



BROOKLYN PROSPECT

HIGH SCHOOL

2020 -2021
HIGH SCHOOL
STUDENT AND FAMILY HANDBOOK

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Table of Contents

<u>Introduction</u>	4
<u>Mission & Core Values</u>	5
<u>Letter From Our Principal</u>	6
<u>Special Notice for 2020-2021 Academic Year</u>	7
<u>Parent Teacher Student Organization (PTSO)</u>	8
<u>Attendance</u>	9
<u>Arrival and Dismissal Procedure</u>	10
<u>Curriculum and Services</u>	11
<u>Graduation & Promotion Requirements</u>	12
<u>Add/Drop Policy</u>	14
<u>International Baccalaureate Diploma</u>	14
<u>Additional Course & Credit Information</u>	16
<u>Embedded Honors</u>	16
<u>School Culture</u>	17
<u>The Dignity for All Students Act Policy</u>	17
<u>Leveled Disciplinary Infractions</u>	19
<u>Bullying, Bias and Harassment</u>	23
<u>Behavior Interventions, Tracking and Communication</u>	26
<u>Student-Athlete Expectations</u>	26
<u>Advisory</u>	27
<u>Grading Policy</u>	29
<u>Promotion/Retention</u>	31
<u>GPA</u>	31
<u>Students with Exceptionalities</u>	32
<u>English Language Learners</u>	32
<u>Dean's List and Academic Honorable Mention</u>	33
<u>Summer School</u>	33

<u>Progress Reports, Report Cards and Transcripts</u>	33
<u>Homework</u>	34
<u>Make-up and Vacation Work</u>	35
<u>Off-Campus Lunch Policy</u>	35
<u>Suggested Nearby Lunch Locations</u>	36
<u>Points of Interest</u>	36
<u>Off-Campus Events</u>	37
<u>Student Dress Code and Uniform Policy</u>	37
<u>Student Agendas</u>	38
<u>Student Supplies</u>	38
<u>Calculator Scholarships</u>	39
<u>Personal Electronic Devices and Internet Use</u>	39
<u>BPCS Chromebooks</u>	40
<u>Brooklyn Prospect Bring Your Own Device (BYOD) Program</u>	40
<u>Lockers</u>	41
<u>Library</u>	41
<u>Building Safety and Security</u>	42
<u>Inclement Weather</u>	43
<u>Traffic and Student Safety</u>	43
<u>Student Health and Medication</u>	43
<u>Child Abuse</u>	45
<u>General School Operations</u>	45
<u>Student Meals</u>	46
<u>Payment Policy</u>	46
<u>Employment Certification (Working Papers)</u>	47
<u>Student IDs</u>	47
<u>Student Transportation</u>	47
<u>Press/Media Inquiries</u>	48
<u>Other Resources</u>	48

Introduction

Dear Prospect Family,

Welcome to the Prospect Schools community and the new school year! Every fall, we look forward to introducing our new students and families to our special community and welcoming back those who are returning.

The idea for Prospect Schools was born more than a decade ago when we recognized that our community needed more quality school options. We set out to build a learning community that would be distinguished by its focus on a diverse community, academic rigor, and excellent teachers. Since opening in 2009, we've grown to five campuses across Brooklyn serving kindergarten through twelfth grade, and we have an amazing team of over 300 employees who helps our diverse students learn, grow, and succeed every single day.

Together, we're re-imagining elementary, middle and high school education so your students can thrive in a global, 21st century community. Through our commitment to excellent teachers, a world-class curriculum modeled after the International Baccalaureate program, and a program designed to serve the needs of a diverse student body, we believe Prospect Schools can help all students achieve academically and socially, and reach for success in college and beyond.

We are grateful to continue serving our returning students and families, and are excited to welcome those new to our community. Partnering with your family is our highest priority.

Warm regards,



Daniel Kikuji Rubenstein
Chief Executive Officer

Mission

Prospect Schools is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Core Values

We opened the doors of our first school in September 2009 with 100 sixth grade students. Today, we've expanded our program to serve a growing student body in grades kindergarten through twelfth.

Our Core Values serve as a common thread to connect students and adults at Prospect Schools. Influenced by the International Baccalaureate learner profile, these values illustrate who we are, how we learn and behave, and what we find important in this extraordinary world of teaching and learning.

As Prospectors, we share:



Curiosity

Develop sound judgement and intellect by asking questions confidently and thinking critically.



Care

Support others by grounding every action in empathy while championing equity and inclusion in our work



Persistence

Grow and learn by solving problems with determination, creativity and tenacity



Passion

Succeed by approaching challenges with excitement, enthusiasm and self-assurance

Letter from our Principal

Dear Brooklyn Prospect High School Families,

The 2020-2021 academic year will be unlike any other year that our students or teachers have ever experienced. When asked about how our families, students, and employees are feeling at the start of this new year, I frequently hear words like anxious, uncertain, and concerned... but I also hear our community share feelings of optimism and hope.

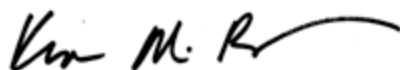
The late Congressman John Lewis is quoted as saying, "We may have not chosen the time, but the time has chosen us" - and these words provide inspiration for me in the year to come. Now is the time for us to reimagine education - to address the needs of young learners in a remote world, to dismantle the systems of oppression and white supremacy that exist within education, and to truly center the emotional needs of young people to help support and equip them for this changing world.

It is with this framework that I welcome you to the 2020-21 school year. Prospect Schools was conceived more than a decade ago in response to the need for higher quality public school options in our community - and we will again respond to the needs of our community in this new educational paradigm. Even as we respond to change, we do so unified in our mission as a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

This handbook provides answers to many of your questions about the Brooklyn Prospect High School program components and policies. We have included a special addendum for information specific to the 2020-21 academic year. Please feel free to contact any member of our staff or faculty, with further questions or comments.

I wish you and your family the best for a healthy and safe academic year.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim M. Raccio", with a stylized flourish at the end.

Dr. Kim Raccio, EdD
High School Principal

Special Notice for the 2020-21 Academic Year

This handbook is organized in two sections. The first section contains information regarding our school program should school return to a regular 5-day per week in person academic experience.

A number of items have been revised for the 2020-21 academic year in response to COVID-19. All items marked with a (*) indicate that a revision was made, and the information is found in our 2020-2021 Handbook Addendum

Parent Teacher Student Organization (PTSO)

To provide the best possible education for our students, BPCS depends on a strong partnership with families. Each school has a parent teacher student organization (PTSO) governing body. All guardians of BPCS students are automatically members of the PTSO. Annually, the PTSO elects a leadership team across all campuses called Officers, one of whom serves on the BPCS Board of Trustees. The High School administration consults regularly with the leaders of the organization and presents relevant information at membership meetings.

GOALS:

To develop a sound organization leading to:

- All families in our school community feeling welcome & engaged at BPCS
- Clear and direct communication between families and the school
- An active volunteer organization
- An annual fundraising plan that supports our student programs and school facility needs
- Strong reciprocal relationships between school, family and the larger community

2020-2021 PTSO Monthly Meetings: Meetings are generally held monthly, in the evenings, for all High School families of the Windsor Terrace campus. Times and dates may vary, so please consult the PTSO Updates and the website calendar for up-to-date times and information (<http://www.brooklynprospect.org>). These meetings present guardians the opportunity to gain a deeper understanding of the school, its mission, and topics relevant to families, including how parents can best partner with the school for the ultimate success of the 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 (NYS) 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 located in private spaces.

Fundraising for BPCS is a vital and important role of the PTSO. We hope all parents/guardians will participate either formally or informally in annual fundraising. There are many ways to participate, including volunteering time, providing gifts-in-kind and making donations. All are important to the success of our school, and parent participation sends a strong message to outside funders.

Guardian Volunteers are welcome partners in our school. Some examples of how volunteers may assist include: events, publications, fundraisers, and as guest speakers on careers and special interests. If you are interested in volunteering at BPCS, please contact your PTSO Co-Presidents by email at hsptso@brooklynprospect.org.

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 a danger to a student. In such cases, please inform a member of the faculty or administration.
- When chaperoning, if a student is reluctant to follow directions, please immediately 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.

At BPCS, we encourage guardians to reach out directly to the school as needed. The student's teacher or advisor is the first point of contact for families. The school administration welcomes meetings with guardians once the teacher or advisor has been approached.

Attendance*

School attendance is compulsory and is a required legal record per NYS law. School attendance is recorded in TeacherEase and is managed by the High School Office.

Guardians must ensure that their student attends classes daily and on time. You can view your student's attendance by logging into your TeacherEase account or you may request attendance records from the High School Office at any time.

Reporting an Absence/Tardiness

All absences and excuses should be directed to the High School Office within **48 hours**:

- Phone: 347-889-7041 ext.: 1140
- Email: hscordinator@brooklynprospect.org

There are 3 types of absences/tardies:

	Excused Absence/Tardy	Parental Excused Absence/Tardy	Unexcused Absence/Tardy
School informed within 48 hours	Yes	Yes	Did not inform school
Type of Documentation	Official documentation ONLY Examples: Doctor's note, summons paperwork	Email, phone call or handwritten note from parent or guardian	Did not submit documentation
Reasons for absence	Illness or medical appointment Death in the student's family Observance of an established religious holiday Mandated court appearance (A police summons, a notice to appear, a subpoena, a signed note from a court official) School approved educational opportunities	Illness Other emergency beyond the control of the family	Non-emergency trip (such as a vacation) Commitments that can be scheduled outside of school hours or carried out by someone other than the student (e.g. spending time with family members, babysitting, jobs) Excessive socializing, avoidance, and/or mismanagement of time

	School Business		
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Consecutive Absences

After three days of consecutive absences, a note providing an explanation for the absences is required upon the student's return.

Parental Excuses

In the event that your student is absent due to illness or an emergency, and you do not have official documentation, please email, call or provide a handwritten note to explain your child's absence. Students are allowed up to **seven parental excused absences** or tardies per semester. Any additional absences will require official documentation or will be counted as unexcused absences.

School Communications & Support

BPCS will contact the primary contact by phone or email each day if your student is absent. The school will reach out to families of students who have a pattern of chronic unexcused absences, share information about the impact of absences on academic performance and behavior and propose a series of interventions intended to help the students. If you are concerned about your student's attendance, you may request a meeting at any time.

In accordance with NYS law, BPCS is mandated to report excessive truancy to the Administration for Children's Services.

Cutting and Chronic Tardiness

Tardiness to school and in individual classes can impact a student's ability to perform well and increases the number of interruptions in high school classes. Cutting is defined by a student being present for a day but missing, without an excuse, one or more class periods.

As a result, chronic tardiness will result in disciplinary action and the school requesting greater guardian support. Students will be provided with additional academic support through the loss of out-to-lunch privileges and mandatory office hours.

Arrival and Dismissal Procedures

Arrival Procedure

Students should enter through the BPCS main entrance, located on 3002 Fort Hamilton Parkway in between E 2nd and E 3rd Streets before 9:00am.

Breakfast will be served in the Commons (cafeteria) from 8:00 am until 8:50am. As students enter the school building, they should proceed directly to the Commons. Students will be dismissed from the Commons to their first period class. We ask that parents not accompany a student to the Commons or to his or her classroom unless prior arrangements have been made with the teachers. All students must be in their seats promptly when classes begin at 9:00 am to avoid being marked tardy by the teacher.

Late Sign-in Procedures

Any high school student arriving for school after their scheduled class start time should report directly to the Security Desk to sign in and receive a late pass. To be excused, a note signed by the parent must accompany the student and provide a valid reason for lateness.

It is the student's responsibility to:

1. Swipe student ID and collect a late pass
2. Go directly to class with the late pass
3. Give late pass to teacher

Dismissal Procedure

High School Students are dismissed from the main entrance on Fort Hamilton Parkway.

As per the high school open campus policy, high school students are able to spend time on campus without direct adult supervision until 5PM on days when there are no faculty and staff professional development sessions. On professional development days, after dismissal, and after 5PM on all school days, students remaining on campus must be supervised by a faculty or staff member. Please note that open campus is a privilege; as a result, if a student is unable to behave appropriately and respect school property and staff, they will not be able to remain on campus unsupervised during those times. For the safety of each student and general security of the school community, loitering around the building is not permitted. Once dismissed, all students should exit through the Fort Hamilton Parkway exit and proceed immediately to their destination.

