



Student and Family Handbook 2025-2026

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Welcome to Prospect Schools!

Introduction

Dear Prospect Schools Family,

Welcome to the new school year! Whether you are new to us or returning for another year, I am grateful and proud to have you in our community.

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. Since opening our doors in 2009, we have grown to [seven schools](#) across Brooklyn and serve more than 2,700 students in Kindergarten through 12th grade. Our incredible team of over 400 employees helps our diverse student body learn, grow, and thrive every single day.

Together, we're re-imagining elementary, middle and high school education so your child 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.

Our team is so excited to launch into the 25-26 school year with your child and family. Together, I know we will continue to grow into curious, caring thinkers with a lifelong passion for learning.

Thank you for choosing Prospect Schools. It is our honor and greatest privilege to educate your child and serve your family.

Warmly,

A handwritten signature in black ink that reads "Tresha Ward". The signature is fluid and cursive, with the first name "Tresha" on top and the last name "Ward" below it, both sharing a common vertical stroke.

Tresha Ward
Chief Executive Officer, Prospect Schools

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.

Vision

By 2025, Prospect Schools will become the leading network of intentionally diverse schools where ALL students and educators can learn, work, and thrive.

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 kindergarten through twelfth grade.

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

Welcome Message from Principal

Dear Brooklyn Prospect Family,

We are so excited to have you join our community! We welcome you all to Brooklyn Prospect High School and to our returning families, we welcome you back with gratitude for your continued partnership and commitment. In the spirit of hope and resilience, know that you are joining a community that believes in the power of connection, empathy, and rigorous academics. We look forward to partnering with you to continue to make high school a positive experience for you and your children.

With a continuous program guided from Kindergarten to Grade 12 by the tenets of the International Baccalaureate's program, Brooklyn Prospect offers opportunities for all of us to live out our mission together, preparing a diverse group of students to have a lifelong passion for learning and a positive impact on society. This year, we look forward to continuing to build the traditions that make the Brooklyn Prospect High School experience one that is memorable and transformative for all.

In partnership,

Kylie Taylor Barker
Brooklyn Prospect High School

Family Partnership & PTSO

To provide the best possible education for our students, Brooklyn Prospect Charter School (“BPCS”) depends on a strong partnership with, and involvement from, parents/guardians (“parent”). There is a parent teacher student organization (“PTSO”) governing body on each school campus, and all parents of Brooklyn Prospect students are automatically members of the PTSO. The PTSO partners with school and network leadership to support BPCS families, faculty, and staff, to strengthen our community, and enrich the lives of our students.

Annually the PTSO elects a leadership team called “Officers”. The offices of President, Co-President, Vice Presidents, Recording Secretary, Corresponding Secretary (some schools combine the Recording Secretary, Corresponding Secretary into one position) and Treasurer comprise the Executive Board. On a rotating basis one PTSO President serves on the Brooklyn Prospect Charter School Board of Trustees. The school administration meets regularly with the organization.

GOALS:

To develop a sound organization leading to:

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

PTSO meetings held on each school campus are a good way to provide all families in the Brooklyn Prospect community with access to school administrators and faculty in a timely and effective manner that is open and welcoming. Meetings are generally held in the evenings on a monthly or bi-monthly basis. Times and dates may vary by campus, so please consult the school website calendar for up-to-date times and information (www.brooklynprospect.org). These meetings provide families with the opportunity to gain a deeper understanding of the school, its mission and the ways in which families can best partner with the school for the ultimate success of the students.

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

Fundraising for the school is a vital and important role of the PTSO. We hope all parents will participate either formally or informally in annual fundraising. There are many ways to participate, including volunteering time, providing gifts-in-kind and making donations. All are important to the success of our school, and parent participation sends a strong message to outside funders. Unrestricted gifts to the Prospect Schools Fund support a broad range of programs including innovative curriculum development, extra curricular programming and professional development programs. Gifts from our parents, family members and friends play a crucial role in helping students achieve their potential with dedicated and inspired faculty.

The Parent/Teacher/Administrator partnership is a very important component of each student's success. At Brooklyn Prospect we encourage parents to reach out directly to the school as needed. The student's classroom teacher is the first point of contact for families. The school administration welcomes meetings with families once the teacher has been approached.

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

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

- Keep anything you hear about students and/or families confidential unless it poses danger to 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.

Family Expectations

To ensure a safe, respectful, and productive learning environment for all students, staff, and families, it is essential that all parents, guardians, and families engage with the school community in a manner that upholds the school's values of respect, equity, and collaboration. The following expectations are designed to foster positive partnerships between families and the school while protecting the integrity of the educational setting. Any behavior that includes derogatory, discriminatory, or inflammatory language—whether directed at staff, students, or other families—will not be tolerated. Failure to comply with these expectations may result in restricted access to school grounds, school events, and school personnel.

Parent Expectations:

1. Communicate Respectfully

All communication with school staff, students, and other parents should be respectful and constructive, whether in person, by phone, email, or social media.

2. Support a Safe Learning Environment

Refrain from any language or behavior that could be perceived as threatening, aggressive, or disruptive to the school environment.

3. Avoid Discriminatory Language

Derogatory, discriminatory, or inflammatory remarks based on race, gender, religion, sexual orientation, disability, or any other protected category are strictly prohibited.

4. Follow School Procedures

Adhere to all school protocols, including arrival and dismissal procedures, visitor sign-in policies, and classroom visitation rules.

5. Address Concerns Appropriately

When concerns arise, approach school staff in a respectful manner and seek resolution through proper channels.

6. Model Positive Behavior

Serve as a role model for students by demonstrating courteous, cooperative, and inclusive behavior during school functions and interactions.

7. Respect School Decisions and Processes

Acknowledge and support the professional decisions of teachers and administrators, even when they may differ from personal preferences.

8. Protect Student Privacy

Avoid discussing or sharing information about other students that is learned through school-related activities.

9. Collaborate with Staff

Partner with educators to support your child's learning and development through open, honest, and solution-focused dialogue.

10. Uphold a Culture of Belonging

Help maintain an inclusive school community where all families feel valued, respected, and welcomed.

Health & Safety Procedures

General Health and Safety Procedures

The health and safety of our students and staff are a top priority Brooklyn Prospect Charter Schools. Specific policies that apply to all students attending our schools are found below. Like any other policies, the health policies in this handbook are subject to change. If there is a change in our policies, Brooklyn Prospect High School will contact you in writing via email.

In general, students should not be sent to school if they are feeling too sick to participate in school. Students experiencing any of the symptoms stated below are advised to stay home from school:

- Fever of 100 degrees or higher
- Vomiting and/or Diarrhea
- Symptoms of communicable illness such as rash/sores, sore throat, conjunctivitis
- Any other symptoms or illnesses that prevent the student from participating in learning.

Students can return to school when they are fever free (without fever reducing medication), have not vomited for 24 hours, and when symptoms have resolved or become mild enough to enable the student to participate fully in the day's learning.

Administration of Care and Medication Policy. BPCS provides health services required by law and we are committed to providing care to all of our students.

- The school will contact family members/guardians or a designated relative or family friend if a student becomes ill or suffers an injury. If the School determines that a student is unable to take part in learning, the student's family member/guardian will be notified to pick up the student. Students with serious injuries are taken to the hospital for emergency medical care and the family member(s) or guardian(s) are notified immediately. Be sure to list all emergency telephone numbers on your child's enrollment information.
- If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's family member/guardian must submit a Medication Administration Form and must give the medication in the original container to the nurse. A family member/guardian of any student who is required to carry an asthma inhaler on his/her person must provide a 18 Medication Administration form specifying that the student needs to carry the inhaler with their and a second inhaler that is kept in the nurse's office.
- Please be advised: Nurses are not allowed to give out any medication (prescription or over the counter) without a doctor's written order & pharmacy label. This includes all medicines, including aspirin or Tylenol, given for any reason. This consent—which you will receive from your child's doctor—will state the name of the medication, dosage, and frequency of dosage.
- Students are not permitted to carry or self-administer over-the-counter OR prescription medication without family or guardian permission and doctor's written order.
- Immunization Policy The school abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Family members/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Family members/guardians seeking to waive the immunization requirement should submit their

request to the school nurse. The nurse will review the request and will advise the DSO, who will make the final decision on whether to grant the waiver request.

Student Attendance and Tardy Policy

General Policies

All Prospect Schools students must be present at school on time and engaged in learning every day. However, we recognize that students may have to be absent sometimes due to illness or emergencies that may come up. If a student is absent from school, we ask that a family member/guardian contact Brooklyn Prospect High School's Main Office through the school's email or phone to notify us of your child's absence. Families should provide a doctor's note or other documentation for absences whenever possible in order for the absence to be excused. Excused absences will be included in the total cumulative absences.

Brooklyn Prospect High School will track students' attendance and will follow up with families if students are repeatedly absent or tardy. We do this to ensure all of our students and families have the support they need and to help maximize student learning. In the event a student accrues excessive absences, this may put a student at risk of not being promoted to the next grade and that the school may also file a report with the New York City Administration for Children's Services as required by state/local laws.

Chronic Absenteeism (Tier System)

Students who are marked as absent, without an excuse, 10+ times will result in a family meeting with school personnel, including an administrator or counselor and the possibility of a student intervention plan that includes increased academic time at the expense of Specials and/or field trips, the After School Program (ASP) etc. and the reporting of the student's attendance record to the appropriate state agencies. Unexcused absences are marked on the student's narrative report.

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
4 Absences Phone call home and email to parent/guardian.	5-10 Absences Phone call home from DSS/Social Worker(s).	11-20 Absences Certified Letter sent home and archived in student record. In person meeting with a member of leadership team and social worker	20- 25+ Absences In person meeting with a member of leadership team and social worker	Tier 5 – Family cannot be reached after two weeks at Tier 4 or a student has missed more than 20+ days of school

Communication: - Your student missed 4 cumulative days of school	Communication: - Your student has missed 7 days of school and we are very concerned. We want to partner and support	Communication: - Your student has missed x days of school and we are very concerned. We have reached out over the last two weeks and we want to support you. Please contact us to discuss next steps within the next 3 days.	Communication: - Your student has missed 20+ or more of school. We are very concerned and want to help. Continuing to miss school could lead to retention or ACS involvement. You can prevent ACS involvement by staying in communication with our school. You can prevent retention by improving your attendance and work submission	Communication: - We are worried and have not heard from you. We will have to take action if we don't hear from you soon.
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Please Note: Thresholds may vary for Brooklyn Prospect High School.

Academics and Learning

BPHS GRADING PHILOSOPHY

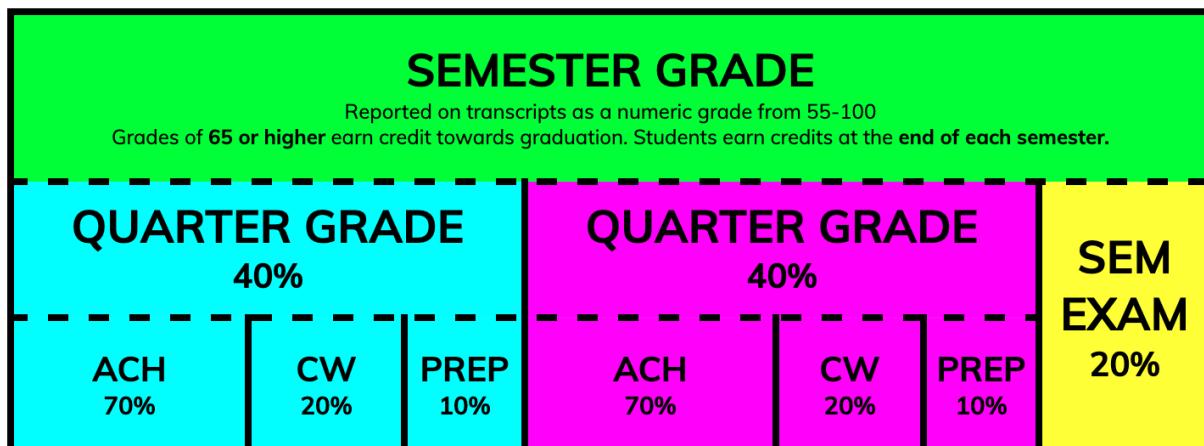


What we believe about grades:

- Grades are a method of communication about how a student is progressing.
- Grades should be reflective of a student's progress and mastery towards specific learning targets.
- Grades should not be used to measure behavior or to punish students.
- Grading practices must be predictable, transparent, and equitable.

- Grades are representative of student growth - if a student ultimately masters the material, their grade should represent that.
- Teachers are ultimately responsible for their students' data, grades, and progress. Student mastery represents a teacher's success.

How are grades calculated?



GRADEBOOK CATEGORIES



Achievement Grades (70% of overall grade)

- What are ACH grades?
 - Assessments that reflect **mastery** of course content
Examples include: Major assessments: unit tests, final essays, performances, exit tickets
 - Are aligned to course grade level or IB **standards**

- **How are they graded?**
 - Assignments are graded for **accuracy** based on a **rubric** or clear **criteria for success**
 - Assignments may be **weighted** differently to represent different levels of impact or importance
 - *For example: a test may be weighted more than a quiz*
- **Is there an opportunity for revision?**
 - Course teams must allow for **retakes or revisions** of all ACH assignments
 - Retakes and revisions must occur within **two weeks** of the return of the assignment.

Classwork Grades (20% of overall grade)

- **What are CW grades?**
 - In-class tasks that are used for practice and formative assessment
Examples include: Do Nows, discussions, annotations, problem sets...
- **How are they graded?**
 - Graded by effort and completion
- **Is there an opportunity for revision?**
 - There are **no opportunities for revision** on CW assignments

Preparation Grades (10% of overall grade)

- **What are PREP grades?**
 - Assignments that are used for at-home practice or in order to be prepared for a successful class
Examples include: Reading & Annotating, at-home problem sets, reflections, materials checks
- **How are they graded?**
 - Graded by effort and completion
- **Is there an opportunity for revision?**
 - There are **no opportunities for revision** on PREP assignments

LATE WORK POLICY

ACHIEVEMENT	CW & PREP
MAKE UP WITHIN ONE WEEK	NO DOCUMENTATION? NO MAKEUPS! HAS DOCUMENTATION? TWO DAYS P/ DAY OUT!

