furthermore, no student is allowed to submit online posts of video footage or photos of Brooklyn Prospect students, faculty, or staff without prior consent. Any student found to have taken video or photos of other students, faculty, or staff without consent will be subject to disciplinary action.

Break

Each day students are allotted a snack period to help refuel their bodies. Please send a nutritious snack from home such as fruits, vegetables, and nuts. Avoid packing chips, sugary sodas, pastries, and candy as students will not be allowed to consume these foods during break. Sugary snacks will often make the students hungrier and more lethargic. A more extensive list of healthy snacks can be found at the following link: www.cspinet.org/healthysnacks/.

School Meals

Families are responsible for the cost of daily lunch. Families that qualify for free lunch will not be charged.

Meal Payments: We use a web-based student meal accounting system called TeacherEase. Accordingly,

- Families may start off the school year by contributing as much or as little to the student's lunch account
- Full-price cost for lunch will be \$4.00 per day, and reduced-price \$.50 per day for those who qualify. The full-price cost for breakfast will be \$2.00 per day, and reduced-price \$.25 per day.
- There will be a la carte menu options for students to purchase if they prefer. These options will be available on a cash basis only. *The money in the student's TeacherEase account cannot be used for a la carte purchases.*

Applications for Free and Reduced-Price Meals: Qualification for free or reduced-price meals in New York City public and charter schools is determined by the Department of Education based upon the submission of this application at the beginning of each school year.

Completion of the application form is not mandatory unless a family wishes to apply for free or reduced-price meals for their student. Until the new Income Verification Form has been processed and the results are received by the School, we will charge based on the previous school year's information. If the student was not in a DOE school in the previous school year, s/he will be charged the full pay rate. If meal status changes for a given school year, BPCS will credit or charge accordingly.

Application forms are available in the main office and due back to Brooklyn Prospect Charter School no later than Friday, September 16th this year. Note that families must submit the original (RED print) form; it should NOT be folded, creased or damaged in any way.

Please contact the Middle School Administrative Coordinator with any questions:
msadmin@brooklynprospect.org.

Financial Policy

Throughout the year, parents will be required to submit payment for items such as locks, replacement textbooks/student planners and/or field trips. Payment must be rendered for

items to be received. Parents may pay with checks, money orders (preferred) or cash, 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 in payment for such items 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 three 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 Assistant Director of Operations and Finance.

Please contact the Middle School Administrative Coordinator with any questions: msadmin@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 Omowanile, Brooklyn Prospect Charter School, 500 Nineteenth Street, Brooklyn, NY 11215, 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 is 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 school 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 school 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
 500 Nineteenth Street
 Brooklyn, New York 11215

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 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 moneys:

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.

Sibling Preference Admissions Policy

Brooklyn Prospect gives full sibling preference, space permitting, to any currently enrolled family. If you would like to exercise sibling preference, please inform the school registrar (registrar@brooklynprospect.org) prior to January 1 of the anticipated admissions year.

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 and fewer than 11 days.
- “Additional suspension period” shall refer to the removal of a student from school for disciplinary reasons for a period of time that is in addition to a long term suspension already imposed.
- “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, 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 also may be subject to any of the additional disciplinary measures set forth in this policy, 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.

- 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.
- Possess tobacco or alcohol.
- 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 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 may be appealed first to the executive director of Brooklyn Prospect Charter School and next to the board of trustees.

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 also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate.

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 be subject to a long term suspension at the discretion of the principal.

Procedures and Due Process for Long Term Suspensions

The school principal may impose a long term suspension and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a long term suspension, the school principal shall 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 long 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 long term suspension may be appealed first to the executive director of Brooklyn Prospect Charter School and next to the board of trustees.

Additional Suspension Period/Expulsion

In the event of the imposition of a long term suspension, the principal may also recommend the imposition of an additional suspension period or expulsion of the suspended student, based on the circumstances of the incident and the student's disciplinary record.

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 Expulsion

If the principal recommends the imposition of an additional suspension period or expulsion, a formal hearing before the discipline committee of Brooklyn Prospect Charter School shall

be held as soon as practicable, but no sooner than 3 school days, following the start of the long term suspension period. No student may be subject to an additional suspension period, or expelled, without a hearing unless the student's parent(s) or guardian(s), or the student (if 18 years of age), waive the right to a hearing in writing. By waiving the right to a hearing, the student and parent(s) or guardian(s) agree to abide by the decision of the discipline committee.

Upon determining that a student's action warrants a recommendation for an additional suspension period or expulsion, the principal shall inform the student that he or she is being considered for an additional suspension period or expulsion and state the reasons for such action. 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 delivery 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 long term suspension and recommendation for an additional suspension period or expulsion and shall indicate that a formal hearing will be held on the matter which may result in the imposition of an additional suspension period or expulsion. At the formal hearing before the discipline committee, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the discipline committee shall make a decision based on information at hand.

The decision to impose an additional suspension period or to expel a student may be appealed first to the board of trustees of Brooklyn Prospect Charter School and next to the State University of New York Charter Schools Institute, 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.

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 a 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 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.

Alternative instruction will be provided to suspended students 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 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 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 Brooklyn Prospect 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

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.