Early Sign-out Procedures

Any high school student leaving school before their scheduled class end time must provide a note that includes dismissal time from a parent or guardian to the high school office. To be excused, a note signed by the parent must accompany the student and provide a valid reason.

It is the student's responsibility to:

1. Go to the HS Office to obtain a pink early dismissal pass.
2. Be aware of their dismissal time and inform their teachers.
3. Present the early dismissal pass to the front desk and sign out.

Curriculum and Services

Curriculum Structure

In order to plan and support student learning most successfully, the curriculum at Brooklyn Prospect is structured around three "lenses": the New York State Next Generation standards, NY State Regents assessments and the International Baccalaureate (IB) framework.

Next Generation State Standards

New York State, joining states across the nation, has adopted a set of standards to guide schools' curriculum. These standards, formerly known as the Common Core, provide teachers with a picture of what your student needs to learn each year in order to graduate from high school ready to succeed in college and career.

International Baccalaureate ("IB") Program

The IB is broken into three programs for students in various educational stages: The Primary Years Program ("PYP"), Middle Years Program ("MYP") and Diploma Program ("DP"). As an IB World School, Brooklyn Prospect maintains a commitment to high quality, challenging, international education.

In 9th and 10th grades the curriculum relies on holistic learning emphasized by the IB that links the disciplines, provides a global perspective and promotes positive attitudes toward learning. The IB emphasizes the acquisition of both written and oral communication skills, which are fundamental to supporting inquiry, student reflection and expression.

The DP, offered in grades 11-12, is recognized by the world's leading universities as an academically challenging and balanced program of education that prepares upper grade students for the academic foundation, research and critical thinking in college. IB courses in the DP culminate in independent projects and examinations that are developed and graded by the IB organization. Regardless of whether or not they elect to obtain an IB Diploma, all BPCS High School students take at least one DP course prior to graduation; most take more. More information about the DP is located in the International Baccalaureate Diploma section.

Graduation & Promotion Requirements

A BPCS Diploma reflects a student's meeting the requirements for post-secondary readiness as defined by Brooklyn Prospect. As a college preparatory school, all BPCS High School students are required to have a full class schedule of 14 credits. Students in the 12th grade, may opt to take 1 period as an academic lab, and carry a 12-credit schedule. Students must take four years of English, Humanities, Math, Science, and PE; three years of World Language; and at least one elective course per year. Exemptions to these academic requirements may be made for students with school-approved internships or principal-approved special circumstances.

Additionally, the following opportunities apply to all students:

- Students in 11th & 12th grade who fulfill their Physical Education requirement through Offsite Athletics are allowed to have an academic lab 2 or 3 days per week.
- Students in good standing in the 12th grade are eligible to begin school late or leave early, if their schedule permits. If students accept this option, they are not allowed on-campus during any unscheduled periods.

The basis of the Brooklyn Prospect diploma is the NYS Regents Diploma, which is earned by accumulating high school credits and passing Regents exams as outlined below. In addition to the Brooklyn Prospect Diploma and NYS Regents Diploma, students can also pursue an IB Diploma, which begins at the start of the 11th grade.

Understanding Credits

Brooklyn Prospect offers three types of courses: Full-year, 5-day per-week courses; Single Semester, 5-day per-week courses; and Full-year 2-or-3-day per-week courses. Credits are awarded at the completion of each semester for grades of 65 or higher. The credit breakdown is as follows:

Category	Credits per Semester	Course Examples
Full Year/5-day per-week	1	Core academic courses
Semester/5-day per-week	1	Arts electives
Full Year/2- or 3-day per-week	0.5	PE, Advisory

Required Credits for Graduation

Subject	Brooklyn Prospect Diploma with Regents Requirements	Required Credits for NYS Regents	Required Credits for NYS Advanced Regents	Minimum NY State Course Requirements
English	8	8	8	
Humanities	8	8	8	Global History I (2) Global History II (2) US History (2) Government (1) Economics (1)
Math	8	6	6	At least two credits in Advanced Math (Geometry or higher)
Science	8	6	6	Life Science (2) Physical Science (2)
LOTE (Languages Other Than English)	6	2	6	
Arts	2	2	2	
PE	4	4	4	Must take one each year.
Health	1	1	1	
Elective	3	7	3	
Total Credits	48	44	44	

New York State Exam Requirements for High School Regents Diploma

Brooklyn Prospect curriculum is designed for students to achieve a NYS Regents diploma by the end of 12th grade. Students must earn a 65 or higher on five Regents Exams, including one from each of the following categories:

- English
- History (Global History or United States History)
- Mathematics (Algebra I, Geometry, or Algebra 2)
- Science (Living Environment, Chemistry, Earth Science, or Physics)

The 5th exam can be an additional exam from any of the categories listed above or the New York State approved LOTE Checkpoint B Exam.

BPCS offers the Regents Exam listed below. For more information on Regents requirements see <http://www.nysed.gov/>.

BPCS explicitly prepares students for the following Regents exams:

- English Language Arts
- Global History
- United States History
- Algebra I
- Living Environment

Additionally, students may have the option of taking the following exams during any available Regents' week. In an effort to go into greater depth in certain topics and offer a greater variety of classwork and assessments, the course may not explicitly prepare for all aspects of the exam:

- Geometry
- Algebra 2
- Earth Science
- Chemistry
- Physics
- Spanish Checkpoint B
- Mandarin Checkpoint B

Content area teachers in conjunction with the school academic counselor will make recommendations for testing based on mock test scores and standing for graduation.

Advanced Regents Diploma

Requirements for the Regents Diploma with Advanced Distinction can be found on the NYC DOE Website on the [graduation requirements](#) page.

In planning curriculum, Brooklyn Prospect does not use the Regents Diploma with Advanced Distinction criteria as a guide in developing course objectives. BPCS is primarily focused on students earning a New York State Regents Diploma with college ready scores for their five required exams and meeting IB standards. As a result, the curriculum of our advanced level courses is not focused on preparation for the Regents exams. Students wishing to pursue the Regents Diploma with Advanced Distinction should schedule a meeting with their guidance counselor in the 10th grade year to discuss the additional requirements and set up an appropriate course schedule.

Add/Drop

In the first semester of the academic year, students have five full school days to make changes to their academic program without penalty. Course changes must keep the students aligned with BPCS requirements and are available only if scheduling and space permits. Any changes made after the add/drop deadline will be reflected on the official HS transcript with a "W" (withdrawal) and must have principal approval. Students in grades 9-11 are required to carry a minimum of 14 credits. Students in grade 12 are required to carry a minimum of 12 credits. There is no add/drop period during the spring semester for full -year courses.

International Baccalaureate Diploma

Beginning with the Class of 2023, all students will be automatically enrolled in the International Baccalaureate Diploma Program at the beginning of 11th grade. Students wishing to opt-out of the full IBDP will go through an opt-out process in coordination with their Advisor, the Diploma Programme Coordinator, and Principal.

Students in the classes of 2022 and 2021, are enrolled in the program based on their IBDP admission application from 10th grade.

The IBDP begins in the 11th grade and students complete the requirements listed below over a two-year period. The IB Diploma is awarded to eligible students in July of the senior year directly from the International Baccalaureate Organization, after the student has earned their Brooklyn Prospect Diploma with Regents Distinction.

IBDP Course Requirements

Students pursuing an IB Diploma must complete a course in each of the six IB Subject Groups:

Group 1: Studies in Language and Literature (English)

Group 2: Language Acquisition (World Language)

Group 3: Individuals and Societies (Humanities)

Group 4: Sciences

Group 5: Mathematics

Group 6: The Arts

Per the rules of the IB, at least three of these courses must be taken at the Higher Level (HL). Additionally, at least four courses, including all HL courses, must be studied over two years. Students who do not earn a 65% in year one of classes required for graduation may be asked to withdraw from the full Diploma Program.

The IB mark for each course ranges from 1-7 and is a combined score of both an internally-graded/externally-moderated "Internal Assessment" and an externally-graded "External Assessment."

In addition to the six IB courses, students must complete Core Requirements, which include hours in CAS (Creativity, Activity, and Service), an Extended Essay (EE), and an inquiry-based course called Theory of Knowledge (TOK).

To earn the IB Diploma, students must do the following:

- Earn a minimum of 24 total points
 - At least 12 points from HL courses
 - At least 9 points from SL courses
- Complete CAS requirements
- Earn at least a D in TOK and EE

**There are several other rules associated with earning the IB diploma, that can be found on www.ibo.org under a search of "General Regulations: Diploma Programme."

IB Course Candidates

Students who are not enrolled in the entire IBDP but are taking 1-5 IB classes, are called Course Candidates. IB courses in each subject area are available to all 11th and 12th grade students. Criteria for specific IB classes are detailed in the High School Course Catalog.

Students who enroll in an IB class as a Course Candidate, must complete the required hours of study, the Internal Assessment, and sit for the External Assessment at the completion of the course to receive an official IB certificate.

All students in IB courses will take a final exam during the IB exam period. Although it is highly recommended that all students enrolled in IB courses take the official IB External Assessment,

students may opt to take an exam set by their BPCS teacher. Students who take this option will not receive an IB Certificate for the course.

All IB exam fees must be paid for by families. All other costs are covered by Brooklyn Prospect. BPCS offers adjusted rates for free and reduced lunch candidates. If a family's financial status impacts a student's ability to participate in the program, families should contact the DP Coordinator, Jamie Vaughan, immediately at jvaughan@brooklynprospect.org.

Additional Course & Credit Information

Online courses

BPCS partners with APEX Learning to offer online courses to extend the course offerings available to BPCS students, allowing them to:

- Ensure IBDP students meet NYS Regents requirements by fulfilling course requirements not met by the IBDP such as Economics.
- Recover credit to meet NYS Regents Diploma requirements in subjects.

BPCS students who complete the courses over the summer are given eight weeks to complete a 54-hour course and students who take it during the school year are given one semester to complete the 54-hour course. Apex courses are graded on a 0-100 point scale according to the points system designed by Apex. Each assignment is valued at a certain number of points and is factored into the overall average at an equivalent percentage. BPCS teachers grade the written assignments using the rubrics provided by Apex. All rubrics are available to students through their Apex account at the beginning of the course. Students must earn a 65% or higher to earn credit for the course.

Embedded Honors

Designed to foster academic independence and skills for lifelong learning, the Embedded Honors program at BPCS High School provides all students with the opportunity to explore their academic interests through a semester-long, independent learning experience.

Embedded Honors experiences specifically aim to develop the following two IB learner profile traits necessary for success in high school, college and beyond:

- ❑ **Inquiry.** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- ❑ **Reflectiveness.** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

At BPCS High School, Embedded Honors (EH) is intended to give all 9th and 10th grade students the opportunity to pursue their academic interests through independent work and receive credit for their effort and skills demonstrated on those tasks. The program encourages a diversity of students to opt-in to greater challenge, reinforcing the notion that practice and the growth mindset inherently results in better preparation for the International Baccalaureate Diploma Programme classes in the 11th and 12th grade and college-level work. EH is a program designed by the school

as an **alternative** to sorting students into fixed academic tracks based upon assumptions about ability and reinforced necessary pre-DP skill development.

Embedded Honors Registration

There are no prerequisites for participating in Embedded Honors. Students can apply to complete a project for any academic class.

- Students need to complete all Embedded Honors assignments throughout the course of a semester
- Projects must meet the minimum requirements of the EH Rubric to receive credit
- Projects are due 2 weeks before the end of the semester
- Students will receive confirmation of their enrollment in an Embedded Honors course from the EH Coordinator

Embedded Honors is reflected on the high school transcript as “[Subject Title] Honors Project” with a “P” for all students who meet the standards of the rubric. It is worth 0.25 credit. The grade is not factored into the student’s GPA and is not weighted. Students who do not complete the project will have no designation on their transcript and will not receive credit.

Student projects must fall into one of the three following categories: **creative, analytical, and community action**. Students may complete honors projects in the subject areas of their choice with approval from the subject area teacher and the honors coordinator.

Information regarding the EH program can be found on our BPHS Library website:

<https://www.bpcslibrary.org/embedded-honors.html>

School Culture

BPCS High School Culture Vision Statement

Brooklyn Prospect High School is a place where diversity is valued and discussed throughout the high school program. Interactions are positive and reflect an understanding of the growth mindset. All members of the high school work together to enact this vision in our community.

Students tackling challenging academic tasks is at the heart of the inquiry that occurs in class. The supportive presence of adults provides opportunities for students to manage freedoms and make decisions that prepare them for college and post-secondary life. Students take ownership of the learning process and know how to manage their own behavior so that they can take lessons beyond BPCS.