Achievement Assignments

- **In-class ACH assignments (test, quiz, exam, lab, on demand writing...)**
 - If a student is **absent** for an in-class ACH assignment they have **one week** to complete the assignment in office hours
 - The teacher must enter a **45M** in the gradebook until the assignment is made up
 - After one week, students may **not** make up missed assignments and keep the 45M grade
 - There is no “late” grade penalty to students who complete the assignment within the week
 - *The goal of this is to ensure that students are held accountable to completing all high leverage assignments and the teacher gets important data about student mastery*
- **At-home ACH assignments (paper, project...)**
 - If a student is **absent** on the day an at-home achievement assignment is due they must turn it in on the day they return to class
 - Students may turn in at-home achievement assignments for up to **one week**, but will receive a one-time **10%** grade deduction
- **This policy does not apply to assignments that have deadlines that are not controlled by BPHS (ie: IB Internal Assessments, College Applications, Regents Exams, and IB Exams)**

Classwork & Prep

- **Documented / Excused Absences**
 - For documented absences (as noted in IC), students will have 2 school days for each 1 day missed to make up assigned classwork or prep

- It is up to teacher discretion to exempt (X) students from missed classwork or prep assignments that are not essential and do not need to be made up.
- **Undocumented / Unexcused Absences**
 - Students without documentation are not eligible to make up classwork or prep assignments

Extenuating Circumstances / Prolonged Absences

- Students who are out for prolonged excused absences or who are overwhelmed by make up work should see their grade level Academic Counselor for an individualized plan and support

Report Cards & Conferences

Report cards are distributed 4 times during the academic year, at the end of each academic quarter/semester. Report cards are important opportunities for our students, families, and teachers to develop a shared understanding of the student's academic performance and progress.

If a parent or guardian would like to have a conference with their student's teacher outside of the allocated conference days, they have the option of scheduling an appointment with that teacher via email. Families should seek out an additional conference with their student's teacher if they have concerns or if they have noticed a significant change in their child's academic progress. Otherwise, we encourage families to schedule meetings during the allocated conference day and times.

Promotion & Retention

Prospect schools are committed to making sure that our students are always prepared both socially and academically for success.

If a student is demonstrating significant difficulty in achieving the academic or social emotional expectations of the grade level, that student may be retained. If this is a concern, the school will inform parents/guardians and schedule a meeting to discuss concerns and possible options.

High Schools	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.
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	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 In order to pass a Regents course, students must receive a passing grade in the course and exam.
10	Successful completion of standards in academic subject areas including 4 in English and/or ELL and 4 in Social Studies		20 credits In order to pass a Regents course, students must receive a passing grade in the course and exam.
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 NYCP school.

Please contact the HS Academic Counselors with additional questions.

Homework

Homework is important because it teaches students to work independently, develop self-discipline, and learn time management skills. It is also an opportunity to reinforce important skills and content learned during the instructional day. It also encourages students to take initiative and responsibility for completing a task. Homework is also an effective way for families to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.

Here are some ways to support homework success at home: In order to support, families/guardians can:

- Provide a time and quiet place for study.
- Help the student develop responsibility for completing the assignments.
- Talk to their child about what they learned at school and encourage their child to develop a positive attitude about learning.

High School

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 families if a pattern of late or incomplete homework develops.

Responsibilities of Caregivers

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

Assessments

BPCS Philosophy on State Testing

We believe in:

- Innovation requires validation: The more innovative a school is, the more we need to ensure high accountability that helps validate those innovations.
- Access to multiple measures of student performance: Families should be able to choose an appropriate education for their students and feel confident that they have access to multiple measures of student performance to help make good school choices. These measures should provide sound, apples to apples data to compare schools. BPCS believes that annualized state tests can be used as one such measure.
- Normalizing testing for students. Standardized tests remain a critical measure that colleges use when determining acceptance of students. For students who have been the most shut out from the historically most competitive, post secondary educational

institutions, success on standardized tests can have a huge positive impact. It is therefore our job to help our students become comfortable with testing.

- Spreading the burden of assessment across multiple measures diminishes the stakes of each individual measure, and decreases stress felt by students and teachers alike.

We do not believe in:

- One single high stakes test for students. No one test should be an absolute determiner of success. While such test results as proficiency on Regents exams are required for students to graduate with a Regents diploma, we don't believe any one test should be used as the only evaluative tool for student or teacher.
- Excessive use of test data as a singular way to evaluate students or teachers.

Additionally:

- Prospect Schools are public charter schools. We embrace student testing and school wide performance measures as part of our accountability metrics
- We utilize state testing to hold ourselves accountable to our mission and to evaluate our program.
- At the high school level, because of the nature of our program, state tests determine course trajectory. State tests are also used as the final exam grade for any course culminating in a Regents Exam.

Student Records & Transcripts

The school administration is in charge of student records. They will discuss, explain, and/or make available to the student or their families/guardians any records on file.

FERPA affords families and students over 18 years of age certain rights with respect to the student's education records. Employees are responsible for abiding by the School's FERPA policy which is noted below. The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a student's education records.

Brooklyn Prospect recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act ("IDEA") in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means the School. For all students, the educational agency maintains education records that include but are not limited to:

- a) Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the students' name, name of families and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords families and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. "Family(s)" for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian.

These rights are:

- The right to inspect and review the student's education records within forty-five (45) days after the day Prospect Schools receives a request for access. Parents or eligible students should submit a written request to the Prospect Schools at info@prospectschools.org that identifies the records they wish to inspect. Prospect Schools will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan "IEP" or any due process hearing, but in no case more than forty-five (45) days after the request has been made. Parents or eligible students have the right to a response from Prospect Schools to reasonable requests for explanations and interpretations of the records. Parents or eligible students have the right to request copies of the records. While Prospect Schools cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents or eligible students from exercising their right to inspect and review the records.
- Parents or eligible students have the right to request Prospect Schools to amend the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Prospect Schools will decide whether to amend the record and will notify the parents in writing of its decision. If Prospect Schools decides not to amend a record as requested by the parent or eligible student, Prospect Schools will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- Parents or eligible students have the right to provide a signed and dated written consent before Prospect Schools discloses PII from the contained in the student's

education records, except to the extent that FERPA authorizes disclosure without consent. “Consent” means: the parent(s) or eligible student(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Brooklyn Prospect Board of Trustees; state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Prospect Schools will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer; however, Prospect Schools will make a reasonable attempt to notify the parent or eligible student of the records request.

- Directory information may be released without consent; however, parents or eligible students have the right to refuse to let an agency designate any or all of the above information as directory information. Parents or eligible students are required to submit written notification to their school’s Director of School Operations by September 30th, or within two weeks after enrolling at Prospect Schools if later than September 30th, if they do not want the school to release directory information. Written notification will be provided from the DSO to the PTSO Liaison at Prospect Schools to initiate the removal from rosters.

Disclosures that Prospect Schools may make without consent:

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires Prospect Schools to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Prospect Schools may disclose PII from the education records of a student without obtaining prior written consent of the parents or eligible student:

- To other school officials, including teachers, whom Prospect Schools determines to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom Prospect Schools has outsourced institutional services or functions;

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or in compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf;
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released;
- To organizations conducting studies for or on behalf of Prospect Schools in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction;
- To accrediting organizations to carry out their accrediting functions;
- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- To appropriate officials in connection with a health or safety emergency;
- Information Prospect Schools has designated as "directory information";
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement; and
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations,

and performance measurements of programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966.

Parents or eligible students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Prospect Schools to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents or eligible students are permitted to appoint a representative to inspect and review the student's records. Prospect Schools must receive a signed, dated and written consent from a parent or eligible student that specifically states a representative may inspect and review the records. Such release must be sent to the CEO or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one student, parents or eligible students have the right only to inspect and review the information relating to their child or the eligible student.

Prospect Schools will provide parents or eligible students, upon request, a listing of the types and locations of education records maintained, the school official responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. Prospect Schools keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents are encouraged to contact the CEO to discuss any concerns regarding FERPA.

Enrollment

Re-enrollment

All students enrolled at Prospect Schools are guaranteed a seat in the next progressive grade and division from kindergarten through high school graduation.

If it is determined that a student will repeat a grade, they are guaranteed a seat in that same grade the following year. Upon completion of the grade, that student is guaranteed a seat in the next progressive grade and division through high school graduation.

During the winter term, families will be asked to complete a survey asking whether they intend for their child to return to Brooklyn Prospect for the next school year. Typically this survey is sent in late January, but the exact date of the survey period is subject to change. As the end of the school approaches, families will be asked to simply confirm their decision to enroll or un-enroll their child from Prospect Schools for the next progressive school year during a period called 'Re-Enrollment.' Re-enrollment typically happens in late May.

Intent to return surveys will be submitted by families on the SchoolMint platform at this address: <https://prospectschools.schoolmint.net/>. Families accounts are typically linked to the primary email address of the primary guardian. For help logging in, reach out to enrollment@prospectschools.org.

Because all currently enrolled students are guaranteed a seat in the next school year, families *do not need to* and *should not submit an application for a currently enrolled student for the next school year.*

Instead, families will simply complete Intent to Return surveys and Re-enrollment for their currently enrolled child. Detailed instructions will accompany email communication prompting families to complete their intent to return and re-enrollment during the school year.

Leave of Absence Policy

Families who request a leave of absence of one year or less may receive a preference when re-enrolling at Brooklyn Prospect. Families who are interested in a leave of absence from their school must submit a formal request with a timeline for their student's return at the time of withdrawal. Upon the student's return, the school and BPCS reserve the exclusive right to grant the request to re-enroll subject to space and/or other factors as determined by BPCS.

Please reach out to the Director of School Operations at your current school to learn more about this policy if you are interested in a leave of absence.

Internal Transfer Policy

Prospect Schools values consistency and fairness for our students, families, and educators, which is why transfers between our schools are approved only under limited circumstances. Circumstances under which a transfer may be approved include: student/family hardship that impacts student attendance, documented socio-emotional concerns for the student, receiving IEP services, aligning siblings in neighborhood school pairings, and/or on the condition that a new BPCS school opens whose location would mitigate the family's transportation hardship.

Families must submit a formal request for a transfer that includes a detailed explanation and (if applicable) documentation of the child's circumstances to the Director of Student Recruitment and Enrollment (DSRE). Upon review of the request the DSRE has the discretion to recommend or not recommend the transfer. The transfer recommendation is subject to approval by Prospect School's Chief Operating and/or Chief Academic and Schools Officers and will be executed once seats become available in the grade at the school to which the family has requested a transfer.

To learn more about transferring between schools, please reach out to the Director of School Operations at the school where your child is currently enrolled.

Enrollment of Sibling Policy

Prospect Schools is committed to supporting families through all of their children's educational journeys. Thus, applications for children with siblings currently enrolled at any school within Prospect Schools are given priority for receiving offers to enroll for both lottery (kindergarten, 6th, and 9th grade) and waitlist (1st, 2nd, 3rd, 4th, 5th, 7th, 8th, and 10th grade) seats.

While sibling applications are given priority, enrollment of the siblings of currently enrolled children is not guaranteed and is subject to space availability. Families must submit an application for the newly enrolling sibling and are encouraged to submit before April 1 (before the initial wave of offers to enroll are issued) to maximize the chances of receiving an offer to enroll.

Siblings are defined as two or more children who share a legal guardian AND a primary residence. Sibling priority will be approved if the child applying has an actively enrolled sibling in any grade (K-12) at Prospect Schools during the time the offer to enroll is issued.

To apply a child with a sibling to our schools, navigate to SchoolMint at this address: <https://prospectschools.schoolmint.net> and complete a new application. You will be asked on the application to provide the name of the child who is currently enrolled at Prospect Schools.

Once the new application is submitted, the sibling priority will be validated by our network team. If the name of the child supplied is determined to not meet the criteria for a sibling, the priority will be denied but the application remains submitted and valid.

Logistics, Facilities and Schedule

School Hours

School hours vary depending on division: elementary, middle, and high school. Below are the arrival and dismissal times for normal day programming. Students arriving after the designated arrival time will be marked late for the day.

Division	Mon	Tues	Wed	Thurs	Fri
Elementary	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 2:00 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm
Middle School	Arrival: 8:30 am				

	Dismissal: 3:45 pm	Dismissal: 3:45 pm	Dismissal: 2:00 pm	Dismissal: 3:45 pm	Dismissal: 3:45 pm
High School	Arrival: 9:00 am Dismissal: 4:00 pm	Arrival: 9:00 am Dismissal: 3:21 pm	Arrival: 9:00 am Dismissal: 3:21 pm	Arrival: 9:00 am Dismissal: 4:00 pm	Arrival: 9:00 am Dismissal: 3:21 pm

Transportation and Bus behavior policy

Student transportation will be provided by the New York City Department of Education Office of Pupil Transportation (OPT) to eligible students. Transportation eligibility is based on a student's grade level, walking distance between home and school, and existing accommodations based on medical condition, housing status, or safety assessment as determined by the New York City Department of Education Office of Pupil Transportation (OPT).

Depending on eligibility, a student may qualify for a full fare MetroCard or may be assigned a Yellow School Bus. Buses will pick up and drop off students directly in front of the school building. As a result, we ask that families/guardians who are dropping off and/or picking up students be mindful of the tight traffic situation and plan accordingly.

We also encourage families who drive who pick up their children in the afternoon to arrive no earlier than dismissal time. Announcements and a staggered dismissal sometimes delay students from leaving the building at exactly dismissal time.

<Add School Bus Policy Here>

Inclement Weather Policy

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations, or call 311, for relevant information regarding school cancellation. Prospect Schools will follow the cancellation policies as New York City Public Schools so if New York City Public School buildings are closed, so are Prospect School buildings. You will also receive notification from your student's school directly.

Student Meals

We believe student meals are an essential part of their ability to stay healthy and engaged in their learning. Prospect Schools are pleased to offer our students the option to eat a free school breakfast, snack, and lunch. If a student does not like a particular meal, they may bring in their own. Families/guardians are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Families/guardians should also notify the school of any other food restrictions due to religion or custom.