Our discipline system is educational, restorative, and values relationships. Rules and consequences exist to protect a rigorous learning environment where students are able to maximize class time, take risks and demonstrate mutual respect, engagement, and professionalism.

A complete BPCS School Policy Handbook including prohibited behaviors and disciplinary consequences is available on the Brooklyn Prospect website, www.brooklynprospect.org.

Disclosure of Consequences to Colleges/Universities

It is the responsibility of all students receiving out-of-school suspensions of any duration to disclose such suspensions on their college applications. For applications to colleges and universities that require discipline disclosure as part of the admissions process or that ask specifically, the college

counselor will disclose any and all such violations. In such instances and all others, the student's responsibility to disclose remains. A student's failure to self-disclose a disciplinary violation is a breach of academic integrity and may result in colleges/universities revoking offers of admissions.

Any infractions that result in a change of status at BPCS after the submission of a student's college application will be communicated to each college.

Respect for All Liason

The Principal and head of school culture at each school are responsible for designating a staff member at each school to serve as that school's Respect for All Liason (also referred to as the "Dignity Act Coordinator" as in the Dignity for All Students Act). The Respect For All Liaisons at each school are as follows:

School	Name of Dignity Act Coordinator	Contact Information for Dignity Act Coordinator
Brooklyn Prospect High School	Jesse Keefe	jkeefe@brooklynprospect.org

The Respect for All Liason is a social worker, school counselor, dean of students or other school employee who is trained and supported by the network head of school culture to use best practices to promote an inclusive and safe learning environment. Following network procedures, the Respect for All Liason responds to reported incidents of bullying, bias, harassment and/or discrimination with effective intervention, data management, use of restorative practices, and disciplinary recommendations. The Respect for All Liaison will be accessible to students, families and other employees for consultation and advice in the areas of diversity, equity and inclusion. The Respect for All Liason also serves as their school's Title IX Coordinator.

Reporting and Responding

Under the management of the Respect for All Liason, each school will make available to their students, staff and families a form to use for reporting any possible incidents that violate the Dignity for All Students Act. This form may be online or in the classroom and will allow for anonymous reporting. Under the supervision of the head of school culture and Principal, the Respect for All Liaison will respond to all reports using established protocols for educational interruptions, behavior interventions and incident investigations. These responses will be documented and communicated to families. Brooklyn Prospect prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bias, bullying, harassment and/or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Leveled Disciplinary Infractions

Brooklyn Prospect discipline protocols and consequences are designed so that students are aware of what is expected of them at all times and able to access the support and interventions needed for accountability and behavioral change. Brooklyn Prospect will take appropriate disciplinary steps when student's actions or inactions violate the School's Discipline Policy or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

Where and When the Discipline Code Applies

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds. School-related disciplinary offenses may also include misconduct outside the school, such as social media that reasonably could affect the school or learning environment. Administrators will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

Determining the Disciplinary Response

In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the incident. The following facts must be considered prior to determining the appropriate disciplinary measures:

- the student's age and maturity;
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior;
- the social emotional status/needs of all persons involved in the behavior;
- the student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation plan, if applicable.

Behavioral expectations and disciplinary responses are grouped into the following three levels based on the severity of the infraction.

- Level 1: Noncompliant, disorderly or disruptive behavior
- Level 2: Majorly disruptive or aggressive/harmful behavior
- Level 3: Seriously unsafe, dangerous or violent behavior

Level One – Noncompliant, disorderly or disruptive behavior

Level one infractions 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:

- Dress code violation
- Personal electronics use violation
- Unexcused absence from school and/or excessive tardiness
- Not following behavior expectations in the classroom after teacher redirections

- Failing to be in one's assigned place on school premises
- Falsifying a parent/guardian signature or email
- Using inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the continuation of the class to be impossible
- Lying to, giving false information to, and/or misleading school personnel

Consequences for Level One Infractions

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. Consequences fall under three broad categories:

- Re-teaching - students are reminded of the expectations and values that drive our school, their responsibility to uphold those, and the strategies they can use to be successful
- Reflection - students will have the opportunity to reflect on their behavior and its impact on themselves and others
- Restoration- students receive staff support in resolving conflict, repairing harm, restoring relationships
- Consequences - these include, but are not limited to:
 - Parent outreach
 - Removal from the classroom
 - Referral for dean intervention
 - In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
 - In-School Suspension or Out-of-School Suspension for an aggregate of Level One Infractions
 - Escalation to a Tier 2 behavior plan through the Response to Intervention (RtI) system when infractions reach an established threshold

Level Two- Majorly disruptive, aggressive or harmful behavior

Level two infractions include serious acts of misconduct that create a major disruption in the learning environment or cause harm to others. Examples include, but are not limited to:

- Violations of DASA policy, including using biased speech, that do not meet the criteria for bullying or harassment, but that cause harm to community members or disrupt learning
- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting classes (reporting to school and failing to attend one or more scheduled classes)
- Leaving class or school premises without permission of supervising school personnel
- Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations)
- Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g. pushing past faculty or staff)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Using or possessing cigarettes, tobacco, e-cigarettes, or vaporizers (these products will be confiscated if found)

- Taking or knowingly possessing property belonging to another without authorization (e.g. theft)
- Engaging in non-violent or non-threatening behavior that relates to gang affiliations (this includes, but is not limited to, wearing or displaying gang apparel and/or accessories, making gestures or signs, writing graffiti associated with gangs, identifying yourself as a member of a gang, or recruiting or soliciting membership for a gang)
- Engaging in an act of coercion, persuading somebody else to do something via threats or force
- Instigating or inciting violence, injury or harm to another or others
- Breaking the Academic Honesty Policy (*Please refer to BPCS Academic Honesty Policy*)
- Engaging in a pattern of persistent Level 1 or 2 behavior in the same school year

Range of Disciplinary Responses for Level Two Infractions include, but are not limited to:

- Parent outreach, including formal warning letters and/or required meetings
- Removal from class
- Referral for dean intervention
- Referral to Respect for All Liaison for educational interruption or behavior intervention
- In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to the Discipline Committee with recommendation for long-term suspension or expulsion
- Escalation to a Tier 2 behavior plan through the Response to Intervention (RtI) system when infractions reach an established threshold or the severity of the incident merit

Level Three- Seriously unsafe, dangerous or violent behavior

Level Three infractions are those that are immediately and consistently addressed by administrators, including principals and school culture team members, using a consistently applied process. The six types of Level Three infractions are:

- Escalated incidents of bullying, bias, hate or harassment that violate DASA
- Escalated incidents of sexual harassment
- Substance abuse (including possession and/or distribution)
- Firearms and weapons
- Engaging in seriously unsafe behavior (including threats of violence, fighting and assault)
- Engaging in threatening, dangerous, or violent behavior that is gang related

Substance Abuse

A student found to be using, possessing, selling or giving away alcohol or drugs, having drug paraphernalia, or under the influence of drugs or alcohol will be subject to disciplinary action up to and including expulsion. It is the responsibility of every faculty and staff member to immediately report such activities to the principal, who will initiate the next step in resolving the problem. If there is reasonable suspicion that a student is in possession of drugs, alcohol or tobacco because of smell, behaviors, or peer report, a school administrator will respond. The student's personal belongings and locker may be searched and a disciplinary response may be applied.

Firearms and Weapons

In accordance with the Gun Free Schools Act, firearms and weapons are strictly prohibited in or around school property. 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 school, or to have possessed a firearm at school, except that the Prospect Schools CEO ("the CEO") 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.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and a half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The CEO shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The CEO shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Engaging in Physically Aggressive Behavior

Brooklyn Prospect values the safety of all of its students and employees. Students who engage in physically aggressive behavior towards other students or staff that creates a substantial risk of, or results in a minor injury or greater will be subject to disciplinary action. These behaviors include, but are not limited to, punching, hitting or kicking, taking someone to the ground, wrestling, pulling hair aggressively, or anything other than minor altercations as described in the Level II offenses below.

Engaging in Threatening, Dangerous, or Violent Behavior that is Gang Related

Engaging in threatening, dangerous or violent behavior that is gang related is not tolerated at Brooklyn Prospect. This includes, but is not limited to, threatening someone by telling him/her you are in gangs, coming to school with gang affiliated people in a threatening or intimidating way, or engaging in a fight with a group of gang affiliated people.

Consequences for Level Three Offenses include, but are not limited to:

- Parent Notification
- Referral to Dean for intervention
- Referral to Principal
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to law enforcement agency
- Referral to an unbiased decision making body composed of three senior level Prospect employees, generally principals and chiefs, who are not based at the student's school, hereinafter "Discipline Committee", with recommendation for long term suspension or expulsion

Bullying, Bias and Harassment

When violations of the Dignity for All Students Act occur and there is a failure to respond to previously attempted educational and behavior interventions in Level Two, that meet the criteria of bullying and/or harassment, or that cause significant individual or community harm, the school will escalate to a Level Three disciplinary response. Repeated incidents of bias and incidents of hate speech/actions that violate DASA are considered Level Three infractions. Brooklyn Prospect defines bullying and harassment as a chronic pattern of behavior inflicting physical harm or psychological distress on one or more student(s). This 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. Bullying/harassment can happen in person or online.

- Systematic and chronic refers to behavior that is repeated even if it is not toward the same victim
- Bullying is different from harassment in that bullying involves a power imbalance and harassment is not necessarily one-sided

Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms:

1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings)
2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats)
3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation)

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including social media, email, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; stating that a

person's life doesn't have value; pretending to be someone else in order to make that person look bad; posting pictures online without the owner's consent.

Sexual Harassment

Examples of sexual harassment may include, but are not limited to, the following behaviors:

- verbal harassment or abuse of a sexual nature (for example, pressuring or coercing someone to date, kiss, or touch in an inappropriate manner)
- repeated remarks to a person with sexual or demeaning implications (for example, referring to a person's body in a sexual way)
- displaying, showing, giving or leaving sexually suggestive objects, pictures, illustrations, videos, messages or written materials, in person or online
- making sexual or suggestive comments, jokes or gestures
- "sexually rating" an individual, for example, on a scale from 1 to 10
- harassing someone with whistles, jeers or catcalls
- touching, grabbing, brushing up against, or pinching in a manner perceived as sexual
- spreading sexual rumors about a person
- pulling/removing clothing in a sexual manner
- requesting sexual favors
- distributing, showing, or possessing without consent a picture or image of another student that is sexual in nature

Those being bullied or harassed should take the following steps:

- a. Ignore the harasser or clearly tell the harasser to stop.
- b. Walk away whenever the bullying and/or harassment starts.
- c. Immediately report the incident to an adult at the school, such as a teacher, dean, advisor or principal.
- d. Complete a report on the DASA violation form (online or in the classroom) to inform your Respect for All Liaison of what has happened.
- e. With the help of an adult, create a written record of the incident including date, time, witness(es) and parties involved in the incident.
- f. Avoid being alone with the person accused of bullying and/or harassment.

We are committed to working with students who may be targets of bullying, bias and/or harassment, who engage in bullying, bias and/or harassment, or who witness bullying, bias and/or harassment of any kind. Each situation is taken seriously and addressed on an individual basis. A student has the right at any time to raise the issue of sexual or racial harassment to an adult without fear of reprisal. Allegations of bullying and/or harassment are promptly investigated, giving due regard to the need for confidentiality.

If you know of someone who is being bullied and/or harassed, please tell an adult.

Procedures for Responding to a Report of DASA Violation

All reports of instances of behavior that may violate the Dignity for All Students Act, including reports of sexual harassment, are made to that school's Respect for All Liaison who coordinates the response. The following steps are taken to stop the behavior from recurring, support the target, and prevent the behavior from recurring. The school may begin at ANY intervention step based on the severity of the infraction.

Intervention 1: Educational Interruption

- Target is given support and educated about their rights under DASA.
- The aggressor is guided to reflect on their behavior, its impact on others, and the school's DASA policy.

- Bystanders are supported and educated about DASA.
- Accountability is taken and restorative steps supported, as appropriate.
- Advisors and parents are notified of the conversations that occurred.

Intervention 2: Early Behavior Intervention

- Warning letter #1 is issued to student and family.
- Respect for All Liason facilitates a meeting that may include family, Advisor, student, peers, counselor/social worker.
- Short-term counseling and/or skills development work with Respect for All Liason

If it is determined that an incident may meet the established criteria for bullying or harassment it will be fully investigated by the Respect For All Liaison and under the supervision of the head of school culture. The purpose of the inquiry will be to clarify and substantiate the actions of the aggressor(s) and bystander(s) and the impact on the target. The school may escalate to ANY intervention step based on the severity of the incident.

Intervention 3: Escalated Behavior Intervention

- Warning letter #2 is issued to student and family
- Mandatory family meetings occur separately for the target and the aggressor, led by the head of school culture and supported by the Respect for All Liason.
- Support plan put in place for the target.
- Tier 2 DASA behavior plan put in place for the aggressor (may include no-contact expectations)
- As appropriate, restorative justice activities that promote accountability, repair harm, and restore relationships.

Intervention 4: Disciplinary Action

- Mandatory family meeting, led by the Principal and supported by the head of culture and Respect for All Liason.
- In- School Suspension or Out-of-School Suspension (short or long-term)
- Tier 3 DASA behavior plan put in place, outlining disciplinary actions that will be taken if behavior continues
- Possible recommendations for expulsion
- Possible report to the police (if criminal behavior has been reported)
- As appropriate, restorative justice activities that promote accountability, repair harm, and restore relationships.

Behavior Interventions, Tracking and Communication

Brooklyn Prospect's school wide systems for responding to challenging student behaviors create consistent ways of tracking and communicating the student's misbehavior and the intervention strategies implemented by staff. The two systems include:

- Classroom management led by teachers
- School-wide expectations led by deans
- Response to Intervention (RtI) led by the head of school culture

Conduct Cuts, Community Violations and Class Removals (Grades 6-12)

Using the Ladder of Consequences, teachers uphold established behavior expectations that ensure a productive, safe and calm classroom environment where everyone can learn. The system is designed to consistently ensure that students understand what is expected and are given the

opportunity and support to self-correct the misbehavior. The data collected for number of conduct cuts/community violations or class removals is used to identify when students are in need of escalated tier 2 behavior interventions. Implementation of this system differs from middle to high school in order to be developmentally responsive.

- **Verbal Warning:** The teacher restates expectations and checks for understanding, providing a chance for students to re-direct themselves.
- **Teacher Conference:** This is an opportunity for a quick collaborative conversation around the problem behavior resulting in a plan for how the student can change.
- **Class Removal/Send Out** – The student has continued the misbehavior, further disrupting class, and demonstrating a need for personalized intervention. The student is referred to the dean who leads an intervention that supports social/emotional growth and personal accountability while prioritizing readiness to successfully return to class. In order to minimize loss of instructional time, students are supported to re-enter the classroom as soon as they are ready. In some instances, a student may not demonstrate readiness, or have engaged in unsafe behavior, and further intervention may be needed.

Student-Athlete Expectations*

Student-athletes of Brooklyn Prospect represent the school in leadership, athletic performance, competition roles (co-curricular activities) and are expected to be exemplary overall role models. Athletics are seen as an opportunity to improve sports skill sets, develop relationships and leadership skills and get in optimal physical condition.

Displaying good sportsmanship and leadership is very important for all student athletes. As an athlete at Brooklyn Prospect, student athlete goals should include, but are not limited to:

- Adherence to the rules set by the coaches and the school
- Enthusiastic participation on team and at school
- Acceptance of responsibility as a role model for others
- Demonstration of dignity and grace, regardless of winning or losing
- Proper maintenance of grades

Academic Prerequisites for Athletic Performance:

Students are expected to pass all classes in order to participate in teams' athletic opportunities/competitions. Students will not be allowed to participate in games or meets if they have any failing grades.

Behavioral Prerequisites for Athletic Performance:

Students are expected to remain in good behavioral standing in order to try out for and participate in team athletics. Students will not be allowed to participate in games or practice if they are suspended that day.

For any additional information please review the official [Athletic Policy](#)

Advisory*

The BPCS advisory consists of small groups of students who meet several times a week, led by a staff or faculty member. The advisor serves as a primary point of contact between home and school and supports advisees in their socio-emotional and academic development. The objectives of advisory are to build strong relationships, develop academic and social-emotional skills, and receive support to complete academic work.

The advisory period offers a variety of activities to help students learn collaboration, explore their role in a diverse, global community, develop persistence in learning, and prepare for postsecondary success. In advisory, students establish a foundation for future goals through college and career exposure and assistance for the college application process. Across the four years of high school, advisors also guide students in their preparation for IB requirements such as the Personal Project.

The Advisory curriculum aims to produce students who possess the following IB Learner traits:

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 schoolwork that demonstrate an understanding of the school's belief that every student's academic success is dependent upon their own hard work, not simply innate ability.

Caring

- Identify the harmful effects of bullying/harassment and treat others as they would like to be treated.
- Explore the nature of strong friendships as they near adulthood and gain greater autonomy and responsibility.
- Consider one's role in the face of injustice or mistreatment of others.

Reflective

- Set high and realistic goals, identify potential obstacles, and reflect on their progress toward reaching goals.
- Develop and use effective strategies to organize their academic and personal lives.
- Be able to describe their most effective learning environment, their dominant learning style, and their study habits.

Critical Thinkers

- Ask questions and seek out answers from multiple sources.

The high school advisory program is designed to address the academic and developmental needs of students at each grade level. Each grade level addresses the following:

9th Grade:

Frames the next four years of high school and guides 9th graders as they begin to identify their sources of strength and passion, set their educational and social-emotional goals, cultivate class-wide and personal identities as members of the BPCS community, find individual ways to contribute, and prepare to be candidates for the workforce and competitive higher education

programs. In the Introduction to the IB Seminar, 9th grade students participate in engaging, small group discussions around global current event issues.

10th Grade:

Spends significant time on the IB Personal Project, an independent project focused on any topic of the student's choice that aligns to the IB Global Contexts. The project may take any form (e.g. written, visual art, service project, etc.) and must demonstrate the skills students have developed over the years. Advisors work closely with students to explore their interests, determine a topic, support their progress, and lead them to completion of an original work that is displayed at the annual Personal Project Expo in the spring. The Personal Project is an excellent introduction to the research skills necessary for success on the Extended Essay completed in the 11th and 12th grades.

11th Grade:

Ensures a strong start to the second half of students' high school experience, serving as a time to bond as a cohort, offer support and celebrate each member of the advisory. Students progress toward graduation through a series of skill-building workshops aimed at understanding the college process, crafting an ideal college application list, managing the financial aid process, and preparing for the SAT. Students also work alongside their advisors to further develop successful study habits and closely monitor their academic progress throughout the year.

12th Grade:

Instills students with a sense of academic, professional, social, and emotional maturity as they near the conclusion of their high school careers. College counselors and advisors guide students through the required college admissions and financial aid processes. Students also participate in the Senior Internship Program, a month-long placement that gives students hands-on experience in the professional world. Students also gain a forum to discuss issues they may face daily, ranging from stress management techniques to current events that affect them as members of a larger community.

Advisory Grade

High school advisory is a required, graded course for all students. Students who pass advisory receive credit towards their graduation requirements.

Grading Policy

As an IB World school, BPCS utilizes assessment and promotion policies in alignment with the best practices of the greater IB community while meeting our specific needs as a New York public school. BPCS students receive one grade per course that is reported out at the end of each grading semester. During each semester (fall & spring), course grades consist of two quarter grades, each 40%, and culminating assessments (final, project, or Regents Exam) worth 20%.

All grades on a student's report card and progress reports range from 55-100. Only grades of 65 or higher earn credit toward graduation. Elements that make up the overall quarter grade can be divided into two categories: Achievement and Effort. The Effort category consists of classwork and preparation.

Achievement (70% of overall grade)	Effort - Classwork (30% of overall grade)
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<p>Achievement grades reflect mastery of course content. These may include:</p> <ul style="list-style-type: none"> • Tests and exams • Quizzes • Essays and IB assignments • Large and small projects, including lab reports • Presentations • Other demonstrations of proficiency 	<p>Graded mostly for degrees of completion, these assignments are for practice, offer in-the-moment checks for understanding and give credit for student participation or engagement. They include:</p> <ul style="list-style-type: none"> • Short informal assessments (Do Nows, Exit Tickets) • Classwork, including note-taking & annotations • Student contributions to Discussions & Group Work
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Opportunities for Improvement

High School Effort Grades and Deadlines

To honor effort, these in-class and preparation assignments serve as important practice and skill-building that prepares students for their achievement assessments. Most effort grades cannot be made up.

High School Achievement Deadlines

The BPCS Achievement assignment deadlines are designed to support students' in their demonstration of mastery, development of time management skills, respect for deadlines, and responsiveness to teacher feedback.

- All IB Diploma candidates are required to meet all published school deadlines for the submission of assessments that are subject to external IB deadlines (including Internal Assessments, externally graded Written Assessments, Extended Essays, and TOK Final Essays, as well as all work designated as such by instructors). Extensions are granted only in emergency circumstances and with the explicit approval of the teacher and the DP Coordinator.
- The achievement assignments a student produces by announced deadlines will be graded and entered into the teacher's grade book. If no assignment is submitted, the student will receive a failing grade (45) for that assignment.
- Late work can be submitted up to **1 week** later. Students are encouraged to make up any missed work (both effort and achievement). This policy holds for any absences from school/class. Students will receive full credit for late work when submitted within this timeframe.

Opportunities for Improvement

"The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives". (Carol Dweck)

In order to provide students with opportunities to cultivate a growth mindset and demonstrate improvement, many achievement assignments will have opportunities for revisions. Opportunities for revision are determined by the teacher and are aligned to the nature of the assignment. At the time assignments are returned, teachers will publish the timeline for revisions. If a student's revisions have improved their initial score, students will receive their full 'revised' assignment grade to represent growth and continued mastery of content/skills. All achievement assignments must

include opportunities for student revision. Teachers must publish the timeline for revision when the assignment is returned. Revised grades must receive the new full score, **(must be an improved score)** not an average.

Stay Strong

Students seeking additional support to catch up on work, conduct revisions or simply have a structured environment for homework may be invited to or can sign up for scheduled Stay Strong sessions. These late-evening office hours provide an opportunity for registered students to remain in the building under the supervision of a teacher until 7 pm.

IB Grades

Students in DP classes receive IB grades once a year, in June for 11th grade and in February for 12th grade. These grades are based on IB-similar assignments and aim to help students understand how their current performance matches the IB standards against which they will be assessed at the end of the two-year class.

External IB Assessment

IB Exams are created and graded externally by the IB organization. On the IB exams each student receives a 1-7 grade that they may report to colleges to earn credit or test out of pre-requisites. To complete an IB course, students are also expected to complete other internal assessments that are graded by their teacher according to the rubrics, and mark schemes provided by the IB. These pieces of student work are also submitted to the IB for moderation, enabling BPCS High School to align with educators worldwide teaching the same courses.

IB Grading Scales

These are used for all assessments in DP classes.

IB Grade	BPCS Grade
7	95-100
6	90-94
5	83-89
4	73-82
3	65-72
2	58-64
1	55-57

Promotion/Retention

Students receive one credit per semester for each course that meets for 180 minutes per week. Students must receive a minimum grade of 65 in order to be considered as having met the standard in academic subject areas and to receive course credit.

The NYS Regents and SUNY guidelines for promotion to each grade are listed below:

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	10 credits
10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

Students who fail to receive the minimum number of required annual credits will be retained. Students may attempt to recover credit in summer school at BPCS or at a local DOE school.

Please contact the HS Guidance Counselors with additional questions.

GPA

BPCS provides a weighted and unweighted Grade Point Average (GPA) per year and cumulatively. The student's numerical average (55-100 scale) in each class is converted to a 4.0 scale; the resulting number is multiplied by the number of credits for the course and translated into a point system. All points for each class are added together and divided by the total number of credits. For the weighted GPA, IB SL Core classes are weighted with an additional 0.5 and IB HL classes are weighted with an additional 1.0 on a 4.0 scale.

Beginning in the 2019-20 School year and beyond, students' GPAs include all courses. Prior to the 2019-20 School Year, the GPA includes only courses coded as English, Math, Science, Humanities, and World Language.

BPCS does not rank its graduating students. However, the class Valedictorian and Salutatorian are recognized at graduation and are determined based on weighted GPAs.