- Arrival & Breakfast:

3002 Fort Hamilton Parkway | Brooklyn, NY 11218 | P. 347.889.7041

www.brooklynprospect.org

- We believe that it is important to start the day energized. Breakfast will be served daily at arrival and students will have the opportunity to sit with their peers to enjoy a nutritious breakfast to start their day.
- **Lunch:**
 - Lunch is served each academic day. Lunch is a moment where students are free to talk and interact with their peers
- **Breakfast & Lunch Fees:** Prospect Schools partners with the New York City Department of Education to provide breakfast and lunch that is free.

Arrival & Dismissal Procedures

Arrival Procedures

Brooklyn Prospect High School student arrival will take place between **8:15 - 9 am** on all regular school days. Students should enter through **East 2nd Street**. Students riding buses to school should also be dropped off on **East 2nd Street** and escorted to the school building by the bus matron.

Breakfast is served by **NYC DOE SchoolFoods** between **8:15 - 8:50 am**. All students must clean up their area and be ready for the start of class by **8:55 am**.

After School Programming

The Brooklyn Prospect High School Afterschool Program offers Brooklyn Prospect students educational enrichment and recreational activities at the end of every school day. Every day after classes, students have the opportunity to explore their interests while realizing new ones. Afterschool Programming (ASP) will provide academic enrichment following our K - 12 grade enrichment tracks this school year. We are in the process of finalizing program details and offerings, which will be further outlined in our family communications scheduled for July.

All students can enroll in enrichment and academic support programming after school.

Program Overview & Mission

Our afterschool programs are not just about learning and developing skills, they are also a safe haven for students. We provide high-quality extracurricular opportunities that allow students to build confidence, form new and existing friendships, and develop skills to support social-emotional growth. We are committed to ensuring your child's safety and well-being, and our programs are designed to positively impact their life-long passions.

Each student must adhere to the afterschool programs enrollment process before being considered a participant in afterschool programming. Each club will have an established maximum capacity. If a program is full, students will have the opportunity to participate in alternative activities.

Enrichment Focus Areas

- Performing Arts
- Fine Arts
- STEM
- Literacy Enrichment
- Physical Activity
- Health Living
- Leadership
- Homework Help and/or Academic Support

Enrichment Sample Activities

- Drama, Dance, Music
- Visual Art, Photography, Filmmaking
- Coding, Chess, Lego Robotics
- Yearbook, Newspaper, Podcasting
- Intramural Sports, Open Play
- Cooking, Yoga & Meditation
- Student Ambassadors, NJHS, Student Council

Core Tenets

- **Foster** academic, social, and emotional competencies and physical well-being in a safe and nurturing environment.
- **Provide** safe spaces and allow for student exploration and creativity.
- **Build** skills that support academic achievement and self-confidence.
- **Cultivate** youth leadership and community engagement.
- **Engage** youth and development professionals and caregivers to support the overall development of our goals as a community.

After-School Program Emergencies, Drills, and Evacuations

In accordance with state and city regulations, the Brooklyn Prospect After-School Program 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:

<State School Evacuation Site>

After-School Program Attendance Policy

Students must attend school during the school day in order to participate in the After-School Program. If you anticipate your child being repeatedly absent for any reason, please email **Shannon Foley** at sfoley@prospectschools.org. All students participating in the after-school program are required to sign in on the attendance roster each day.

End of After-School Program Pick-up

Students will be dismissed by class and will exit through the main entrance doors should proceed immediately to their destination.

If a student is allowed to be dismissed on their own, please indicate so via the enrollment process and on your enrollment documentation. Students will be dismissed to report home in accordance with dismissal instructions provided in the Enrollment Form.

If a student is not permitted to dismiss on their own, designated ASP administrators are responsible for ensuring the student is released to an authorized adult. The adult must sign the participant out on the attendance sheet. If the staff member does not recognize the adult, they may request a photo ID to verify authorization.

After-School Early Dismissal

Early dismissal for students may be arranged by phone, email or in person. Please include the date and time, a daytime phone number for confirmation and relevant details of the dismissal procedure (for example: independent or being picked up by a parent or designee). Emails should be directed to BPHSMainOffice@prospectschools.org.

Phone calls and hand-written notes should be directed to the After-School Office.

All students leaving early must sign out with the After-School Program Manager and must leave the campus immediately after signing out.

After-School Program Behavior Expectations

The After-School Program is aligned with the behavioral procedures and expectations of the school day. All students enrolled in the After school program will receive an annual community agreements contract that must be signed by parents and returned by the After school Program Manager. Students are expected to conduct themselves safely and responsibly. Families will be contacted if community expectations are not met.

Pricing: Fee for Service & Scholarships

Information on fee schedules and scholarship is forthcoming and will be provided with registration details.

Emergency Procedures

In accordance with state and city regulations, Brooklyn Prospect High School will conduct regularly scheduled lockdown, shelter-in, and evacuation (e.g. fire) drills. For information regarding drill procedures, please contact our main office directly via email BPHSMainOffice@prospectschools.org. In the case of a fire or other emergency that requires an evacuation, the <school name's> evacuation site is:

<address and location of evacuation site>

Building Security and Visitor Policy

Brooklyn Prospect High School is committed to providing a safe learning environment conducive to student learning. As such, student safety is our highest priority. To report any unsafe or criminal behavior in or around the campus, please contact our main office as well as the New York City Police Department's <state local precinct name> which services the area where our campus is located at:

<Address of precinct>
Precinct - <phone number>
Youth Officer - <phone number>32

Brooklyn Prospect Charter Network's visitor policy aims to ensure a safe, secure, and welcoming environment for all students, staff, and visitors by establishing clear procedures and expectations for visitors on school premises. This policy applies to all visitors entering school property during operating hours, including parents, guardians, contractors, volunteers, and community members.

Visitor Entry Requirements:

1. Sign-In Procedures:
 - a. All visitors must enter through the designated main entrance on Fort Hamilton Parkway.
 - b. Visitors must sign in at the reception desk, complete the visitor log, and provide a valid photo ID to the security officer for verification.
 - c. A visitor badge will be issued and must be worn visibly at all times while on school grounds.
 - d. Visitors are to remain at the reception desk until their escort arrives.
2. Authorized Access:
 - a. Roaming is prohibited. All visitors must be in the company of a Brooklyn Prospect Charter staff member at all times.
 - b. Visitors attending scheduled events (conferences, plays, events, etc.) are required to follow the same check-in procedures.

- c. Visitors are permitted only in areas related to the purpose of their visit (e.g., classrooms, offices, or event spaces).

3. Pre-Approved Visits:

- a. Appointments with teachers or staff should be arranged in advance.
- b. Classroom visits are prohibited unless prior approval has been received.
- c. Brooklyn Prospect Charter reserves the right to deny any unscheduled appointments/drop-ins.

4. Visitor Expectations:

- a. Visitors will maintain a positive and respectful attitude toward students and staff.
- b. Disruptive behavior, including loud or inappropriate conduct, is not tolerated and will result in removal from campus.
- c. Visitors are subjected to follow all school safety guidelines, including fire and emergency evacuation protocols.

5. Special Provisions:

- a. Volunteers:
 - i. Regular volunteers should attend a school orientation session to familiarize themselves with policies and procedures.
 - ii. Regular Volunteers are to complete screening and check-in each time they are on campus and must comply with badge-wearing requirements.
- b. Contractors and Maintenance Personnel:
 - i. Contractors must coordinate with the school administration and wear identifiable badges at all times while on campus.
 - ii. Work conducted during school hours will comply with health and safety standards and student safety protocols.
- c. Individuals with Disabilities:
 - i. Visitors requiring special accommodations must inform the security official at the main desk.
 - ii. Brooklyn Prospect Charter will comply with all ADA requirements and do its best to meet the needs of all ADA requests of guests.

6. Enforcement:

- a. Visitors who fail to comply with these policies will be asked to leave the premises immediately.
- b. Repeat violations may result in restricted access to the school.

Non-Local Law Enforcement

This policy is designed to ensure the safety and privacy of students and staff in the event of U.S. Immigration and Customs Enforcement (ICE) – or state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws – presence near or at a Prospect Schools/Brooklyn Prospect Charter School campus. Our procedures comply with all federal, state, and local laws and ethical

obligations, prioritizing the protection of vulnerable students and staff members from immigration enforcement activities.

Detailed ICE response procedures are essential to protect students, particularly those from immigrant families. This policy ensures compliance with legal and ethical standards and prioritizes student safety. While schools are no longer considered "sensitive locations" under Department of Homeland Security guidelines, Prospect Schools/Brooklyn Prospect Charter School has procedures in place to protect our students and maintain a stable learning environment.

These procedures are activated when there is a potential ICE presence at or near the school, such as ICE attempting to enter the building, observing surveillance targeting the school property, or conducting a raid in the area visible to students. The goal is to maintain a safe, controlled environment for all students and staff, and to manage any ICE-related situation with the utmost care, legal compliance, and ethical responsibility. Similar to Prospect Schools' protocol for other emergency drills, we have documented practices and drills that include our Non-Local Law Enforcement protocol.

This policy is in place to ensure that all students, regardless of their immigration status, are treated with dignity, care, and respect. It also serves to protect families from unnecessary harm and disruption caused by ICE enforcement actions at or near school properties.

Legal and Ethical Responsibilities:

- The safety and privacy of students and staff are paramount. All actions taken in response to ICE activity will comply with local, state, and federal laws, including the Family Educational Rights and Privacy Act (FERPA).
- School staff will not provide any student-related information to ICE agents without a valid judicial warrant.

Code of Conduct

Discipline Overview and Philosophy

At Brooklyn Prospect, clear behavioral expectations guide students in developing safe, respectful, and responsible conduct. School staff consistently apply these expectations and use skill-building strategies to support students who need additional help, fostering a positive and inclusive school environment.

All students are held accountable for meeting these expectations and following the school's code of conduct. The discipline policy is designed to reinforce these expectations through education and restorative approaches, not punishment alone.

Brooklyn Prospect is committed to equity in discipline. We do not tolerate discrimination and are actively working to identify and eliminate any disparities in disciplinary practices based on race, ethnicity, gender, disability, or other aspects of identity—both perceived and actual.

Brooklyn Prospect's beliefs and values that guide the discipline policy:

1. All students want to meet the expectations of school. Challenging behaviors indicate that a student does not yet have the skills needed to do so.
2. Support and interventions are an integral part of a comprehensive response to behavior.
3. Zero indifference, not zero tolerance, guides our response to incidents of bullying, bias, harassment, and other behaviors that harm members of the community.
4. Building respectful and supportive relationships within an inclusive and engaged community is foundational to a positive school learning environment.
5. Consistent proactive discipline supports a positive learning environment. Faculty, administrators, staff, students, and families have a responsibility to help prevent problems before they arise and engage in effective early interventions.
6. Students perform best in a warm, predictable, and consistent classroom. Routines and systems throughout the school help students succeed.
7. With guidance from adults and within systems of support, students can demonstrate accountability for their actions, understand their impact on others, repair harm they have caused, and restore relationships.
8. All students can demonstrate appropriate behavior; therefore, the code of conduct is applied universally.

Our goal is to provide a safe, joyful, and culturally responsive learning environment where all students can learn and feel seen. Our discipline policy must be restorative, providing opportunities for students to pause and reflect, recognize the impact their behaviors have on their community, and commit to repairing any harm through positive future actions.

Student disruptions may result in disciplinary action, including in-school or out-of-school suspension, when appropriate. All disciplinary decisions are made with careful consideration of each student's social and emotional well-being, as well as the broader impact on the school community.

The Code of Conduct applies in all school-related settings—including on school grounds, at school-sponsored events, on school buses, and in online or social media activity that affects the school environment. The code will be enforced equitably, without bias related to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, disability (mental, physical, or sensory), or any other legally protected characteristic.

Leveled Disciplinary Tiers

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.

To promote clarity and consistency, behavioral expectations and disciplinary responses are organized into three levels based on the severity, impact, and potential risk of the behavior. These levels apply to both interpersonal conduct and individual actions that affect the school environment.

- Level 1 – Noncompliant or Disruptive Behavior:
Behaviors that interfere with classroom learning or school routines but do not pose a safety risk. Examples include repeated off-task behavior, refusal to follow directions, inappropriate language, or minor misuse of property.
- Level 2 – Harmful, Risky, or Significantly Disruptive Behavior:
Behaviors that create substantial disruption or involve risk to self, others, or the school environment. This includes actions such as verbal threats, harassment, vaping or substance use, or significant misuse of school property.

- Level 3 – Dangerous or Unsafe Behavior:
Serious behaviors that pose a direct threat to health, safety, or well-being. These may include physical violence, possession of weapons or controlled substances, or any conduct that endangers the school community.

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 family/guardian signature or email
- Using inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the discontinuation of the class
- Lying to, giving false information to, failing to provide information regarding other students' violation of the Code of Conduct, and/or misleading school personnel

Consequences for Level One Infractions

Before assigning any consequence, Brooklyn Prospect prioritizes supporting students in learning the skills necessary to contribute to a positive school climate and avoid recurring misbehavior. When students do not meet the expectations outlined in the Brooklyn Prospect Code of Conduct, the school responds in a way that is timely, appropriate, instructive, and consistent.

Interventions and consequences are grouped into three categories, each grounded in student development and accountability:

- Re-teaching: Staff revisit school expectations and core values with students, emphasizing their responsibility to meet these standards and offering strategies to make more constructive choices in the future.
- Reflection: Students are provided time and space to reflect on their behavior, understand its impact on themselves and others, and clarify any misconceptions. This structured opportunity also serves as a moment to reset and re-engage with expectations.
- Restoration: With guidance from staff, students engage in restorative practices as appropriate, such as resolving conflict, repairing harm, and restoring relationships within the school community.

When additional consequences are necessary, they will include, but are not limited to:

- Family outreach or conference
- Referral to the grade-level team or School Leader for further support

- Removal from class as a brief intervention to help the student reset and refocus, with the goal of supporting a successful return to the learning environment
- In-school disciplinary actions (e.g., detention, exclusion from extracurricular activities)
- Implementation of a Behavior Intervention Contract to provide structured support for behavior improvement
- Any other reasonable, non-exclusionary consequence deemed appropriate by school personnel in alignment with the Code of Conduct

All Level 1 behaviors are documented in DeansList, our behavior management platform, to ensure transparency, consistency, and follow-up.