Students with Exceptionalities [Multilingual Learners \(English Language Learners\)](#)

The Brooklyn Prospect Student Support Services (“SSS”) Department coordinates and monitors school-wide special education services and documents. Furthermore, the SSS Department is committed to providing students with exceptionalities the range of supports, services and accommodations mandated by their individualized educational plans (“IEPs”). Teachers of this department serve as learning specialists in the ICT classroom.

The High School also has a dedicated IEP/504 Coordinator to ensure that annual meetings and updates to students’ IEPs and 504 Plans take place. The School is assisted by the District’s Committee for Special Education (CSE) to identify, evaluate and place eligible students with disabilities in the least restrictive environment possible to ensure full access to the academic program at BPCS. Should students be eligible for related services as a result of what is mandated in their IEPs, services are also provided on campus by contractors of the New York City Department of Education (NYCDOE).

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

If your student has a 504 Plan or you wish to request or gain approval for a 504 Plan, please immediately notify the High School IEP/504 Coordinator, Jennifer Pierre at jpierre@brooklynprospect.org.

Multilingual Learners (English Language Learners)

BPCS is committed to serving students identified as Multilingual Learners (MLLs), also referred to as English Language Learners (ELLs). The goal of all programming is that the MLL/ELL students achieve proficiency in listening, speaking, reading and writing in the English language. BPCS offers a structured English immersion program, where MLL/ELL students experience the vast majority of instruction in English. MLLs/ELLs receive the same academic content as those students who are native English speakers – with additional written and oral modifications and instructional scaffolds to appropriately support their level of English language proficiency.

Families of MLL/ELL students may contact our Network ELL Coordinator, Robin Perenchio at rperenchio@prospectschools.org and BPCS’s High School ELL Liaison, Alyssa Hartel at ahartel@brooklynprospect.org with any questions and concerns about our programming and other MLL/ELL services.

Families who speak a language other than English are entitled to interpretation and translation services. BPCS faculty will use phone interpretation services and/or multilingual staff members to communicate with families in each family’s preferred language.

Dean’s List and Academic Honorable Mention

The goal of the high school Dean’s List and Dean’s List with Academic Honors is to publicly recognize and reward students who display outstanding effort and academic achievement in a given marking period.

- Students who have earned an overall grade point average for the semester of between 3.00-3.50 will be recognized on the **Academic Honorable Mention List**

- Students who have earned an overall grade point average 3.51 to 3.99 for the semester will be recognized on the **Dean's List with Academic Honors**
- Students who have earned an overall grade point average 4.00-5.00 for the semester will be recognized on the **Dean's List with High Academic Honors**

The Dean's List will be updated after each semester followed by awards and recognition ceremonies that will take place during the school day.

Summer School

BPCS provides a limited number of courses during the summer for students who wish to make-up credit from the school year. Summer school offerings may vary each year based upon staff availability. If a course is not offered at the BPCS Summer School, students may enroll at a NYCDOE summer school, pending available space. Students who have failed classes may receive a recommendation for summer school at the conclusion of either semester.

Progress Reports, Report Cards and Transcripts

Progress Reports

Families and students may keep track of their grades and academic progress through the [TeacherEase](#) parent portal.

Report Cards

At the end of each semester, a report card is mailed to parents indicating the student's academic grade.

Transcript Requests

Transcripts must be requested in writing by a student's parent/guardian. Transcripts must be requested two weeks in advance to allow for processing time. Please send all transcript requests via email to hsregistrar@brooklynprospect.org or mail them to 3002 Fort Hamilton Parkway, Brooklyn, NY 11218, Attn: HS Registrar.

For all transcript requests, please be sure to include:

- Student's full name
- Parent's/guardian's full name & contact information
- Year of Graduation
- Addressed and stamped envelopes (if transcript must be forwarded to multiple institutions)

Note: BPCS will seal transcripts in order to be an official student document.

Homework*

Purpose

Teachers at Brooklyn Prospect are committed to providing meaningful and relevant homework activities each night. **Homework assignments include:**

- Practice exercises to reinforce principles, skills, concepts, and information taught in the classroom.
- Preparation for upcoming lessons in the form of reading and annotating, completing research etc.
- Extension assignments that: transfer new skills or concepts to new situations, or toward the production of longer-term, written assignments such as research papers and presentations.
- Analytical and creative activities that require the production of a response or product.

Time

Although efficient use of work time in classes impacts the amount of homework completed outside of school, students may average 1.5 -2 hours of homework per evening in 9th and 10th grades. Students in 11th and 12th grade will experience increased homework as a result of greater out-of-class preparation and work required for IB and other upper level classes. The amount of time needed to complete assignments still varies according to the individual student's schedules, learning style and time management skills.

Homework Responsibilities of Faculty

- Assign homework that reinforces classroom learning or assists in the preparation of future lessons.
- Give clear instructions to ensure students understand the purpose of the assignment and the expectations for quality work before leaving class.
- Communicate homework assignment and expectations to students through handouts, Google Classroom and/or what is written on the classroom board.
- Give feedback and/or correct homework.
- Avoid assigning homework due dates on or after a religious holiday.
- Modify assignment expectations or make accommodations for students with IEPs, 504 plans or other special needs.
- Involve advisors and parents if a pattern of late or incomplete homework develops.

Responsibilities of Parents/Guardians

It is important for high school students to have increasing autonomy and independence. Families can support student learning by:

- Helping to ensure structured, uninterrupted study time each day with a quiet, well-lit study area
- Encouraging a sense of independence and personal responsibility around out-of-class work assigned, while also monitoring from a distance student progress toward completion.
- Being supportive if a student gets frustrated with difficult or lengthy assignments, reinforcing the importance of persistence through challenge
- Congratulating your student on their hard work when merited
- Encouraging the student to speak with their teachers and attend office hours whenever needed

Responsibilities of Students

- Review assignment expectations and deadlines and prepare accordingly
- Record assignments in the BPCS Student Agenda or using online organizational tools
- Develop consistent routines to complete assignments independently and at a high quality
- Ask questions if necessary
- Avoid distractions of non-homework Internet use, including social media
- Establish time to attend office hours whenever needed

- Be sure work is completed on time and in accordance with the BPCS academic honesty policy

Make-up and Vacation Work*

Make-up Work Due to Absence

All students are expected to meet deadlines that occur during the period of absence. If an extension is needed for work assigned prior to their absence, students must discuss the opportunity with their teacher(s). For excused absences, for each day missed, students have two school days to make up work assigned during their absence. It is critical that students with absences of consecutive days work with their teachers in office hours to review missed class content and make up the work.

Vacation Work

Teachers may assign homework over extended breaks such as winter break, mid-winter break, spring break, and summer vacation. Assignments are designed to support a student's academic and personal growth or work toward long-term projects and/or final assessments. The actual time required to complete the assignments will vary with each student's study habits and academic skill level.

Religious Holidays

Classes are in session on religious holidays recognized by the NYCDOE, unless the holidays are embedded in a break (Winter, Spring, Summer etc). On those days, students are not required to make up any missed work.

Off-Campus Lunch Policy

In the spirit of developing increased independence, BPCS allows high school students the option of leaving campus for lunch. Students will be permitted to leave campus for lunch only if their caregivers have submitted the Off-Campus Form, available from the student's advisor or the high school program coordinator. The ability to go off campus during school hours is a privilege. All BPCS school rules, as stated in the handbooks, are in effect on or off campus during the school day and at school-sponsored events. Students who abuse this privilege will lose the opportunity to leave the BPCS campus during allowed times.

Students who elect to remain on campus for lunch have access to nutritious food options available for free in the school Commons.

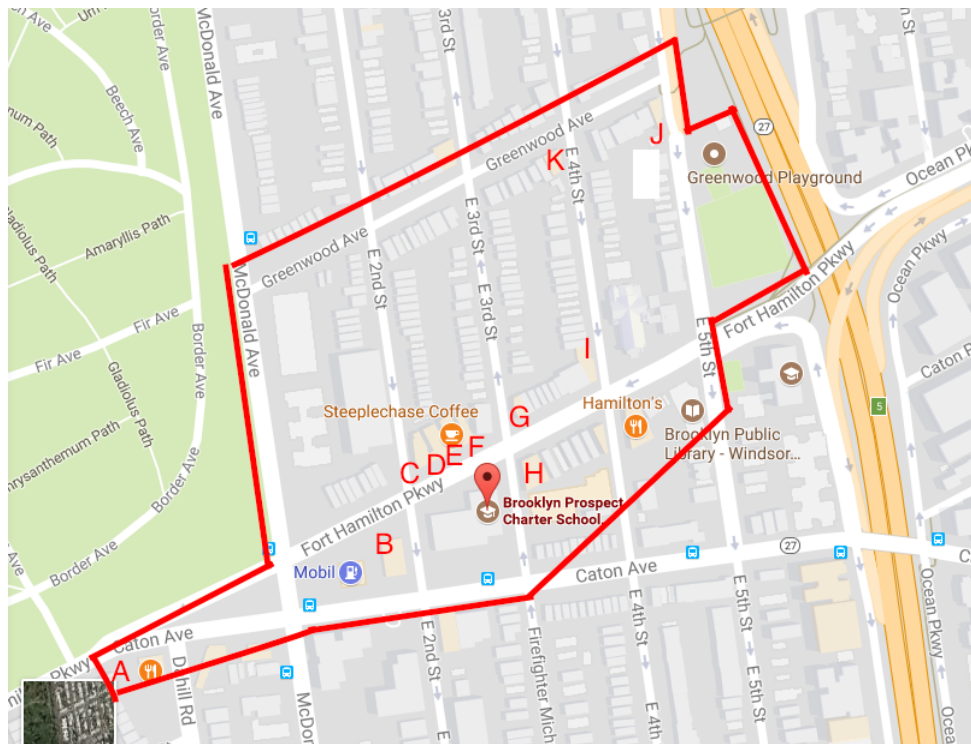
Students who go off campus for lunch must follow these important guidelines:

1. Follow the specified sign in/out procedure when leaving for and returning from off-campus lunch. Students must have ID's in order to leave and re-enter the building.
2. You are not permitted to drive yourself or others when leaving campus. High school students may not accompany middle school students off campus.
3. For lunch, you must come and go through the "B" door (facing E. 2nd Street). All other exit and entry of the campus takes place through the school's main entrance.
4. If you leave through an alternative exit or leave the building at unauthorized times, you may face escalating consequences.
5. Maintain the highest levels of student conduct and citizenship in stores, restaurants, and

throughout the community.

6. As in our school building, littering on public or private property is not allowed.
7. Be in class on time when returning from off-campus time.
8. The administration reserves the right to cancel students leaving during lunch due to inclement weather or if any other issue should arise.
9. Deans or other school officials may revoke a student's out to lunch privileges based on students not returning back to campus on time or for any other disciplinary or safety reasons.

Suggested Nearby Lunch Locations



Points of Interest:

- A - Burger King
- B - Bolla Market (gas station)
- C - Batata Pita Bar
- D - Stang Thai
- E - Steeplechase Coffee
- F - Brancaccio's Food Shop
- G - Chino's Corner Deli
- H - Mr. Tong's
- I - Windsor Coffee
- Hamilton's Restaurant
- Brooklyn Public Library
- Greenwood Playground
- J - Little Tonino's Pizza Cafe
- K - Neighborhood Deli & Grocery, Inc.

Off-Campus Events

Students at school-sponsored, off-campus events are 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 will 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.

Student Dress Code and Uniform Policy

The BPCS High School aims to serve a diverse group of learners in an inclusive, creative environment. In order to foster a positive learning community with students from a wide-range of racial, ethnic and socioeconomic backgrounds, the high school dress code reflects trust in our students' ability to independently make decisions about their appearance while also maintaining clear guidelines for all community members.

For Academic Classes:

It is our expectation that all BPHS students will dress in a way that is appropriate for a school setting, is consistent with our mission, and adheres to our core values, and that students' choices respect BPHS's intent to sustain a community that is inclusive of a diverse range of identities. BPHS expectations for appropriate dress encompass the understanding that gender expression is not binary, that racial and cultural influences may inform students' choices, and that individual self-expression is a natural and important part of human development. Students who make inappropriate or insensitive choices will be expected to reconsider. When students are guided to reconsider their choices, they will be informed to do so by one of the Grade Level Deans or the Director of School Culture in a non-public space. It is expected that these conversations will be respectful exchanges and that a solution will be reached by both parties. Guidelines for clothing include:

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Opaque fabric must cover all genitals, breasts and buttocks.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.

- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

Dress Code for Physical Education/Dance ("PE") Classes:

- Regulation green BPCS t-shirt or sweatshirt or any other athletic t-shirt or sweatshirt
- Black sweatpants or gym shorts with green logo or any athletic bottoms, leggings, yoga pants, shorts, etc.
- Appropriate footwear (sneakers, dance shoes, etc.)

Flynn O'Hara is the "official" uniform provider for Brooklyn Prospect. All required clothing for PE class can be purchased through their website (www.flynnohara.com) or at their Brooklyn store:



6719 18th Avenue
Brooklyn, NY 11204
(718) 567-8593

(www.flynnohara.com)

Student Agendas

9th and 10th grade students are provided with a BPCS Student Agenda (organizer/planner) at the beginning of the school year to assist them in keeping record of class announcements and assignments. The first student agenda is provided at no cost. Replacement Agendas are available for \$5.00 through the HS Program Coordinator.

11th and 12th grade students are taught the components of online organizational tools and expected to use them as a part of the Bring Your Own Device (BYOD) program and/or obtain their own paper-based organizational system of choice.

Student Supplies*

Teachers will distribute the course syllabus on the first day of school, which will provide each student with a list of supplies needed for class. Please visit www.brooklynprospect.org to view the 2020 – 2021 high school student supply list.

Calculator Scholarships

Students who qualify for free/reduced lunch may see the High School Program Coordinator to purchase a calculator at a one-time school subsidized, discounted rate of \$25. All students need a calculator, so it should be carefully secured to prevent loss/theft. If your student qualifies and purchases a discounted calculator from BPCS, please be aware this is a one-time discounted

purchase. If the calculator is lost or stolen, we are unable to provide another discounted calculator to your student; the replacement is the responsibility of the family.

Personal Electronic Devices and Internet Use*

As technology has made available extraordinary academic opportunities the High School aims to provide its students with critical tools for learning in the 21st Century. Given this commitment, all members of the community must support appropriate technology use and respectful online norms. HS students must sign and abide by a computer use agreement (see appendix), agreeing to conduct themselves in accordance with school norms when online during school hours and when using a Brooklyn Prospect device or email account.

Please be mindful of the following parameters with personal electronic devices on campus:

- High School students may use personal electronic devices in the Commons before and after the school day commences to send and receive text messages, listen to music with earphones, access school approved sites, and send and receive email.
- In a classroom, student use of personal electronic devices are only permitted during a teacher-approved lesson in which personal electronic devices are integrated into instruction or assessment. Otherwise no personal electronic devices are permitted during class periods (including when students go to the bathroom, if a student is removed from class, etc...)
- **Educational use only. If classes are in session, phones are away. Learning time is cell-phone free school-wide.**

Failure to use personal electronic devices in a positive manner will result in disciplinary consequences.

If students have their phones, headphones, or other electronic devices out in the hallway during academic time while classes are in session, or in the classroom without permission, they must give them in to any BPCS adult who requests it, either right away or after at most one warning:

- The deans will hold the phone or device until the end of the day
- Refusing to give over phone or device will lead to a dean's detention
- Repeated instances might lead to a dean holding phone or device until a guardian picks it up

If students need to use a phone in an emergency, they may use the HS office to use the office phone.

For more specific regulations around acceptable and unacceptable use of school technology/internet, please see the School Policy Handbook at www.brooklynprospect.org

BPCS Chromebooks

In order for Brooklyn Prospect to provide technology in the classroom, we expect for our students to follow the guidelines below when using the chromebooks for work in class:

1. Show respect for all hardware ensuring that there is no damage to the screen, keyboard and/or trackpad.
2. Not installing malware or other harmful software on school computers or knowingly using disks with viruses on any equipment.
3. Limit use of the Internet to only appropriate learning activities,
4. Remember to sign out of email accounts, prior to returning the computer.

Students and families will be held financially responsible and liable for any and all damage and/or destruction of school property caused by or involving students, including when a computer is being used during class time.

Brooklyn Prospect Bring Your Own Device (BYOD) Program

11th and 12th grade:

All BPCS upper class members (11th and 12th grade) must participate in the Bring Your Own Device (BYOD) to school program for use in all academic classes. Responsibility to keep the device security rests with the individual owner. Brooklyn Prospect Charter School is not liable for any device stolen or damages on campus. If a device is stolen or damaged, it will be handled through School Culture similar to other personal artifacts that are impacted in similar situations. It is recommended that skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

Some BYOD program details:

- 11th and 12th grade students who already own a laptop with internet connectivity, a keyboard and USB port may use this device without any additional purchases.
- Families may purchase any type of laptop that a student is able to carry to and from home and can connect to the Internet.
- BPCS is not responsible for lost, stolen or damaged devices.
- Students must bring a fully charged device to every academic class, and are responsible for its care and maintenance.
- Every student must bring their device every day unless instructed specifically not to bring it to school.
- All student devices must have the student's name clearly labeled on the machine.
- Students may use their devices in classrooms, the gym, the Commons, outdoors, and in the Library, but not in the lobby, hallways or bathrooms.

Students who qualify for free or reduced lunch may lease a chromebook from the HS Office for the year. Supplies are limited and students must sign a laptop usage agreement prior to receiving the device. Families will be held financially responsible if the device is lost, damaged or stolen.

Lockers*

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

in lockers. Lockers on campus are the property of Brooklyn Prospect and as such can be opened by the school at any time. Students are allowed to use their lockers during the following times:

- Before school
- Before and after lunch
- After school
- As approved by a teacher or school administrator

Library

The Library currently houses over 12,000 books. The circulating collection consists of fiction, nonfiction, graphic novels, and biographies. The Library is open to students every day at 8:00 AM, and closes at 5:00 PM on Mondays, Tuesdays, and Fridays. On Wednesdays and Thursdays after school, the Library is open expressly for Extended Essay office hours for full DP students. The Library is also open during HS lunch every day. Check out our Library's website (www.bpcslibrary.org) to browse our online catalog as well as to access the hundreds of online research resources that are available there.

Library Behavior

The Library is a place for quiet study and reading. No food or drinks (other than water) are allowed in the Library. Students may only check books out for themselves and are not allowed to check out books for other students. Group work is permitted, provided that students maintain a low and reasonable volume. Students who do not respect these rules will be asked to leave the Library. There is a maximum limit of 25 students allowed in the Library at any time. Once that limit is reached, students must study elsewhere.

Checking Out Books

The student checkout limit is three books at one time, and the checkout period is three weeks for students. Books may be renewed once. Students may check out books during non-class times or after school. Magazines and reference books may not be removed from the library.

Overdue Books

Overdue books are to be placed inside the book drop like any other book.

Lost or Damaged Books

Student patrons are responsible for replacing lost or damaged books. Students may provide a new copy of the book or pay for the replacement cost of the book through their TeacherEase account.

The BPCS High School campus is just two blocks away from the Windsor Terrace branch of the [Brooklyn Public Library](#) (which will reopen after renovation sometime in 2020). Our librarian is happy to help students find resources that we don't have but BPL does. Students 13 years or older, may go to this [page](#) to apply online for a Brooklyn Public Library card. After filling out and submitting the online form, just visit any of the BPL's 60 branches to pick up a new card. Students must bring their BPCS school ID (as well as a piece of mail with their name and address on it) to obtain a BPL card.

Material Selection Policy

Selecting books for the Brooklyn Prospect High School Library is an ongoing process that occurs throughout the year. Books are selected in an effort to support the curriculum (both Common Core

& IB), foster a love of reading, and support the research of a particular student or faculty member. The librarian is responsible for selecting books. Suggestions from students and faculty are welcome. Requests are usually honored if the criteria for selection are met and the budget permits the purchase.

Donations

The Brooklyn Prospect Library does accept books for donation. The Library reserves the right to determine whether donated material will be added to the library collection or donated to the annual Brooklyn Public Library's Great American Book Drive. Please contact Librarian Leslie Gallager at librarian@brooklynprospect.org before making any donation.

Building Safety and Security*

Visitors*

The safety of all students in the facility is of utmost importance to our school community. Accordingly, Brooklyn Prospect maintains a policy that all visitors, including parents, sign in and complete a security badge that must be worn at all times when in the building. Parents and visitors of high school students should enter the Windsor Terrace campus through the building's main entrance on Fort Hamilton Parkway, between E. 2nd and E. 3rd Streets. Parents and visitors will be required to sign in at the security desk before proceeding to the main office, where our main office staff will ensure appropriate direction is given.

We request that visitors, after signing in, go directly to their campus destination. This helps us to keep students and faculty focused on teaching and learning.

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

For wheelchair access, visitors may use the main entrance. Please let our front desk staff or security guard know that you will need access to our elevator, and appropriate assistance will be provided.

Emergencies, Drills, and Evacuations*

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

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

Immaculate Heart of Mary Parish
2805 Fort Hamilton Parkway
Brooklyn, NY 11218

Inclement Weather

Unless otherwise stated, Brooklyn Prospect will follow New York City Department of Education's school closing schedule for weather emergencies including snow days. To provide clarity, a One Call will be made and a message will be placed on our website in case of weather related school closings. Please always confirm that BPCS is closed by checking our website (www.brooklynprospect.org).

Traffic and Student Safety

Student safety is the highest priority of BPCS. Comprehensive traffic and student safety is coordinated with the 70th Precinct in district 13 at 154 Lawrence Avenue, (718) 851-5511. To report any unsafe or criminal behavior, please call our office and the Youth Officer at the 72nd Precinct in District 15.

GIVEN THE PRESENCE OF STUDENTS, PLEASE DRIVE SLOWLY AND WITH CAUTION UPON APPROACH TO OUR CAMPUSES. 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 Medication*

On-Site School Nurse

During school hours, there is an onsite nurse at BPCS, provided and supervised by the New York City Department of Health. The nurse reviews and retains medical records provided by the families and will administer daily medications as prescribed. Students experiencing non-emergency medical situations will be sent or escorted to the nurse for treatment and when necessary, families will be contacted to retrieve their student.

Child & Adolescent Health Examination Form

Within fourteen days (14) from the date a student begins at Brooklyn Prospect High School, we must have, on file, a completed, signed medical form that includes all required immunizations. Any student in non-compliance will be excluded from attending classes.

School Illness

If a student becomes ill during the school day, the student should inform a teacher that s/he is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent or escorted 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 students to be picked up immediately if the student is being sent home. Your student may return to school once the child has been free of fever for 24 hours, the symptoms have dissipated, or once a medical doctor has cleared him or her to return to school.

Emergency Forms

Families should ensure that an updated emergency form, with correct contact numbers, is completed and submitted annually. Parents should inform us immediately by emailing hsregistrar@brooklynprospect.org emergency form changes. The information on this form is vital for the safety and well being of the student.

Prescription Medications

Only the school nurse can administer prescription medication when required. If your student is taking 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.

Medical Emergencies

In the case of an urgent medical situation, 911 will be contacted. The nearest hospital is:

Maimonides Medical Center
4802 Tenth Avenue, Brooklyn, NY 11219
(718) 283-6000

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 program coordinator about the nature of the condition at hscoordinator@brooklynprospect.org.

Crutches and/or Wheelchair

A physician's order is required if your student needs crutches, a wheelchair and/or elevator usage while at school. The student and parent or legal guardian will sign a student elevator contract, which is found at the front office. After clearance from the office, limited mobility students may use the elevator to assist with movement to classes. Entrance to the building for elevator use is through the main entrance and a staff member must be present upon entering the school. Please make all arrangements with the High School office prior to arrival at school. BPCS's Windsor Terrace Campus is a fully handicapped accessible building.

Child Abuse

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.

General School Operations

Changes to Student Information

All changes to student information including phone numbers, contact information and address are processed by the HS Registrar. As per NYC Department of Transportation policy, address changes must be accompanied by an updated proof of address, such as a gas or electric bill, a copy of your mortgage agreement or copy of your lease. All requests should be made by emailing

hsregistrar@brooklynprospect.org. Please let us know as soon as possible to make changes appropriately.

Guardians should make every effort to ensure that accurate contact information is on file at the school by notifying the high school registrar at hsregistrar@brooklynprospect.org as soon as possible.

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, home baked good or a note penned by the student to be a thoughtful and appropriate form of thanks for a Brooklyn Prospect employee.

Dropping off Forgotten Items*

Due to staffing capacity limitations, we are unable to deliver forgotten items to students during school hours. Such items include:

- Lunch or lunch money
- Transportation money
- Homework/Books/Projects
- Backpacks
- Gym Uniforms

We ask parents to help students to be prepared in advance of the school day, but to abstain from dropping forgotten items at the school during the school day. Additionally, students may not receive food deliveries on campus.