Level 2: Harmful, Risky, or Significantly Disruptive 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 Dignity for All Students Act (“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 or missing class for more than 10 minutes)
- 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:

- Re-teaching, reflection, and/or restoration.
- Parent outreach, including formal warning letters and/or required meetings

- Removal from class
- Referral for School Leader 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 3 Behavior Plan
- Any other consequences that School personnel deem reasonable to address the violation of the Code of Conduct.

Level Three- Dangerous or Unsafe Behavior:

Level Three infractions are those that are immediately and consistently addressed by administrators, including principals and other school leaders, 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 Use

Any student found using, possessing, selling, or distributing alcohol, drugs, vaping devices (including e-cigarettes and vaporizers), drug paraphernalia, or being under the influence of any such substances on school property or at school-related events will face disciplinary action, up to and including expulsion.

All faculty and staff have a responsibility to immediately report any suspected substance use or possession to school leadership, who will promptly take appropriate steps to address the situation.

If there is reasonable suspicion that a student is in possession of or under the influence of alcohol, drugs, tobacco, vaping products, or related paraphernalia—based on smell, behavior, or substantiated peer reports—school leadership will investigate. The student will be referred to the school nurse for evaluation as part of the response. This may include searching the student's personal belongings and locker in accordance with school policies and applicable laws. Disciplinary measures will be applied as appropriate.

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 half inches or more in length fall within this definition.
- Any weapon (including a starter gun, air rifle, "BB" gun, etc.) 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 destructive 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 a gang, 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:

1. Re-teaching, reflection, and/or restoration.
2. Family Notification
3. Referral to Principal and/or the Brooklyn Prospect Disciplinary Committee
4. In-School Suspension or Out-of-School Suspension (short-term or long-term)
5. Referral to law enforcement agency
6. Referral to the CEO, or their designee, who will serve as an unbiased hearing officer may find that long-term suspension or expulsion are appropriate
7. Any other consequences that School personnel deem reasonable to address the violation of the Code of Conduct.

Suspension Policies

Short-Term Suspension

Students receiving a short-term suspension (i.e., 10 days or fewer) by the Principal or their designee will be required to either stay at home or report to a school office for a given period of time in accordance to the behavior. Students who have lost the privilege of being in class with their peers for a short term will not be allowed to return to their classroom school until they have fully served their suspension..

The Principal or their designee will make reasonable attempts by telephone to immediately notify the parent/guardian of the suspension, stating the cause(s) leading to the suspension, the length of suspension, and what the scholar must do to re-enter the school community. The Principal or their designee will send written notification of the short-term suspension to the parent/guardian stating the cause(s) leading to the suspension, the length of suspension, the time and place for alternate education (or plans to identify such time and place), and what the scholar will be asked to do to re-enter the school community, and the parent's right to request an informal conference with the Principal.

When notified about a short-term suspension, a parent has the right to request an informal conference with the Principal and to present the student's version of the incident and provide any evidence related to the behavior leading to the short-term suspension. The school may limit or prohibit questioning of other students if there is good reason to do so (e.g., bullying, harassment, or any other situation that might impact the social, emotional, or physical well-being of a scholar). This hearing will be scheduled as soon as possible and normally within one day. The short-term suspension will stand while the hearing is taking place, although it will be removed from the child's record if the hearing reveals that the suspension decision was made in error.

Long-Term Suspension

When the principal, their designee, or the Brooklyn Prospect Disciplinary Committee determines that a suspension for more than ten days or expulsion may be warranted, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing danger to persons or property or the student's presence may disrupt the academic process. The principal or their designee shall give reasonable written notice to the student and the student's family member(s)/guardian(s) of the Code of Conduct violations student engaged in, the proposed penalty, and the right to a fair hearing within ten days, unless the family member(s) or guardian(s) consent to an adjournment. A student may plead "no contest" or sign a waiver admitting the violation of the Code of Conduct and giving up the right to a fair hearing; the suspension will then go on the student's record. A student can plead no contest by contacting the principal or hearing officer before or during the fair hearing.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable law, will be followed:

1. The student shall immediately be removed from the class or the school, as needed.
2. The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
3. The Principal or the designee shall immediately notify a family or guardian of the student, in person or on the phone.
4. The Principal or the designee shall provide written notice to the student and his or her family(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her families/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal disciplinary hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the family(s) or guardian(s) if it is known to be other than English. The notice will state that at the hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
5. The school will attempt to reach the family by phone call to discuss the hearing.
 - In advance of the hearing, statements and a witness list will be provided to the student's family/counsel.
 - In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the student's family/counsel. If necessary, records will be redacted in accordance with FERPA.
6. The school will set a date for the hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:
 - a) Charges and a description of the circumstances that gave rise to the hearing
 - b) Date, time, and place of a hearing
 - c) Notice of the right at the hearing to:
 - Be represented by legal counsel (at the student's/families/guardian's own expense)
 - Present evidence/witnesses and question evidence/witnesses

- Notice that an electronic or written record of the proceedings will be created and made available to all parties.

The CEO or their designee shall serve as the hearing officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent(s)/guardian(s), and the school's Board of Trustees. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice, the hearing shall take place regardless, and the Hearing Officer shall make a decision based on information at hand.

Appeals and/or Complaints

Appeals are heard by members of the BPCS Board of Trustees upon any of the three following grounds:

1. **Facts are in dispute**, for example, the student did not do what the school is alleging;
2. **Process was inappropriate**, the school faculty or administration did not follow reasonable process and/or the policies and procedures set out by the student handbook. This must be a material breach; and/or
3. **Consequence is not appropriate for the infraction**; the punishment is not in alignment with the discipline policy outlined in the student handbook.

A request for an appeal must be received by the school's board chair within two weeks of the Hearing Officer's written decision. Upon receipt of such a request, an appeal panel composed of no less than three trustees who were not involved in the hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the hearing. In rendering its decision, the panel may consult the transcript of the hearing and any evidence submitted in connection with it. The panel will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education. If the student and family(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the panel shall provide a written ruling on information at hand.

Provision of Services During Suspension Period

In accordance with applicable law, Brooklyn Prospect will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the school's general curriculum.

Alternative instruction shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room at the school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

Dignity for All Students Act (DASA)

Brooklyn Prospect Charter School and its Board of Trustees (“Board”) are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State’s “Dignity for All Students Act” (“DASA”) the School affirms that all students have the right to attend a safe and supportive school environment free of bullying, bias, physical harm, harassment and/or discrimination based on real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender identity/expression. Our policies and practices will ensure that all students have equal access to their education and a sense of belonging in their school community.

The School will actively respond to incidents that violate this policy in order to stop the behavior from continuing and to prevent it from recurring. This includes promptly addressing reported incidents of bullying, bias, harassment and/or discrimination by employees or students on school property or at a school function.

In addition, Brooklyn Prospect reserves the right to discipline students, consistent with our Discipline Policy, who engage in bullying or harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system. This includes written, physical, and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Respect for All Liaison

The Principals at each school are responsible for designating a staff member at each school to serve as that school's Respect for All Liaison (also referred to as the “Dignity Act Coordinator” as in the Dignity for All Students Act).

The Respect for All Liaison varies by School but could be Director of Student Support Services, Social Worker, School Counselor, Associate Director of Student Supports/ Student Affairs Manager or other school representative who is trained and supported by the Network Director of Student Experience and Support Services to use best practices to promote an inclusive and safe learning environment. Following network procedures, the Respect for All Liaison 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 Liaison also serves as their school's Title IX Coordinator.

Bullying

Bullying is strictly prohibited on school property and at any school function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or create a risk disruption within the School environment. “Bullying” for the

purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying: "Cyberbullying" means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks. ("Intentional action" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s). This policy includes Bullying of students (by other students, employees, volunteers and visitors) and by students (of employees, volunteers and visitors). Bullying by students will result in discipline, up to and including expulsion. Bullying by employees will result in disciplinary action, up to and including termination of employment

Harassment and Discrimination (Title IX – Sexual Harassment)

All students are entitled to a learning environment free from harassment and Discrimination. No student or employee shall be subjected to discrimination or harassment by other students, Employees or visitors on the basis of physical, cultural or even social differences, including, without limitation based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, marital status, partnership status, age, disability, military status, sexual orientation, sex, gender identity, gender, or any other legally protected status. "Harassment" includes any action (verbal or physical) which tends to create a hostile environment (including Bullying and Cyberbullying) and has substantially interfered with a student's educational opportunities or benefits or the terms and conditions of an employee's employment, reasonably causes a student or employee to fear for his or her physical safety, or reasonably poses a risk to a student's or employee's physical or emotional well-being. Just like Bullying, Harassment that occurs off School Property is prohibited when the effects of such conduct would reasonably be expected to impact the educational process or create risk of disruption within the School environment. Harassment by students will result in discipline, up to and including expulsion. Harassment by employees will result in disciplinary action, up to and including termination of employment. Prospect Schools value and embrace its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, weight, national origin, ethnic group, religion, religious practice, disability, marital status, partnership status, age, disability, military status, sexual orientation, sex, gender identity, or gender, or any other legally protected status. If a student or their family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's families or guardian should contact a School Leader or adult the student feels comfortable with to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

Title IX of the Education Amendments of 1972, the federal law , which prohibits gender-based discrimination and sexual harassment in schools, is included in our DASA policies and practices. Brooklyn Prospect does not tolerate sexual harassment by any of its students or staff, either in school or online. Sexual harassment is defined as any unwanted and unwelcome sexual behavior that significantly interferes with a student's access to educational opportunities.

Reporting of Incidents

Under the management of the Respect for All Liaison, 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 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.

Academic Honesty

Brooklyn Prospect's 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 policy 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 Brooklyn Prospect community are responsible for acting in accordance with the provisions of this policy. Families and students cement their commitment to this policy by signing the Brooklyn Prospect Academic Honesty [agreement](#) annually.

Statement of Philosophy

Brooklyn Prospect's 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 fulfill our mission of being a college preparatory high school, the BPHS community must promote and maintain the values of academic honesty and integrity.

The goals of addressing academic misconduct through a formal policy include:

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- 1) Setting clear expectations for students and staff around academic integrity and misconduct;
- 2) Reducing the occurrence of misconduct, by holding students accountable for making corrections and disincentivizing recurring misconduct through escalating consequences and academic supports;
- 3) Addressing harm and breaches of trust caused by misconduct;
- 4) Ensuring that work submitted to the BPHS gradebook and the IB Organization is authentically a representation of the student's work.

Students are responsible for:

- Understanding the types of conduct that are deemed unacceptable and, therefore, are prohibited by this policy.
- Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, or lying.
- Responsible for monitoring their own academic work for plagiarism and academic dishonesty through active use of Turnitin.com, including but not limited to checking their work for plagiarism before submitting work for grading.
- 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 Brooklyn Prospect 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 policy or its spirit has taken place to the faculty member responsible for instruction, or to a member of the Brooklyn Prospect 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 cite sources correctly and how to write works cited pages.
- 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 policy when handling suspected instances of academic dishonesty.
- Whenever possible, insist 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 policy 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 (school culture team).
- Evaluating the effectiveness of the measures taken by teachers to promote academic integrity and making suggestions for improved practice.

Families are responsible for:

- Teaching their student to assume responsibility for learning;
- Reading and understanding the Academic Honesty Policy;
- Promoting proper student conduct and learning;
- Helping to avoid academic dishonesty by verifying the source of information used to complete an assignment or paper to ensure authenticity, originality (where appropriate) and proper attribution.
- Assisting the school with proper consequences for students found in violation of the Academic Honesty Policy;
- Meeting with school officials to discuss matters related to discipline.

Levels of Misconduct

Type A	Type B	Type C
Incorrect citation practice	Non-disputable* forms of academic misconduct	Misconduct involving multiple students, other egregious acts, or failure to authenticate, which may require a committee meeting
Incomplete or missing citations (some attempt provided)	Plagiarism (including chat GPT) Duplicate submission of work (self-plagiarism) <small>*Non-disputable in the sense that detecting the instance of academic misconduct also provides concrete evidence of it (Turnitin reports, academic records, etc)</small>	Collusion (students complete independent task collaboratively) Cheating (student references notes or work of other students in closed note setting) Use of prohibited resources or tools (Chat GPT, AI, PhotoMath, translation websites, etc) without non-disputable proof

		<p>Sabotage (student interferes, deletes, or destroys another student's work)</p> <p>Theft of exam materials</p> <p>Failure to authenticate assessment as student's own work (i.e. student suddenly produces long term assessment/project with no record of how it was completed)</p>
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IB Assessment Clause

If a student engages in Type B or C instances of misconduct on an IB assessment, the student will be required to submit an appeal to the IB Coordinator in order to submit the resubmitted assessment to the IBO. In most cases, significant academic misconduct on an IB assessment requires the assessment to be redone. The IB Coordinator will review the student's record of academic misconduct, the nature of the appealed instance of misconduct, and any commentary the student provides in the appeal itself to determine if the student will be able to submit an authentic assessment by the relevant deadlines. As needed, the IB Coordinator will set additional requirements or recommendations to support the student in completing the new assessment with fidelity.

The new assessment will be sent to the IB Organization with the teacher's signature/attestation, so long as there is time for the student to submit the work for regrading. The opportunity to redo the assessment can only be granted if the full process for the component can be honored. The IB Coordinator and the responsible teacher will work together to determine the timeline for grading and resubmission.

If the student chooses not to submit an appeal after academic misconduct has been found, or if the IB Coordinator determines that the assessment cannot be submitted for any reason (including timing), the impacted assessment will not be submitted to the IBO for grading. The student will not be able to sit for IB exams in that course, and therefore cannot receive IB credit for that course or an IB diploma if previously eligible. If this decision is made after January 1st, students will be unable to receive a refund from the IB Organization for exam fees.

See the IBO's guidance around fostering academic integrity (and the school's responsibility for maintaining consequences for academic misconduct [here](#)).

Definitions of Academic Dishonesty

Cheating

Definition: Using or attempting to use unauthorized materials, information, notes, study aides or other devices, or obtaining unauthorized assistance from any other source for work submitted as one's own individual efforts in any class, assignment, or examination.

Examples of cheating include, but are not limited to:

- Copying from another student's paper or test, or receiving assistance from another person during a test, exam, or other assignment in a manner not authorized by the instructor;
- Possessing, buying, selling, removing, receiving, or using at any time or in any manner not previously authorized by the teacher a copy or copies of any test, exam, or other materials intended to be used as an instrument of evaluation in advance of its administration;
- Using material or equipment not authorized by the teacher during a test, exam, or other academic evaluation, such as a calculator, tape recorder, or cell phone;
- Working with another or others on any test, exam, or take home test or exam, computer or laboratory work, or any other assignment when the instructor has required independent or unaided effort;
- Submitting, without prior permission, the same academic work that has been submitted in identical or similar form in another class, or in fulfillment of any other academic requirement at Brooklyn Prospect.

Plagiarism

Definition: Representing orally or in writing, in any academic assignment or exercise, the words, ideas or works of another as one's own without customary and proper acknowledgment of the source.

Examples of plagiarism include but are not limited to:

- Submitting material or work for evaluation, in whole or in part, which has been prepared by another individual(s) or commercial services;
- Directly quoting from a source without the customary or proper citation;
- Paraphrasing or summarizing another's work without acknowledging the source.

Teachers may request that written work be submitted electronically so assignments can be evaluated by an internet plagiarism prevention system.

Facilitating Academic Dishonesty

Definition: Helping or attempting to help another person commit an act of academic dishonesty.

Examples of facilitating academic dishonesty include but are not limited to:

- Providing assistance to another during a test, exam, or other assignment in a manner not authorized by the instructor;
- Providing specific information about a recently given or future test, exam or other assignment to another student who thereby gains an unfair advantage in an academic evaluation;
- Permitting one's academic work to be represented as the work of another;
- Preparing for sale, barter or loan to another such items as unauthorized papers or notes.

Abuse Of Academic Materials

Definition: Destroying, altering or making inaccessible academic resource materials

Examples of abuse of academic materials include, but are not limited to:

- Destroying, altering, or otherwise making unavailable for common use library, computer, or other academic reference materials;
- Destroying, altering, or otherwise making unavailable another's notes, experiments computer programs, or other academic work.

Stealing Academic Materials

Definition: Taking, attempting to take, or withholding the property of another thereby permanently or temporarily depriving the owner of its use or possession.

Examples of stealing academic materials include, but are not limited to:

- Unauthorized removal, copying, or use of library materials, examinations, computer programs, or any other academic materials, including obtaining advanced access to an examination through collusion with another;
- Unauthorized taking, copying or using another's academic work, such as papers, computer programs, laboratory experiments, or research results.

Lying Related to Academic Matters

Definition: Making any oral or written statement related to academic matters which the individual knows, or should know to be untrue.

Examples of lying related to academic matters include, but are not limited to:

- Making a false statement to any instructor or other Brooklyn Prospect employee in an attempt to gain an advantage or exception;
- Inventing or counterfeiting data, research results, research procedures or other information;
- Citing a false source for referenced material;

- Altering the record of data or experimental procedures or results;
- Altering grade reports, class attendance records, course registration, or other academic records;
- Submitting false excuses for absences;
- Altering a returned test, exam, or other assignment and seeking re-grading without indicating that the returned paper or work had been changed.

Penalties

All Academic Honesty violations are considered Level Two offenses. Depending on the type of Academic Misconduct, consequences vary:

Type	Consequence
Type A	<ol style="list-style-type: none"> 1. For incorrect citation practice, student will earn a 45 in Infinite Campus (IC) with a short text comment explaining why until citations have been corrected. 2. When the citations are corrected, teacher will adjust the grade accordingly. 3. This will be logged in DeansList. Follow up will occur if a pattern emerges.
Type B	<ol style="list-style-type: none"> 1. Student will have a conversation with their teacher. 2. Teacher will enter a 45 in the gradebook for the assignment: <ol style="list-style-type: none"> a. If this is the student's first instance, student will be able to resubmit on a timeline determined by their teacher. There is a 15% grade deduction because of the misconduct. b. If this is the student's second instance, student will be able to resubmit on a timeline determined by their teacher. There is a 25% grade deduction because of the misconduct. c. If this is the student's third instance, student will NOT be able to resubmit the assignment. The grade remains a 45. The student is not eligible for resubmission for a BP grade. d. If the work involves an IB internal component or assessment, the student must submit an appeal form in order to submit the (resubmitted/revised) assessment to the IBO.
Type C	<ol style="list-style-type: none"> 1. This form of academic misconduct will lead to an investigation, student interview, and, in some cases, a committee hearing.

Discipline of Students with Special Needs

Students with IEPs or 504 plans (referred to collectively as students with disabilities or SWDs) who are subject to discipline are afforded specific protections under federal and state law and regulations and NYCPS policy. Every reasonable effort must be made to correct student behavior

through interventions and supports. Such supports and interventions should be used both as a preventative measure, and, where disciplinary action is warranted, in connection with the discipline. If disciplinary action is warranted, a Manifestation Determination Review (MDR) must be conducted in certain circumstances to ensure that a SWD is not being disciplined for behavior (i) that has a direct and substantial relationship to the student's disability and/ or (ii) that is a direct result of a school's failure to implement the student's IEP.

Disciplinary Removals

A student with a disability cannot be removed from his/her classroom for disciplinary reasons, except as a result of a teacher removal, principal's suspension or CASO/CEO's suspension. All procedural due process requirements must be followed when these disciplinary removals are imposed.

While these due process procedures (including MDRs) are being implemented, the student must remain in his/her classroom setting and may not be removed until after the suspension hearing/conference and associated MDR have taken place, unless the student was removed prior to the hearing/conference.

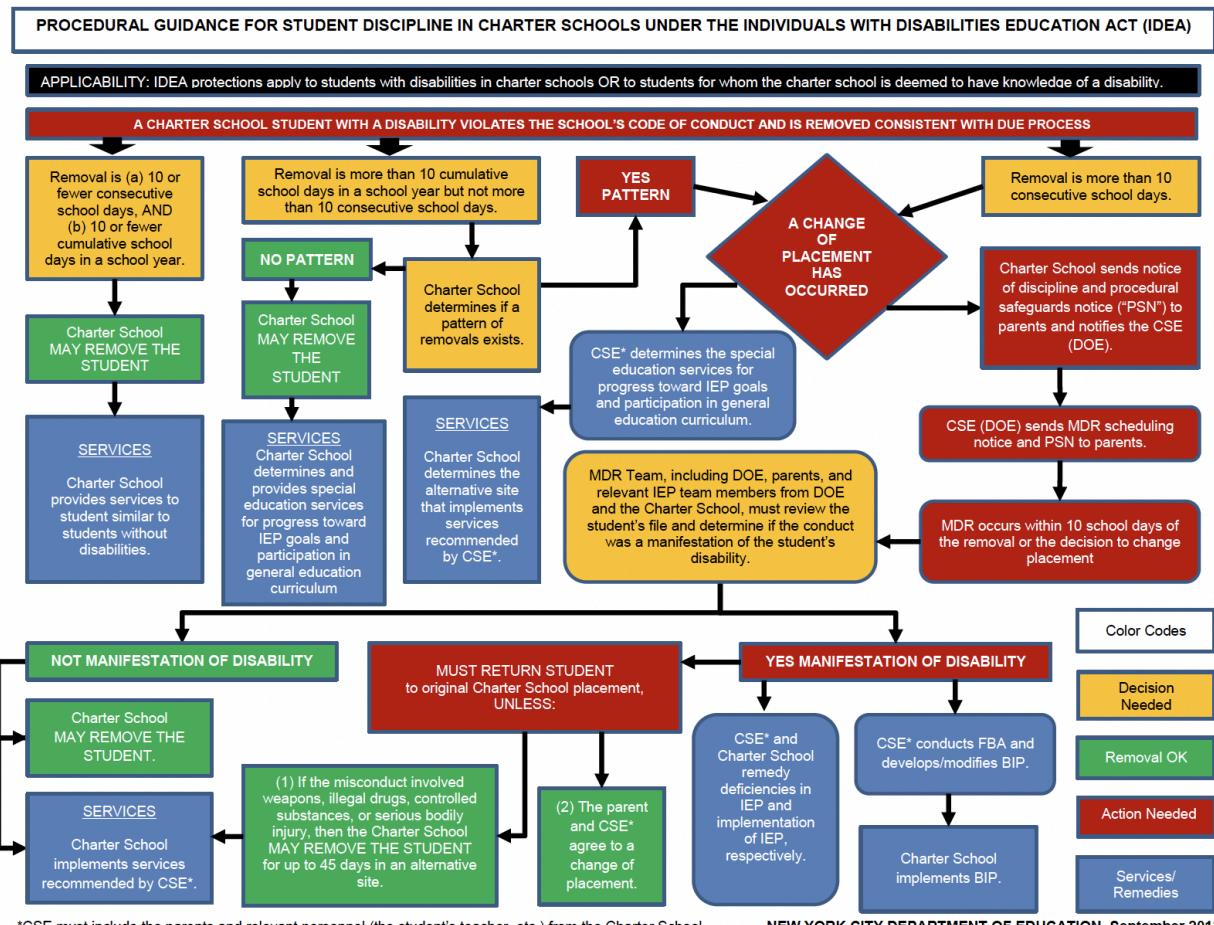
All teacher removals, principal's suspensions, and CASO/CEO suspensions must be entered into DeansList at the time the decision is made to remove the student or impose the removal.

Students Requiring a Manifestation Determination Review (MDR)

An MDR must be conducted for any student with an IEP or 504 Plan who is subject to a disciplinary change of placement, as defined in this section. If a student does not have an IEP or 504 Plan, but the DOE is "deemed to know" that the student is a student with a disability under the IDEA, the student is entitled to the same due process protections as a student with an IEP who is subject to disciplinary removal. See "Deemed to Know" below. Disciplinary Change of Placement A disciplinary change of placement occurs if a student with a disability is removed from his/her current education program:

- For more than 10 consecutive school days as a result of a superintendent's suspension; or
- For more than 10 cumulative school days in a school year as a result of multiple disciplinary removals that constitute a "pattern of removals," defined as follows:
Removals constitute a pattern when they accumulate to more than 10 school days in a school year and the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals

MDR Flowchart:



Student interview and Searches

Student Interview:

Student interview: School staff may question or interview students and/or take statements from students regarding violations or potential violations of the Code of Conduct without the consent or presence of families or legal guardians unless otherwise required by law

Student Searches:

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

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

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

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

Student Rights and Responsibilities

Freedom of Expression

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

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

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

Off-Campus events

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

Respectful Environment Policy

Brooklyn Prospect is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on Brooklyn Prospect property and at school functions. For the purposes of this

policy, "public" shall mean all persons when on school property or attending a school function including students, staff, families and other visitors. All persons on Brooklyn Prospect property or attending a Brooklyn Prospect function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- intentionally injure any person or threaten to do so.
- intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- disrupt classes, school programs or other school activities.
- intimidate or harass any person
- enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- obstruct free movement of any person on school property or at school functions
- violate the traffic laws, parking regulations or other restrictions on vehicles.
- violate the prohibition on alcohol, drugs, and other illegal substances.
- violate the prohibition on tobacco and smoking.
- violate the prohibition on weapons, firearms and dangerous objects.
- loiter on school property
- gamble on school property or at school functions.
- refuse to comply with any reasonable order of school officials performing their duties.
- willfully incite others to commit any of the acts prohibited by the Code.
- violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

Students who violate this policy shall be subject to penalties contained in the Brooklyn Prospect's Code of Conduct. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The CEO, Principal or his/her designee is responsible for enforcing the conduct required by this section of the Handbook. Brooklyn Prospect reserves the right to restrict visitor access to the building for failure to comply with this policy or school rules. In addition, visitor conduct may be reported to law enforcement at the discretion of school administration.

Student Culture

Student Athletics Expectations

The 6–12 athletic programs at Prospect Schools are designed to support our commitment to student academic achievement and personal growth. Athletics serve as a powerful platform for student-athletes to develop life-long skills such as leadership, self-discipline, teamwork, and healthy living. These programs aim to empower student-athletes to pursue excellence in all areas—academic, athletic, and personal.

At Brooklyn Prospect High School student-athletes represent the school in leadership, athletic performance, and competitive roles through co-curricular activities. As such, they are expected to serve as exemplary role models both on and off the field. Participation in athletics is not only about improving sports-specific skill sets but also about building relationships, strengthening leadership abilities, and achieving optimal physical health.

The Prospect Schools Athletics Department is committed to providing equitable opportunities for all student-athletes. Our coaching staff is dedicated to upholding core values such as excellent sportsmanship, fair play, ethical conduct, institutional accountability, and the overall health and welfare of our student-athletes.

As a student-athlete at BPHS, you are expected to:

- Adhere to all rules and expectations set by your coaches and the school
- Participate enthusiastically on your team and within the broader school community
- Accept and embrace your role as a positive role model for peers
- Demonstrate dignity and grace in both victory and defeat
- Maintain academic performance and meet grade expectations
- Maintain consistent attendance in both school and individual classes

Displaying leadership and good sportsmanship is not just encouraged—it is essential. Through your conduct, you represent not just yourself, but your team, your coaches, and the entire school community.

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, meets or tryouts if they have any failing grades.

Behavioral Prerequisites for Athletic Performance:

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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.

DASA (Dignity for All Students Act)

Brooklyn Prospect High School forbids any violation of our DACA policy. Any reports will be handled by the school liaison, followed by consequences from the school and can affect athletic status.

Parent-Guardian/Coach Relationship:

As parents, when a student-athlete becomes involved in our program, you have a right to understand, through proper communication, what expectations are placed on the student-athlete by the coaches. These expectations are announced in the students sports contract: Which varies from each team. Please ask the coach for their sports contract.

As the student-athlete becomes involved in the athletic programs at Brooklyn Prospect High School, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you and your student-athlete may wish. During these moments, discussions with the coach and athletic director are encouraged. However, we must remember, Coaches are professionals. As professionals, they reserve the right to make decisions based on what they believe to be best for the team and all students involved.