Personal Items

The school is not responsible for lost, stolen, missing, or damaged personal items. All personal belongings such as clothing, books, backpacks, sports equipment, etc. should be clearly labeled with the students first and last name. Items turned in to the main office will be kept in the Lost and Found, and, periodically, unclaimed items will be donated.

Videotaping and Photography

Videotaping and/or the use of photography on campus without a 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.

Student Meals

Brooklyn Prospect partners with School Food to offer free breakfast and lunch to all students, regardless of family income level. School Food offers K-12 students a variety of smart choices in their meals, with menus designed to provide nutrient-rich options that students of all ages and backgrounds will enjoy. School Food's balanced meal selections meet precise nutrition standards which align with, and many times exceed, USDA standards. For more information about School Food's meal service program, please visit their site, www.schoolfoodnyc.org. We continue to

encourage families who would prefer a different meal option to send a packed lunch with their student(s).

In order to be in compliance with federal school nutrition guidelines, bake sales can take place on-site as suggested donations only before the school day begins and once the school day ends.

Payment Policy

Parent(s)/guardian(s) must assume financial responsibility for all charges. For the families who qualify, it is the responsibility of the parent(s)/guardian(s) to ensure that their Free and Reduced Price meal forms have been turned in by the determined due date every school year. Families may now submit online applications at <https://www.myschoolapps.com/>

Viewing your balance:

Please use your username and password to log on to [TeacherEase](#). On the top of your screen, click on 'Miscellaneous' and scroll down to 'Fees.' Click on the account with an outstanding balance and you will be able to view your charges.

Making a Payment:

Credit Card Payments

To pay by credit card please log on to [TeacherEase](#), on the left side of your screen go to 'Miscellaneous' then 'Fees' then 'click on the fee you wish to pay. You will be able to view your balance and then be directed to make a payment with a credit card.

Check or Money Order

To pay by check or money order, please make out the check to Brooklyn Prospect Charter School. Your student's name, grade, and fee name must be written on the check or money order; please place the payment in a sealed envelope labeled: 'Attn: Finance.' Any returned unpaid checks are subjected to \$25 fee to be paid in cash, to cover administration costs of collection.

Non-Payment and Collections

Students with outstanding financial obligations will not be provided with transcripts.

In addition, BPCS reserves the right to assign outstanding, unpaid account balances to a collection agency. If an outstanding balance remains after a series of reminder letters are sent, BPCS will make one last attempt to collect payment prior to assigning the accounts to a collection agency.

Once an account is assigned to a collection agency, all communication by the parent/guardian must be made through the collection agency. Credit agency accounts are reported to credit bureaus. Parents/guardians are responsible to reimburse BPCS for fees of any collection agency, which may be based on a percentage of the debt up to a maximum of 40% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in the collection efforts. All payments must be made directly to the collection agency; BPCS cannot accept direct payments once an account is placed with a collection agency. The account is considered paid in full when the total debt is paid. If you have questions about our billing policy please reach out to hscoordinator@brooklynprospect.org

Employment Certification (Working Papers)

In the state of NY, all minors, individuals age 14-17, including college students, high school graduates, married students, and volunteer workers, must obtain an employment certificate if they intend to work.

In order to obtain official working papers, the following documentation must be provided:

- Copy of Student Birth Certificate OR Passport
- Physical Fitness Certificate (within one calendar year of application date)
- Application for Employment Certificate

The student's parent or guardian must fill out Part 1 of the Application for Employment Certificate and submit the Physical Fitness Certificate (to be completed by the student's primary care physician) to our school registrar. The school will then issue an employment certificate to the student.

Employment certificates are not required for minors who are 14 years of age or over to work as babysitters or to engage in casual employment such as yard work and household chores. Please contact hsregistrar@brooklynprospect.org for further assistance.

Student IDs

BPCS provides students with photo ID cards. Students are responsible for bringing their ID card to school each day to swipe each morning. Students are required to have IDs in order to participate in the out to lunch program. Replacements IDs may be requested before school, during lunch or afterschool from the High School Office.

Student Transportation

Transportation is provided by the NYC DOE Office of Student Transportation ("OPT"). OPT makes all determination of eligibility, BPCS distributes metrocards based on the student eligibility detailed in the table below.

Distance from Residence to School

Grade	Less than 1/2 mile	1/2 mile or more, but less than 1 mile	1 mile or more but less than 1.5 miles	1.5 miles or more
9 - 12	Transportation not provided	Full - Fare	Full-Fare	Full-Fare

Key

- Full-Fare: Allows student to travel by bus and subway.

Metrocard and Student I.D. card Replacements

If a student needs a Replacement Metrocard or Student I.D. card please notify the HS Office either during lunch, before or after school to request a new card.

Students are responsible for their metrocards throughout the duration of the school year. In the event a student misplaces their metrocard, he/she may request up to two replacement MetroCards within the semester. After the third Metrocard request is made, parents/guardians will be informed,

at which point, they must be present with their student to sign for the replacement card in the High School Office.

Press /Media Inquiries

Education can be a heated political topic and charter school discussion can be particularly charged and multifaceted. In an attempt to preserve the sanctity of our students' education, we urge our families to exercise the utmost caution and restraint in approaching or responding to any press or media inquiries relating to Prospect Schools. The Prospect Schools Communications Team is available by email (pmarzulli@prospectschools.org & amcconnell@prospectschools.org) to work with families as needed, if and when they are approached by the media

Other Resources

Official BPCS School Policies can be found in our 2019 - 202 Policy Handbook, located on our website at: www.brooklynprospect.org.

- Academic Honesty Policy
- Admissions Sibling Preference Policy
- Child Abuse and Neglect Policy
- Complaint Policy
- FERPA Policies and Procedures
- Freedom of Information Policy (FOIL)
- Open Meetings Policy
- Student Rights and Responsibilities

Appendix



BPHS Agreement & Consent Form

Sports Consent and Release Form

I am the parent or legal guardian of the minor child/children listed below. I give my permission for my child/children to participate in the activity or trip listed below. I understand that participation in Brooklyn Prospect Charter School includes physical education as well as activities and off-site trips. I have read the information provided, if any, about the specific activity/trip identified above.

ACKNOWLEDGEMENT OF RISKS AND ASSUMPTION OF RISK AND RESPONSIBILITY

(Whenever the word *child* is used in this form, the term refers to all of the students identified at the bottom. I understand that in signing this form I am consenting to the participation in activities for all of the students named above. If I am a student over the age of 18, I am signing this form on my own behalf.)

ACKNOWLEDGMENT OF RISKS: I recognize the fact that there are risks, foreseeable and unforeseeable, in the activities described above, and in all activities involving physical contact. I realize that my child could suffer death, injury or illness and could require medical attention. I acknowledge these risks and confirm that my child's participation in this activity is voluntary. I consent to my child's participation in this trip and all activities except for the following:

_____.

CONCUSSION MANAGEMENT: I have received and read *Concussions: The Invisible Injury, Student and Parent Information Sheet*, and understand the serious nature of concussions. I understand the School has in place a thorough concussion management plan and assume my responsibility in the management process.

EXPRESS ASSUMPTION OF RISK AND RESPONSIBILITY: My child's participation in the above named activity is voluntary and I assume all risks and full responsibility, on behalf of all parties including myself, my child, my child's other guardians, and my child's heirs and assigns, for (a) any and all losses incurred as a direct or indirect result of personal injury, accident, illness, or death, and (b) any and all damage to or loss of personal property arising out of, relating to, or in connection with any of the above-named activities.

WAIVER AND RELEASE FROM LIABILITY: On behalf of my child, myself, my child's other guardians and my child's heirs and assigns, I hereby assume all risks and waive, release, and forever discharge Brooklyn Prospect Charter School and its trustees, employees, agents and its related entities from any and all liability, actions, and damages of any kind, including, without limitation, general, special, compensatory and punitive damages, for personal injury, property damage, negligence or wrongful death arising out of, relating to, or occasioned wholly or in part by the activity as described above.

MEDICAL AUTHORIZATION: I hereby authorize any medical treatment deemed necessary while my child is participating in any activities referred to above. In the event of illness or injury, I authorize Brooklyn Prospect Charter School and each of its employees, representatives and agents to take such measures as are available and appropriate in the judgment of the persons taking such measures, and I consent to emergency medical treatment and care which may be deemed necessary to be rendered. Brooklyn Prospect Charter School will make reasonable efforts to reach me in the event of an emergency requiring medical care.

I HAVE READ THIS AGREEMENT AND UNDERSTAND ITS CONTENTS. I ASSUME THE AFOREMENTIONED RISKS, AND AGREE TO THE WAIVER OF LIABILITY AND TO HOLD BROOKLYN PROSPECT CHARTER SCHOOL HARMLESS.



Concussions: The Invisible Injury

Student and Parent Information Sheet

CONCUSSION DEFINITION

A concussion is a reaction by the brain to a jolt or force that can be transmitted to the head by an impact or blow occurring anywhere on the body. Essentially a concussion results from the brain moving back and forth or twisting rapidly inside the skull.

FACTS ABOUT CONCUSSIONS ACCORDING TO THE CENTER FOR DISEASE CONTROL (CDC)

- An estimated 4 million people under age 19 sustain a head injury annually. Of these approximately 52,000 die and 275,000 are hospitalized.
- An estimated 300,000 sports and recreation related concussions occur each year.
- Students who have had at least one concussion are at increased risk for another concussion.

In New York State in 2009, approximately 50,500 children under the age of 19 visited the emergency room for a traumatic brain injury and of those approximately 3,000 were hospitalized.

REQUIREMENTS OF SCHOOL DISTRICTS

Education:

- Each school coach, physical education teacher, nurse, and athletic trainer will have to complete an approved course on concussion management on a biennial basis, starting with the 2012-2013 school year.
 - * School coaches and physical education teachers must complete the CDC course. (www.cdc.gov/concussion/HeadsUp/online_training.html)
 - * School nurses and certified athletic trainers must complete the concussion course. (<http://preventingconcussions.org>)

Information:

- Provide concussion management information and sign off with any parental permission form.
- The concussion management and awareness information or the State Education Department's web site must be made available on the school web site, if one exists.

Removal from athletics:

- Require the immediate removal from athletic activities of any pupil that has or is believed to have sustained a mild traumatic brain injury.
- No pupils will be allowed to resume athletic activity until they have been symptom free for 24 hours and have been evaluated by and received written and signed authorization from a licensed physician. For interscholastic athletics, clearance must come from the school medical director.
 - * Such authorization must be kept in the pupil's permanent health record.
 - * Schools shall follow directives issued by the pupil's treating physician.

SYMPTOMS

Symptoms of a concussion are the result of a temporary change in the brain's function. In most cases, the symptoms of a concussion generally resolve over a short period of time; however, in some cases, symptoms will last for weeks or longer. Children and adolescents are more susceptible to concussions and take longer than adults to recover.

It is imperative that any student who is suspected of having a concussion is removed from athletic activity (e.g. recess, PE class, sports) and remains out of such activities until evaluated and cleared to return to activity by a physician.

Symptoms include, but are not limited to:

- Decreased or absent memory of events prior to or immediately after the injury, or difficulty retaining new information
- Confusion or appears dazed
- Headache or head pressure
- Loss of consciousness
- Balance difficulties, dizziness, or clumsy movements
- Double or blurry vision
- Sensitivity to light and/or sound
- Nausea, vomiting and/or loss of appetite
- Irritability, sadness or other changes in personality
- Feeling sluggish, foggy or light-headed
- Concentration or focusing problems
- Drowsiness
- Fatigue and/or sleep issues – sleeping more or less than usual

Students who develop any of the following signs, or if signs and symptoms worsen, should be seen and evaluated immediately at the nearest hospital emergency room.

- Headaches that worsen
- Seizures
- Looks drowsy and/or cannot be awakened
- Repeated vomiting
- Slurred speech
- Unable to recognize people or places
- Weakness or numbing in arms or legs, facial drooping
- Unsteady gait
- Change in pupil size in one eye
- Significant irritability
- Any loss of consciousness
- Suspicion for skull fracture: blood draining from ear or clear fluid from the nose

STATE EDUCATION DEPARTMENT'S GUIDANCE FOR CONCUSSION MANAGEMENT

Schools are advised to develop a written concussion management policy. A sample policy is available on the NYSPHSAA web site at www.nysphsaa.org. The policy should include:

- A commitment to reduce the risk of head injuries.
- A procedure and treatment plan developed by the district medical director.
- A procedure to ensure proper education for school nurses, certified athletic trainers, physical education teachers, and coaches.
- A procedure for a coordinated communication plan among appropriate staff.
- A procedure for periodic review of the concussion management program.