Appropriate concerns to discuss with coaches:

1. Ways to help your student-athlete improve.
2. Concerns about your student-athlete's behavior.

Issues not appropriate to discuss with coaches:

1. Contest playing time.
2. Team strategy.
3. Playcalling.
4. Other student-athletes.

There are a number of situations that may require a conference/meeting between the coach and the parent. These meetings/conferences are encouraged. When an issue arises, the following procedure should be utilized to help promote and foster a resolution to the issue that is being vocalized. The Athletic Department; however, prefers that the student-athlete be the person that makes the initial point of contact.

In that space, we ask that you observe the order of this line of communication if you or your student-athlete elects to pursue having a conference/meeting to discuss a concern/issue you may have regarding the athletic program:

1. Head and/or Assistant Coach
2. Athletic Director and/or Head Coach
3. Principal and/or Athletic Director

If you have a concern to discuss with a coach, the procedure should follow:

1. Call the athletic director to set up an appointment with the coach.

- a. Please **DO NOT** attempt to confront a coach before or after a contest or practice. (These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.)
2. If a discussion is required; this is between you, the coach and your student-athlete. The next step:
 - a. What can a parent do if the meeting with the coach did not provide a satisfactory resolution?
 - i. Call and set an appointment with the Athletic Director to discuss the situation.
 - ii. At this meeting, the appropriate next step can be determined.

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, as a program, we are better able to accept the actions of the other and provide greater benefit to children.

At Brooklyn Prospect High School we offer the following athletic programs/sports:

- <School Updates>
- <School Updates>

Clubs

At Brooklyn Prospect High School we offer a variety of clubs for our students to engage in. We believe clubs provide our students a space to explore their passion and create connections with their peers. Students who participate in clubs are expected to maintain the same school based expectations when they participate in clubs.

Displaying leadership is very important for all students who participate in clubs. As club participants at Brooklyn Prospect High School students should maintain the following expectations:

- Adherence to the rules set by the club teachers and the school
- Enthusiastic participation on team and at school
- Acceptance of responsibility as member of the club
- Demonstration of dignity and grace, for self and others

High School Dress Code

All students are required to arrive at school in full accordance with our dress code. The dress code must be adhered to for the entire school day. The final decision concerning the appropriateness of clothing will be made by the school administration. Parents of students who arrive in school out of dress code will be contacted to bring a change of clothes.



Shoes must cover full sole of the foot and allow for safe movement. Lab and PE activities require close-toed shoes.



PLEASE NOTE:

- Students do not change for physical education.
- Shorts, skirts, skorts, (and any slits) must be no higher than four inches above the knee.
- No flip-flops or slides are allowed due to their potential to cause accidents.
- Hoods may not be worn inside the building; this includes hats or other types of headgear (includes boys and girls). Only head coverings as part of a religious belief or medical need will be allowed.
- All pants, shorts, skirts, and skorts must be worn at the waist. While shirts are not required to be tucked in, a belt is required if pants, shorts, etc. do not remain at the waist. Trousers, shorts, etc. must be solid, and cannot have stripes, logos, imprints, etc.

Student Remote Learning Accommodation Policy

We know that we can best serve our students' educational success and socio-emotional well-being by providing them with in-person instruction. In rare circumstances, Students may apply for an accommodation for bedside. It is important to note that we only grant remote learning under very rare extenuating circumstances, as our staffing and structures are designed for in-person instruction.

The only circumstances under which enrollment in remote learning will be granted are:

- If a student is deemed at increased risk of severe illness by a medical professional in accordance with state criteria and submits approved documentation to the school detailing the risk.
- There is a state or local requirement that the student is allowed to participate in remote learning (for example, certain cities/states may require exceptions for temporarily displaced students).

Special Education Programming and Services

Section 504 Plans

Section 504 of The Rehabilitation Act of 1973 ([Open external link](#)) requires public schools to offer accommodations for eligible students with disabilities. These accommodations help students with special health needs to participate in New York City Public Schools (NYCPS) programs and activities on an equal basis with their peers who do not have disabilities.

NYCPS program or activity means those sponsored by NYCPS, including PA/PTA sponsored after-school programs or extracurricular activities in a NYCPS building. Parents who have questions or are concerned about their child's access to a NYCPS or non-NYCPS extracurricular program may contact their school **504 Coordinator** or principal, Health Director ([Open external link](#)), or email 504Questions@schools.nyc.gov ([Open external link](#)).

Eligibility

Your child may be eligible for health services and/or other types of accommodations.

Students qualify for 504 Accommodations if:

- They have a physical or mental impairment; and
- The impairment substantially limits at least one major life activity.

Some examples of physical or mental impairments are physical disabilities, health conditions, mental disorders, and learning disabilities.

Short term impairments (like a broken leg) may qualify a student for 504 accommodations. Such accommodations vary depending on how long the impairment lasts, and how limiting it is. Episodic impairments (like asthma) may qualify a student for 504 accommodations. Students are qualified if the impairment substantially limits a major life activity when it is active.

Examples of Major Life Activities:

Caring for oneself, communicating, bending, breathing, doing tasks with one's hands, eating, focusing, hearing, learning, lifting, major bodily functions, reading, seeing, sleeping, speaking, standing, thinking, walking, working.

The major life activity substantially limited need not be "learning" for a student to be eligible for 504 accommodations.

Once the correct forms are submitted to the school (described below), each student's case is reviewed individually.

The 504 Coordinator will contact you to schedule a meeting. As explained below, you will be part of the school-based 504 Team that meets to discuss your request and other relevant information about your child and decides if your child is eligible for accommodations and if so, which accommodations are appropriate.

If you would like interpretation services at the 504 meeting, please inform your school's 504 Coordinator.

Steps After Parent Submits 504 Accommodation Request, and Review Process

Who goes to the 504 accommodations meeting (504 Team meeting)?

The 504 Team meeting is attended by the parent, and people who know your child's abilities. They understand the information that is being reviewed and know the types of accommodations that may meet your child's needs.

The 504 meeting must also include at least one person in each category below who can:

- Talk about your child's abilities and skills. (For example, your child's teacher or guidance counselor may attend.)
- Interpret reports or evaluations. (For example, the school social worker or nurse may attend.)
- Share information about the accommodations that may meet your child's needs. (For example, the 504 Coordinator)
- Where health services are requested, the school nurse, or Office of School Health member (e.g., Borough Nursing Director, Nursing Supervisor, Diabetes Team Member, health care provider) must be a member of the 504 Team.

If you would like interpretation services at the 504 Team meeting, please inform your school's 504 Coordinator.

Diabetes: Interim Care Meeting

As soon as possible, and no later than 5 school days (unless additional time is necessary to accommodate a parent's schedule) after NYCPS' receipt of the Diabetes Medication Administration Form, the school will convene a meeting with the parent, a school administrator, the 504 Coordinator, school nurse, and if possible Office of School Health member (e.g., Borough Nursing Director, Nursing Supervisor, Diabetes Team Member, health care provider), to discuss the student's needs between when the Diabetes MAF is complete and ready to implement and when a final 504 Plan is signed and implemented, such as staff training on hypo- and hyperglycemia, blood glucose monitoring, insulin administration, and accommodations such as access to food and water during the school day.

What Information is Reviewed at the Meeting?

The 504 team will review information which comes from different sources, such as your child's tests, observations, work samples, report cards, and medical records. This will help the Team understand your child's abilities, achievement, behaviors, and health needs. Parents and school staff may bring any information they believe best describes the child's abilities and needs.

Diagnosis and Suggestions from Your Child's Doctor

Your child's doctor must complete the Medical Accommodations Request Form. The doctor may suggest that the school provide certain accommodations. The 504 Team will decide if the suggested accommodations are appropriate, and if so, how to provide them at school.

If your child is determined eligible for accommodations, the 504 Coordinator fills in the 504 Accommodation Plan Template (504 Plan) with 504 Team (including parent) input and based upon the relevant documentation described above. The 504 Plan is a roadmap that describes in detail the accommodations your child will receive in the least restrictive environment at school and, as relevant, in other NYCPS programs and activities.

No 504 Plan may be implemented without written parental consent, which is typically provided at the 504 Team meeting where the Plan is completed or soon thereafter.

If you would like translation of the 504 Plan and/or notices, please inform your school's 504 Coordinator.

For more information and answers to frequently asked questions, review the 504 Accommodations: Student & Family Guide and Chancellor's Regulation A-710 (Section 504 Policies and Procedures for Students).

Individualized Education Plan (IEP)

The Individualized Education Program (IEP) is a written statement of our plan to provide your child with a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Please speak with your IEP team if you would like an interpreter at your child's IEP meeting, or if you would like a translation of your child's IEP assessments, or notices.

Eligibility

The IEP team, which includes you the parent, will determine if your child is eligible for special education services and requires an IEP.

Eligibility for Preschool-Age Children (Age 3-5)

- Your child meets the criteria for one or more of the 13 disability classifications as defined by the New York State Education Department's Regulations of the Commissioner of Education: Part 200; and
- The disability affects your child's performance in school and/or ability to benefit from the general education curriculum.

If your child is not eligible, an IEP will not be developed. Instead, information from the evaluation will be given to the principal of your child's school. The principal can work with staff to help your child.

Disability Classifications

Students must be eligible for one of the 13 disability classifications as defined by the New York State Education Department's Regulations of the Commissioner of Education: Part 200.

Contents of the IEP

Your child's IEP includes information about your child, and the unique strengths and needs that are considered to develop a plan of the appropriate special education supports and services that will allow your child to access, participate and progress in the general education curriculum.

The following are major sections of the IEP:

Present Levels of Performance

A description of how your child is currently doing in school. This includes:

- Evaluation results
- Academic achievement
- Social development
- Physical development
- Management needs

If your child requires an accessible school building this will also be noted in this section.

Measurable Annual Goals

Academic, social, behavioral, and/or physical goals that can be reasonably met in a school year.

Progress Reports

A description of when you will receive updates on your child's progress.

Recommended Special Education Programs and Services

A list of the programs and services your child requires in order to access, participate and progress in the general education curriculum. This includes the date the programs and services will begin, how often they will be provided, where they will be provided (in the classroom or another school location), and the length of each session.

Participation with Students without Disabilities

The extent to which your child will participate in general education classes and other school activities with his/her non-disabled peers.

Participation in State and District-Wide Assessment

This section identifies if your child will participate in the same State and district-wide assessments that are given to general education students or if your child will participate in alternate assessments for students with severe cognitive disabilities. Regardless of the type of assessment in which your child participates, s/he may have testing accommodations.

Consenting to Services

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After the IEP is developed, the IEP team will ask you for written permission to start services. We will not arrange for any services to be provided until we receive your informed consent to do so. You can withdraw your consent for special education services at any time. After withdrawing consent, you have the right to change your mind. If you later decide you want your child to be evaluated for special education services, you must write a new letter and give it to the school.

A re-evaluation can also be requested by you or school staff but will not take place more than once a year unless you and the NYCPSS agree otherwise in writing.

Related Services

Your child's IEP may recommend related services in the classroom, where related service providers can work with teachers, paraprofessionals, and other adults to support students; or your child's IEP may recommend related services in other locations in the school. Your child's IEP may recommend related services one-on-one or in a small group.

Types of Related Services

The following related services may be offered to students with Individualized Education Programs (IEPs) or Individualized Education Service Program (IESP). Work with your child's IEP team or CSE to determine which, if any, services are appropriate for your child.

Assistive Technology Services

Assistive Technology helps students use their school materials and allows them to communicate.

Counseling

Helps students improve their social, emotional, and coping skills. Goals may address appropriate school behavior and self-control, peer relationships, conflict resolution, and low self-esteem.

Hearing Education Services

Helps students who are deaf or hard of hearing improve their communication skills. Goals may focus on speech-reading (also known as lip-reading), auditory training, and language development

Occupational Therapy

Helps students develop eye and hand control and use information from the senses and attention to improve life skills such as eating, self-care, problem solving, and social skills.

Orientation and Mobility Services

Helps students with visual impairments improve their ability to be aware of and move safely in their environments.

Physical Therapy

Gives students independence in classrooms, the gym, the playground, bathrooms, hallways and staircases. Therapists will help students develop physical skills, such as:

- Gross motor control (large-muscle movement control);

- Ambulation (moving from place to place);
- Balance; and
- Coordination.

School Nurse Services

Helps students who have health-related needs stay safe and participate in school.

Sign Language Interpreter

Assigns a classroom sign language interpreter who provides access to academic and social interaction between teachers, staff and students.

Speech/Language Therapy

Helps students develop listening and speaking skills. Goals may address:

- Auditory processing (understanding and using the sounds of language)
- Phonological skills (organizing speech sounds)
- Comprehension (understanding language)
- Articulation (forming clear sounds in speech)
- Social language skills

Vision Education Services

Helps students who are blind or have visual impairments to use braille.

Multilingual Learner /English Language Learner

Brooklyn Prospect High School is committed to serving students identified as Multilingual Learners (MLs), also referred to as English Language Learners (ELLs). The goal of all programming is that the ML/ELL students achieve proficiency in listening, speaking, reading and writing in the English language. Brooklyn Prospect High School offers a structured English immersion program, where ML/ELL students experience the vast majority of instruction in English. MLs/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.

Upon enrollment, Prospect Schools completes the ML/ELL identification process in alignment with New York State law. Students who are identified as potential Multilingual Learners take the NYSITELL. Families are notified before the student takes the NYSITELL and also notified about the students' results on the NYSITELL.

All ML/ELL students take the NYSESLAT each spring. The NYSESLAT is a state assessment that measures students English proficiency in Listening, Speaking, Reading, and Writing. Families are notified of students' results on the NYSESLAT during the following September.

Families of ML/ELL students may contact our ML/ELL Coordinator, Jack Tucker at jtucker@prospectschools.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. Brooklyn Prospect High School faculty will use phone interpretation services and/or multilingual staff members to communicate with families in each family's preferred language.

Child Abuse and Neglect Policy

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

Student Use of Tech Policy

Cell Phone Policy

Use of Technology, Electronic Devices and Phones at School

To ensure a focused and safe learning environment, our school follows New York State's **Distraction-Free School Environment Law** and enforces the following rules regarding student use of personal electronic devices:

General Policy

Students are **not permitted to use personal internet-enabled electronic devices** (including but not limited to cell phones, smart watches, tablets) from arrival until dismissal, unless explicitly authorized by school staff for one of the approved purposes below.