RETURN TO LEARN and RETURN TO PLAY PROTOCOLS

Cognitive Rest: Activities students should avoid include, but are not limited to, the following:

- Computers and video games
- Television viewing
- Texting
- Reading or writing
- Studying or homework
- Taking a test or completing significant projects
- Loud music
- Bright lights

Students may only be able to attend school for short periods of time. Accommodations may have to be made for missed tests and assignments.

Physical Rest: Activities students should avoid include, but are not limited to, the following:

- Contact and collision
- High speed, intense exercise and/or sports
- High risk for re-injury or impacts
- Any activity that results in an increased heart rate or increased head pressure

Return to Play Protocol once symptom free for 24 hours and cleared by School Medical Director:

Day 1: Low impact, non strenuous, light aerobic activity.

Day 2: Higher impact, higher exertion, moderate aerobic activity. No resistance training.

Day 3: Sport specific non-contact activity. Low resistance weight training with a spotter.

Day 4: Sport specific activity, non-contact drills. Higher resistance weight training with a spotter.

Day 5: Full contact training drills and intense aerobic activity.

Day 6: Return to full activities with clearance from School Medical Director.

Any return of symptoms during the return to play protocol, the student will return to previous day's activities until symptom free.

CONCUSSION MANAGEMENT TEAM

Schools may, at their discretion, form a concussion management team to implement and monitor the concussion management policy and program. The team could include, but is not limited to, the following:

- Students
- Parents/Guardians
- School Administrators
- Medical Director
- Private Medical Provider
- School Nurse
- Director of Physical Education and/or Athletic Director
- Certified Athletic Trainer
- Physical Education Teacher and/or Coaches
- Classroom Teachers

OTHER RESOURCES

- New York State Education Department
<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices>
- New York State Department of Health
http://www.health.ny.gov/prevention/injury_prevention/concussion/htm
- New York State Public High School Athletic Association
www.nysphsaa.org/safety/
- Center for Disease Control and Prevention
<http://cdc.gov/TraumaticBrainInjury>
- National Federation of High Schools
www.nfhslearn.com – The FREE Concussion Management course does not meet education requirement.
- Child Health Plus
http://www.health.ny.gov/health_care/managed_care/consumer_guide/about_child_health_plus.htm
- Local Department of Social Services – New York State Department of Health
http://www.health.ny.gov/health_care/medicaid/ldss/htm
- Brain Injury Association of New York State
<http://www.bianys.org>
- Nationwide Children's Hospital – Concussions in the Classroom
<http://www.nationwidechildrens.org/concussions-in-the-classroom>
- Upstate University Hospital – Concussions in the Classroom
<http://www.upstate.edu/pmr/healthcare/programs/concussion/classroom.php>
- ESPN Video – Life Changed by Concussion
<http://espn.go.com/video/clip?id=7525526&categoryId=5595394>
- SportsConcussions.org
<http://www.sportsconcussions.org/ibaseline/>
- American Association of Neurological Surgeons
<http://www.aans.org/Patient%20Information/Conditions%20and%20Treatment/Concussion.aspx>
- Consensus Statement on Concussion in Sport – Zurich
<http://sportconcussions.com/html/Zurich%20Statement.pdf>

Academic Honesty Agreement

Statement of Philosophy

The Brooklyn Prospect Charter School mission is to prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

In an effort to promote our mission through the International Baccalaureate program, and to prepare our students for the expectations of colleges and universities, we must act to maintain the values of academic honesty and integrity.

This agreement describes the responsibilities of the students, teachers and administration in upholding academic integrity and promoting scholarship, while at the same time respecting the rights of students. All members of the BPCS community are responsible for acting in accordance with the provisions of this agreement.

Responsibilities

Students are responsible for:

- Understanding the types of conduct that are deemed unacceptable and, therefore, are prohibited by this agreement;
- Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, or lying;
- Refraining from acts of intimidation, threats of physical harm, or threats of retribution in an attempt to prevent the testimony of another member of the BPCS community (student or teacher) during an investigation regarding academic honesty;
- Reporting every instance in which the student has a suspicion or knowledge that academic conduct which violates this agreement or its spirit has taken place to the faculty member responsible for instruction, or to a member of the BPCS administrative staff.

Teachers are responsible for:

- Developing an instructional environment that reflects a commitment to maintaining and enforcing academic integrity;
- Teaching students the technical skills essential to academic honesty, such as research techniques, which ideas or techniques should be acknowledged, how to reference correctly and how to write a bibliography;
- Helping students to develop the social skills essential to academic honesty, such as how to collaborate effectively with others and how to give peer feedback.
- Protecting honest students from being taken advantage of by those who behave dishonestly;
- Understanding and implementing the procedures of this agreement when handling suspected instances of academic dishonesty;
- Whenever possible, insisting that rough drafts of assessments be submitted to Turnitin.com, prior to submitting the final draft (required for all IB/DP assignments);

- Handling every suspected or confirmed instance of the violation of the provisions of this agreement in accordance with the procedures set forth in this document;
- Ensuring that any person accused under the provisions of this document is accorded due process.

BPCS Administrative Staff is responsible for:

- Making academic honesty a school-wide priority;
- Making all members of the school community aware of the provisions of this document;
- Tracking academic honesty violations (Deans);
- Evaluating the effectiveness of the measures taken by teachers to promote academic integrity and making suggestions for improved practice.

Caregivers are responsible for:

- Teaching their student to assume responsibility for learning;
- Reading and understanding the Academic Honesty Agreement;
- Promoting proper student conduct and learning;
- Helping avoid academic dishonesty by questioning their student and/or teacher as to the extent that various sources can be used on an assignment;
- Assisting the school with proper consequences for students found in violation of the Academic Honesty Agreement;
- Meeting with school officials to discuss matters related to discipline.

For more information regarding Academic Honesty including the disciplinary process, please visit the BPCS website.

Internet, Devices and Computer Usage Agreement

In order for Brooklyn Prospect to provide internet and computer usage we ask each student and their parents to carefully read the guidelines below and to sign acknowledging their understanding of the guidelines and agreement.

To assist you in your pursuit of academic success at BPHS, we are providing you with access to Google Chromebooks for school related use. Before you take possession of a school-owned device, please read below:

All Google Chromebooks are property of BPHS. During the school year, you will be expected to use the Chromebooks in the classroom in order to complete certain classwork and homework assignments. All students are expected to maintain appropriate behavior when using school computers, school email and in virtual environments including the Internet. Appropriate behavior includes but is not limited to the following:

1. Use appropriate language in all school communications
2. Personal contact information may not be shared with anyone.
3. Academic Honesty policies must be adhered to when conducting research.

4. Respectful treatment of all hardware
 - a. No intentional damage of screens, keyboards or track pads
5. Not install malware, harmful software, and/or knowingly use disks with viruses on any equipment.
6. Remember to sign out of my email and other accounts when using a shared device.

Please be advised that should a computer (and any assigned accessories) be damaged, lost or stolen while in your possession, you shall be responsible for the cost of repair and replacement. This includes all physical and liquid spills.

Field Trip General Consent Form

High School General Consent: Field Trip Permission Slip*

In the 2020-21 Academic Year, your student will have the opportunity to participate in various trips. By signing the consent form, you are giving permission for your student to attend all trips offered in the academic year. As a trip date nears, more details will be sent to you via email and additional information about related fees will be included. If you do not give permission, please email the program office at hscoordinator@brooklynprospect.org. If you do not use email, please indicate so on the consent form so that we can communicate with you via phone or direct mailing. Below you will find:

- Acknowledgment of Risks and Assumption of Risk and Responsibility
- 2020-21 Field Trip Consent Form

Please note: If you have questions about payments, please refer to the Financial Policy section of the Student and Family Handbook for additional information.

ACKNOWLEDGEMENT OF RISKS AND ASSUMPTION OF RISK AND RESPONSIBILITY

(Whenever the word *child* is used in this form, the term refers to all of the students identified at the bottom. I understand that in signing this Field Trip Consent and Release Form, I am consenting to the participation in trips and or activities for all of the students named above. If I am a student over the age of 18, I am signing this form on my own behalf.)

ACKNOWLEDGMENT OF RISKS: I recognize the fact that there are risks, foreseeable and unforeseeable, in the activities described above and in all trips and all travel related activities. I realize that my child could suffer death, injury or illness and could require medical attention. I acknowledge these risks and confirm that my child's participation in this activity or trip is voluntary. I consent to my child's participation in this trip and all activities related to this trip.

EXPRESS ASSUMPTION OF RISK AND RESPONSIBILITY: My child's participation in the above named activity or trip is voluntary and I assume all risks and full responsibility, on behalf of all

parties including myself, my child, my child's other guardians, and my child's heirs and assigns, for (a) any and all losses incurred as a direct or indirect result of personal injury, accident, illness, or death, and (b) any and all damage to or loss of personal property arising out of, relating to, or in connection with any of the above-named activities or trips or any trip-related activity.

WAIVER AND RELEASE FROM LIABILITY: On behalf of my child, myself, my child's other guardians and my child's heirs and assigns, I hereby assume all risks and waive, release, and forever discharge Brooklyn Prospect Charter School and its trustees, employees, agents and its related entities from any and all liability, actions, and damages of any kind, including, without limitation, general, special, compensatory and punitive damages, for personal injury, property damage, negligence or wrongful death arising out of, relating to, or occasioned wholly or in part by the activity or trip or any trip-related activities.

MEDICAL AUTHORIZATION: I hereby authorize any medical treatment deemed necessary while my child is participating in any activities referred to above. In the event of illness or injury, I authorize Brooklyn Prospect Charter School and each of its employees, representatives and agents to take such measures as are available and appropriate in the judgment of the persons taking such measures, and I consent to emergency medical treatment and care which may be deemed necessary to be rendered. Brooklyn Prospect Charter School will make reasonable efforts to reach me in the event of an emergency requiring medical care.

I HAVE READ THIS AGREEMENT AND UNDERSTAND ITS CONTENTS. I ASSUME THE AFOREMENTIONED RISKS, AND AGREE TO THE WAIVER OF LIABILITY AND TO HOLD BROOKLYN PROSPECT CHARTER SCHOOL HARMLESS.



**BROOKLYN PROSPECT HIGH SCHOOL GENERAL CONSENT:
2020-21 FIELD TRIP PERMISSION SLIP**

Student Name (Print): _____

Grade (circle one): **9** **10** **11** **12**

I am the parent or legal guardian of the minor child listed above. I give my permission for my child/children to participate in the activities or trips for the 2020-2021 Academic Year. I have read the information provided, if any, about the activity/trip.

I understand that by signing this form, I give permission for my student to attend field trips for the 2020-21 school year. I understand that I am able to also send email or written communications prior to the trip withdrawing my child's participation from any specific trip during the school year, even after signing this form.

I have read the Acknowledgment of Risks and Assumption of Risk and Responsibility and understand its contents. I assume the aforementioned risks, and agree to the waiver of liability and to hold Brooklyn Prospect Charter School harmless.

Parent/Legal Guardian Signature

Date

Print Parent/Guardian Name (print)

Please indicate your primary communication preference: ☐ Email ☐ Phone If you do not use email, please provide the telephone number that would be best to notify you by phone.

Telephone Number: _____ Emergency Telephone Number: _____



BPHS Agreement & Consent Form

Student Name (Print): _____

Grade (circle one): **9** **10** **11** **12**

I am the parent or legal guardian of the minor child listed above. I have read and reviewed the BPHS Agreement & Consent Form as stated in the 2020-21 BPHS Student Handbook. I agree to comply with all policies in this agreement and expect for my student to abide by these rules.

By signing below, I acknowledge and understand and agree to abide by the BPHS Agreement & Consent Form.

If I observe misconduct, or notice that school property may be damaged, I will let my advisor know. I understand that failure to comply with the rules and guidelines set forth in the Student and Family Handbook may mean that privileges may be restricted or taken away, or further disciplinary action may be taken.

Parent/Legal Guardian Name (Printed)

Parent/Legal Guardian Signature

Student Name (Printed)

Student Signature