Permitted Use (with Staff Authorization)

Personal electronic devices may only be used during the school day for the following purposes:

- **Educational use** as part of a teacher-directed lesson.
- **Health and medical needs**, including device use required by a medical condition.
- **Special education support**, as detailed in an approved IEP or Section 504 Plan.
- **Emergency situations** as determined by school staff.
- On a case-by-case basis, School psychologists, social workers, or counselors may permit use by students who are **caregivers**.

Storage During the Day

Unless being used for a permissible reason described above, all personal electronic devices must be:

- Turned off before entering the school building.
- **Stored in a Yondr pouch** during the school day

- Not visible or in use.

Consequences for Unauthorized Use

Unauthorized use of a device during instructional time may result in:

1. **First incident:** Level 2 in DeansList which triggers a detention. Phone is confiscated by administration until the end of the day.
2. **Second incident:** Level 2 in DeansList which triggers a detention. Phone is confiscated. Parent/guardian must come to school to pick up device.
3. **Repeated incidents:** Progressive disciplinary actions, including parent conference and loss of device privileges.

Confiscated devices will only be returned to a **parent or guardian** in certain cases at the school's discretion.

Communication with Students

Parents/guardians who need to contact their child during the school day should **call the Main Office**, not the student's personal device. Students who need to call home may request to use a school phone with staff permission.

Equity and Individual Needs

The school will ensure all policies are applied equitably and will provide accommodations for students with documented needs. If your child requires a device for medical or educational purposes, please contact the school administration to ensure appropriate arrangements are made.

High School

- High school students may not use their recreational electronic devices in the school building from the moment they arrive in the morning to the dismissal bell. Students will be asked to turn off their phone and place it in a Yondr pouch at the entrance door upon their arrival to school.
- If students choose to go out to lunch, they may unlock their phones for the duration of the time they are out of the building. No cell phones will be permitted in the lunch room. In addition, students are responsible for their own electronic devices. While Prospect obviously strives to prevent theft of any item, the school will not track down electronic devices that have been reported missing. The following conditions apply:
 - Except as noted below, cell phones and smart watches must be completely turned off and stowed away according to school procedures during the school day from a student's entrance to the building until dismissal.
 - Students who use or show cell phones or smart watches at unauthorized times will be subject to the disciplinary ladder outlined above. Please see the Code of Conduct for specifications on consequences that may be assigned for unauthorized use of cell phones and smart watches.

Student Technology Use Policy

Prospect Schools is committed to providing a learning environment designed to meet the needs of students and building a culture of openness, trust and integrity. Students and staff need the ability to use and access a variety of technology resources, including the Internet, as part of their educational process.

Conditions for Technology Use: To support its commitment to providing access to information necessary for education, Prospect's system of electronic communication shall include access to the Internet for students and instructional staff.

Acceptable Use: The purpose of information technology is to facilitate communications in support of education by providing access to informational resources and the ability to collaborate. All users of information technology must follow the existing rules and acceptable use policies incorporated into this document. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

Access to Technology Resources: The use of Prospect Schools' information technology is not a right. Access is provided in a manner that is at Prospect's discretion in order to support educational outcomes for our students. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of access. Prospect may determine appropriate use and may deny, revoke, or suspend any user access based upon a determination of inappropriate use.

Oversight: In order to comply with State and Federal regulations, Prospect reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. **Certain aspects of your use are being recorded in logs either for the purpose of system performance monitoring or for assistance in authorized legal investigations of alleged misbehavior under the policy.** The actual contents of these logs or email will only be reviewed by authorized personnel. In accordance with the law, messages relating to, or in support of illegal activities will be reported to the authorities and will result in the loss of user privileges. Each school shall coordinate access to technology resources in each school by ensuring that teachers and students receive proper training in the use of the system and ensuring that students are adequately supervised when using the system.

User Expectations: All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not send harassing, obscene, offensive, threatening, sexually oriented or otherwise illegal or inappropriate messages or depictions to other users.
- Use appropriate language.
- Do not engage in activities that are prohibited under state or federal law.

- Do not reveal full name, personal address or phone numbers of yourself, other students, staff or colleagues.
- Do not attempt to read, delete, copy, modify, view, send or otherwise use, without permission, another user's account.
- Do not use the Internet in such a way that you would disrupt the use of the network by other users.
- Do not install unauthorized software.
- Do not attempt to harm, modify, or destroy data of another user, Prospect information systems, or the information technology provider. This includes, but is not limited to, the uploading or creating of computer viruses.

No Warranties: Prospect Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. Prospect Schools will not be responsible for any user damages including, but not limited to, loss of data resulting from delays, no-deliveries, misdeliveries, or service interruptions caused by Prospect's negligence or by the user's errors or omissions. All users need to consider the source of any information they obtain and how valid the source of that information may be. Use of any information obtained via information technology is at the user's own risk. Prospect Schools is not responsible for the accuracy or quality of information obtained through its services and shall not be responsible for any financial obligations arising through the unauthorized use of the system.

Security: Users should never share their passwords or allow others to use their password. Users should also protect their password to ensure system security and their own privileges and ability to continue their use of the system. Attempts by a student, or non-authorized user, to log on to any Prospect information systems as another user may result in the cancellation of user privileges. Users shall not install or download software or other applications without permission of the supervising staff person.

Procedures for Use While using school equipment, a student or staff member may only use Prospect information technology accounts. Student users must always get permission from their instructors before using information technology or accessing any specific file or application. Users shall not use computer resources for nonacademic activities.

Controversial Material: While access to the Internet, through school computers, is administered by school personnel, Prospect may not be able to technologically limit access to only those online services that have been authorized for study. Prospect has installed technology protection measures for all computers in the school district that block and/or filter visual depictions that are obscene as defined in the United States Code. Although Prospect has installed filtering software, it is impossible to control the content of all data and a user may discover controversial materials when using the Internet. Users may be able to access services and communicate with people on the Internet that the district has not authorized for educational purposes. Also, by participating in the use of the Internet, students may intentionally or unintentionally gain access to information and communications that they or their families or guardians find inappropriate, offensive, controversial, or otherwise objectionable. By consenting to allow your child to use the Internet, you assume the risks spelled out in this paragraph.

Improper Use of Technology: Any violation of these rules, or applicable state and federal laws, may result in revocation of a user's access to district technology and/or discipline, up to and including suspension or expulsion.

Notification: Students must sign a "Technology Use Agreement" in order to use Prospect technology resources. Students must also have the form signed by a family member or guardian.

Student Use of Technology Agreement

Prospect Schools, Inc. ("Prospect") authorizes students to use technology owned or otherwise provided by Prospect as necessary for instructional purposes. The use of Prospect technology is permitted at Prospect's discretion and is subject to the conditions and restrictions set forth in applicable policies, administrative regulations, and this Acceptable Use Agreement. Prospect reserves the right to revoke access at any time, without notice, for any reason. Prospect expects all students to use technology responsibly. Prospect may place reasonable restrictions on the sites, material, and information that students may access through the system. Each student, and a family member or guardian, who is authorized to use Prospect technology must sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions: Prospect technology includes, but is not limited to, computers, Prospect's computer network, including servers, and wireless computer networking technology, the Internet, email, wireless access points, tablet computers, smartphones and smart devices, telephones, any wireless communication device whether accessed on or off site or through Prospect-owned or personally owned equipment or devices.

Student Obligations and Responsibilities: Students are expected to use Prospect technology safely, responsibly, and for educational purposes only. The student in whose name Prospect technology is issued is responsible for its proper use at all times. To ensure security, students should not share their assigned account information, passwords, or other information used for identification and authorization purposes, and should use the system only under the account to which they have been assigned. Students are prohibited from using Prospect technology for improper purposes, including, but not limited to:

- Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
- Bully, harass, intimidate, or threaten other students, staff, or other individuals.
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
- Infringe on copyright, license, trademark, patent, or other intellectual property rights.
- Intentionally disrupt or harm Prospect technology or other operations (such as destroying Prospect equipment, placing a virus on computers, adding or removing a computer program without permission from teacher or other Prospect personnel, changing settings on shared computers).

- Install unauthorized software.
- Unauthorized manipulation of Prospect data or other users' data.
- Engage in any activity that is unethical or violates any law or Prospect policy.

Privacy: Prospect technology is intended for educational purposes. In order to comply with State and Federal regulations, Prospect reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. Prospect reserves the right to monitor and record all use of Prospect technology, including, but not limited to, access to the Internet or social media, communications sent or received from Prospect technology, or other uses. In order to comply with State and Federal regulations, monitoring, review or recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution or investigation of improper, illegal, or prohibited activity. All passwords created for or used on any Prospect technology are the sole property of Prospect. The creation or use of a password by a student on Prospect technology does not create a reasonable expectation of privacy.

Personally Owned Devices: If a student uses a personally owned device to access Prospect technology, the student must still follow all applicable policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting: If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of Prospect technology, the student must immediately report such information to teacher or other Prospect personnel.

Consequences for Violation: Violations of the law, policy, or this Agreement may result in revocation of a student's access to Prospect technology and/or discipline, up to and including suspension or expulsion. In addition, to comply with the law, violations may be reported to proper authorities as appropriate.

Prospect Schools New Student Online Account Creation Agreement

Prospect Schools are required to comply and oblige by certain laws & policies that apply to the usage of technology within our network office and schools. As such, upon being issued school owned technology or devices, all families will be required to sign this Agreement. Below are the policies and procedures that dictate the way in which we manage technology use.

- [Children's Internet Protection Act \(CIPA\)](#)
- [Children's Online Privacy Protection Rule \(COPPA\)](#)
- [Google Workspace for Education Privacy Notice](#)
- [GoGuardian Product Privacy Policy](#)

Acceptable Usage:

- Students are expected to only use accounts assigned by Prospect Schools administrators
- Keep all information about your person (which can include; Full name, Address, Phone Number, Student Identification number) private and offline.
- Do not share passwords

Terms and Conditions

When a Prospect School Email account is created the following information will be sent to Google:

- Full name
- Selected username
- Selected password

Additionally, there are some limitations on the type of content that can be used for the email address by the Student with the School's service. These limitations comply with legal requirements. Some examples of these limitations include, but are not limited to:

- Misrepresenting or incorrect association with Prospect Schools
- Impersonating a Prospect School employee of affiliate or third party in a manner that does or is intended to mislead, confuse or deceive others
- Sending unsolicited bulk email, otherwise known as spam
- Unlawfully stalking or harassing others through the use of email or chat
- Using business names, logos or usernames of businesses or individuals that hold legal claim, trademark or copyright on those usernames

Under no circumstances will Prospect Schools be liable in any way for any content, including, but not limited to, any errors or omissions in any content, or any loss or damage of any kind incurred as a result of the use of any content posted, emailed, transmitted or otherwise made available via the services or broadcast elsewhere. Prospect Schools reserves the right to terminate an email account for any violation of these agreements. This termination might involve loss of email and data. Some examples of violations include, but are not limited to:

- Misrepresenting or incorrect association with the Prospect Schools
- Impersonating a Prospect Schools faculty member.
- Sending unsolicited bulk email, otherwise known as spam.
- Stalking or harassing others through the use of email or chat.

Appendix

HS Grad 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 principal-approved special circumstances.

Additionally, the following opportunities apply to all students:

- Students in 11th & 12th grade who fulfill their Physical Education requirement through IB Dance are allowed to have an academic lab 2 or 3 days per week.

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

Credits at BPHS 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, Health, Government, TOK

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	

**In addition to meeting the academic requirements above, students must also complete a Personal Project (10th grade), Senior Internship Project (12th grade), and pass their College Seminar classes (11th and 12th grade).

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.

International Baccalaureate Program Diploma

All eligible students will be automatically enrolled in the International Baccalaureate Diploma Program at the beginning of 11th grade.

To be eligible for the program the student must have earned the following credits by the start of 11th grade: 4 English, 4 Global History, 1 Government, 1 Economics, 2 Algebra 2, 2 Chemistry, and 1 Health.

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.”

Eligibility for IB Exam Registration

All IB Classes are two years long. Some courses will give official IB assessments in year 1 of the course. If the student does not complete this assessment in year 1, they will not be registered for the official IB exam and will forfeit their eligibility for an IB diploma, if applicable.

For classes that give official assessments in Year 2, the student must complete them by the published teacher deadline in order to remain eligible for an IB grade and IB Diploma, if applicable. If an assignment is not completed or is flagged for academic misconduct in year 2, the student will either be deregistered (if on or before January 1st) or will receive a grade of F/N from the IB (if after January 1st). The IB and BPCS will not issue refunds after November 15th.

Official IB assessments include anything that is submitted directly to the IB for moderation or grading. These assignments include but are not limited to Internal Assessments, the Extended Essay, The ToK Essay, and all assessment components for group 6 classes including Visual Arts, and Dance. In addition to the assessments themselves, students are also required to complete reflections, have teacher interactions, and submit evidence of the authenticity of their work and

process. Failure to comply with these requirements is treated the same as failure to submit the work and the consequences outlined above apply.

College Placement Program

BPHS is a College Preparatory community. This means that we believe in the power of college to enhance young people's lives, and that we are committed to ensuring that 100% of students are equipped with the option and resources to attend college by the time they leave HS.

- ALL students must apply to college, including CUNY (unless otherwise exempt)
- ALL students must complete the necessary financial aid forms
- EVERYONE will graduate with a clear post-secondary plan (if not college then Americorps or service program, military enrollment, special internship or apprentice program, etc)

Press Media Inquiries & Videotaping & Photography

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 particular media that relates to Brooklyn Prospect. Our Associate Director of Communications & Public Affairs is available by email at rwarren@prospectschools.org to work with families as needed, if and when they are approached by the media.

Videotaping & Photography Policy

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

Formal Complaint Procedure

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

Procedures for a complaint:

1. The complaint shall be presented to the Board in written form and may be sent to the Board, C/O Prospect Schools, 397 Bridge Street, 9th Floor, Brooklyn, NY 11201 and/or ceo@prospectschools.org
2. Board shall respond to the complaint within 30 days

3. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint
4. The Board, as necessary, shall act or direct another responsible party to act upon the complaint.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may:

1. Present the complaint to the State University Trustees through the Charter Schools Institute (“SUNY”)
2. SUNY shall investigate and respond.

If, after presentation of the complaint to SUNY, the individual or group determines that SUNY has not adequately addressed the complaint, the complainant may:

1. Present the case to the Board of Regents
2. The Board of Regents shall investigate and respond.

SUNY and the Board of Regents have the power and the duty to take remedial action as appropriate

Board of Trustees

Brooklyn Prospect Charter Schools is governed by a Board of Trustees (the “Board”) that brings educational and professional perspectives to maintaining a viable and thriving school.

Members of the Board of Trustees include:

- Gravelle Pierre
- Sara Keenan
- Joanne Garce-Rodriguez
- Maya Patrocelli
- Sagar Desai
- Juliet Cullen-Cheung
- Theresa Sanchez
- Antoinette Chukudebelu

Open Meeting Policy

Board Meetings

In accordance with the New York Public Officers Law, every meeting of the Board shall be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities to allow all persons equal opportunity to attend a meeting. A calendar of regular meetings shall be posted at each school. In addition, notice of all meetings scheduled one week in advance shall be conspicuously posted on the

school's website and in one or more designated public locations with the time and place of the meeting and shall be provided to the news media at least 72 hours in advance. Notice of meetings that are scheduled less than one week in advance shall be provided to the news media to the extent practicable and posted in one or more public locations at a reasonable time prior thereto.

Conduct of Executive Sessions

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

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

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

Minutes

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

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

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

Appeal

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

Exemptions

These policies shall not apply to the following:

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

Title 1 Parent and Family Engagement Policy

As a district operating a Targeted Assistance Title I program, Brooklyn Prospect Charter School (BPCS) implements a parent and family engagement policy in adherence to the Elementary and Secondary Education Act, providing for outreach to all parents and family members and offering programs, activities and procedures for the involvement of parents and families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Parents and family members are vital contributors to, and participants in, the education of their children. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership can best be achieved through ongoing commitment and active participation by both home and school. This policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful and consistent parent and family involvement and engagement. These programs, activities and procedures are planned and operated annually with the consultation of a parent representative group. This Parent and Family Engagement Policy will serve as an amendment to the Student and Family Handbook, which is distributed to all parents and families annually. Specifically, this policy commits BPCS to the following:

- In carrying out parental and family involvement activities, to the extent practicable, each BPCS school will provide full and meaningful opportunities for the participation and substantive contribution of all parents and families (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background) including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents or guardians understand.
- BPCS defines parental and family involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents and family members play an integral role in assisting their child's learning;
 - that parents and family members are encouraged to be actively involved in their child's education at school;

- that parents and family members are full partners in their child's education and are included, as appropriate, in decision-making and on committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in section 1118 of the ESEA.
- BPCS will implement effective parental and family involvement activities throughout the year to improve student academic achievement and school performance. These activities include but are not limited to periodic Report Card Nights, Parent orientations, math and literacy nights, college prep evening events for parents and family members, regular meetings with school administrators, ongoing, regular communications, and volunteering opportunities. BPCS recognizes the important role that parents/guardians play in their child's success and asks parents/guardians to meet with teachers at the end of each grading period to monitor their child's progress.
- Each BPCS school will host an annual Title I Parent Involvement Meeting where it will review details of its current Every Student Succeeds Act (ESSA) funding allocation and explain how it intends to utilize the funds. BPCS will aim to schedule the meeting in the autumn (likely October or November), following the submission/approval of its annual ESSA applications but still relatively early in the school year. The Title I Parent Involvement Meeting will be held in the context of a regularly scheduled Parent Teacher Student Organization (PTSO) meeting (see below) unless otherwise determined by PTSO leadership, in which case parents/guardians and PTSO membership will be notified at least 30 days in advance of the alternative meeting time. To the extent practical and appropriate, details of how BPCS intends to utilize funds from funding sources with similar parent and family engagement requirements will also be shared at these meetings.
- BPCS will host semiannual information sessions with a cross-section of school community stakeholders, which will include parents/guardians, students, teachers, support staff, and all other mandated stakeholder groups, to explain how it has chosen to utilize allocated ESSA funding (and any other funding with similar stakeholder consultation and collaboration requirements) and where it will provide all participants with an opportunity to ask questions and to provide feedback on how they believe the funds would best be utilized. To the extent possible, stakeholder feedback will be incorporated into future budgeting decisions. Information sessions will be held in the spring and autumn, approximately six months apart, and each set of meetings will be offered at multiple times to better accommodate the varied scheduling needs of invited stakeholders. Participants will be nominated by the school leadership of each BPCS school prior to each set of meetings.

If/when a BPCS school receives a Title I allocation greater than \$500,000, which requires it to reserve at least 1 percent of its Title I allocation to help carry out parent and family engagement activities, BPCS will involve the parents/guardians of all children in decisions about how the 1

percent of Title I, Part A funds reserved for parental and family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting. Funded parent and family engagement activities will include not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

In addition to the above, BPCS parents and family members are involved in the community in the following ways:

- **Progress Reports:** Every marking period, parents/guardians receive materials detailing their students performance in academic courses, attendance, and other factors of their socioemotional development.
- Regular, ongoing **communication:** BPCS's schools and network provide regular communications updates to families including requests for family feedback on school decisions as well as opportunities for further engagement.
- **Parents and Family Members Attend Workshops:** School-wide events for parents/guardians and family members include high school enrollment meetings, Back to School Nights, Enrichment Celebrations, Math and Literacy Nights, and New Student Orientation.

Parents and family members of students are actively involved in the BPCS community. BPCS parents and family members are all eligible to participate in the Parent Teacher Student Organization (PTSO) and attend its activities, events, and workshops. PTSO is composed of parents and family members from each school who meet regularly and at varied days of the week and times in order to ensure maximum participation to organize events and advocate for BPCS. A PTSO leader has a seat on the Brooklyn Prospect Charter School Board of Trustees, which, along

with BPCS leadership members, annually develops, reviews, and improves BPCS's parent and family engagement plan.

BPCS will conduct an annual evaluation of its Parent and Family Engagement Policy. At the annual review meeting, parent and family representatives participate actively in this evaluation of parent and family involvement events, communication, and policies, in addition to the thorough evaluation of this program as a whole. During this review, an evaluation committee will also review the plan to continue to identify **barriers** to greater participation, especially for parents and family members with limited English proficiency, parents and family members with disabilities, parents and family members of migratory children, parents and family members with limited literacy, parents and family members who are economically disadvantaged, or parents or family members of any racial or ethnic minority background. The committee will seek to continue to identify the **needs** of families to assist with the learning of their children and identify **strategies** to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to design evidence-based strategies for more effective family engagement and will revise the policies as necessary.

Each BPCS school will build a capacity for strong parent and family involvement and engagement in order to ensure effective involvement of parents and family members and to support a partnership among the school, family, and the community to improve student academic achievement. This will be achieved through the following activities:

- Each school will provide assistance to parents and families of children, in understanding topics such as a description and explanation of the curriculum, the State's academic standards and the form of academic assessments, including alternate assessments utilized. A brief overview of these assessments and standards can be found in the Student and Family Handbook, and these topics are also reviewed at the Annual Title I Meeting. In addition, BPCS will work with parents and family members to help them monitor the progress of their children and collaborate with educators to further that progress.
- Each school will provide materials and training (such as literacy training and using technology), as appropriate, to help parents and family members work with their children to improve their children's academic achievement and to foster sustained parental involvement. This includes the periodic offering of Parent Orientations, which are open to all parents and families.
- BPCS will educate its teachers, specialized instructional support personnel, principals and other staff on how to reach out to, communicate with, and work with parents and family members as equal partners; the value and utility of contributions of parents; and how to implement and coordinate parent and family programs and build ties between families and schools. These trainings will focus on the school's ongoing parental involvement events.

- BPCS will ensure that information relayed at school and parent and family programs, meetings, and other activities, is shared in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents and family members can understand.
- BPCS will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs.
- BPCS will ensure that resources are provided to parents and family members that encourage full participation, including staggered start times for different meetings, and other accommodations to meet family needs.

BPCS will make available a copy of the Parent and Family Engagement Policy to all parents and families as required by law. This will be distributed annually in the Student and Family Handbook as well as posted on each school's website.

Public Access to Records of BPCS

Purpose and Scope

The people's right to know the process of government decision-making and the documents and statistics leading to determinations is basic to our society. Access to such information should not be thwarted by shrouding it with the cloak of secrecy of confidentiality.

These regulations provide information concerning the procedures by which records may be obtained. Personnel shall furnish to the public the information and records required by the Freedom of Information Law, as well as records otherwise available by law.

Any conflicts among laws governing public access to records shall be construed in favor of the widest possible availability of public records.

Designation of Records Access Officer

The School's Director of School Operations is responsible for ensuring compliance with the regulations herein, and designates the following person as records access officer:

Yoni Samuel-Siegel
 Chief Operating Officer
 Brooklyn Prospect Charter School
 397 Bridge Street, 9th Floor
 Brooklyn, NY 11201
 (718) 643.1086

The records access officer is responsible for ensuring appropriate school response to public requests for access to records. The designation of a records access officer shall not be construed to prohibit officials who have in the past been authorized to make records or information available to the public from continuing to do so.

The records access officer shall insure that school personnel:

1. Maintain an up-to-date subject matter list.
2. Assist persons seeking records to identify the records sought, if necessary, and when appropriate, indicate the manner in which the records are filed, retrieved, or generated to assist persons in reasonably describing records.
3. Contact persons seeking records when a request is voluminous or when locating the records involves substantial effort, so that personnel may ascertain the nature of records of primary interest and attempt to reasonably reduce the volume of records requested.
4. Upon locating the records, take one of the following actions:
 - a. Make records available for inspection; or,
 - b. Deny access to the records in whole or in part and explain in writing the reasons therefore.
5. Upon request for copies of records:
 - a. Make a copy available upon payment or offer to pay established fees, if any; or,
 - b. Permit the requester to copy those records.
6. Upon request, certify that a record is a true copy ; and
7. Upon failure to locate records, certify that:
 - a. Brooklyn Prospect Charter School is not the custodian for such records, or
 - b. The records of which Brooklyn Prospect Charter School is a custodian cannot be found after diligent search.

Location

Records shall be available for public inspection and copying at:

Brooklyn Prospect Charter School - Sunset Yards Elementary School and Sunset Yards Middle School
341 39th Street
Brooklyn, New York 11232

Brooklyn Prospect Charter School - Downtown Elementary School and Windsor Terrace Middle School
80 Willoughby Street
Brooklyn, New York 11201

Brooklyn Prospect Charter School - International Elementary School
272 Macon Street
Brooklyn, NY 11216

Brooklyn Prospect Charter School - Clinton Hill Middle School
1100 Fulton Street

Brooklyn, New York 11205

Brooklyn Prospect Charter School- Brooklyn Prospect High School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

Hours for Public Inspection

Requests for public access to records shall be accepted and records produced during all hours regularly open for business. These hours are 8 am to 4 pm.

Requests for Public Access to Records

A written request (by mail or email) may be required, but oral requests may be accepted when records are readily available. If records are maintained on the internet, the requester shall be informed that the records are accessible via the internet and/or in printed form either on paper or other information storage medium.

A response shall be given within five business days of receipt of a request by:

1. Informing a person requesting records that the request or portion of the request does not reasonably describe the records sought, including direction, to the extent possible, that would enable that person to request records reasonably described;
2. Granting or denying access to records in whole or in part;
3. Acknowledging the receipt of a request in writing, including an approximate date when the request will be granted or denied in whole or in part, which shall be reasonable under the circumstances of the request and shall not be more than twenty business days after the date of the acknowledgment, or if it is known that circumstances prevent disclosure within twenty business days from the date of such acknowledgment, providing a statement in writing indicating the reason for inability to grant the request within that time and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part; or
4. If the receipt of request was acknowledged in writing and included an approximate date when the request would be granted in whole or in part within twenty business days of such acknowledgment, but circumstances prevent disclosure within that time, providing a statement in writing within twenty business days of such acknowledgment specifying the reason for the inability to do so and a date certain, within a reasonable period under the circumstances of the request, when the request will be granted in whole or in part.

In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the

school, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.

A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:

1. Fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;
2. Acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;
3. Furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is unreasonable under the circumstances of the request;
4. Fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;
5. Determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the school provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;
6. Does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or
7. Responds to a request, stating that more than twenty business days is needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

Subject Matter List

The records access officer shall maintain a reasonably detailed current list by subject matter of all records in its possession, whether or not records are available pursuant to subdivision two of Section eighty-seven of the Public Officers Law. The subject matter list shall be sufficiently detailed to permit identification of the category of the record sought. The subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.

Denial of Access to Records

Denial of access to records shall be in writing stating the reason therefore and advising the requester of the right to appeal to the individual established to determine appeals, who shall be identified by name, title, business address, and business phone number. If requested records

are not provided promptly, as required by these regulations, such failure shall also be deemed a denial of access.

The following person shall determine appeals regarding denial of access to records under the Freedom of Information Law:

Tresha Ward
Chief Executive Officer
Prospect Schools
397 Bridge Street, 9th Floor
Brooklyn, New York 11201
(718) 643.1086

Any person denied access to records may appeal within thirty days of a denial. The time for deciding an appeal by the individual designated to determine appeals shall commence upon receipt of a written appeal identifying:

1. The date and location of requests for records;
2. A description, to the extent possible, of the records that were denied; and
3. The name and return address of the person denied access

A failure to determine an appeal within ten business days of its receipt by granting access to the records sought or fully explaining the reasons for further denial in writing shall constitute a denial of the appeal.

The person designated to determine appeals shall transmit to the Committee on Open Government copies of all appeals upon receipt of appeals. Such copies shall be addressed to:

Committee on Open Government
Department of State
One Commerce Plaza
99 Washington Avenue, Suite 650
Albany, NY 12231

The person designated to determine appeals shall inform the appellant and the Committee on Open Government of its determination in writing within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth above.

Fees

3002 Fort Hamilton Parkway | Brooklyn, NY 11218 | P. 347.889.7041

www.brooklynprospect.org

There shall be no fee charged for inspection of records, search for records or any certification pursuant to these rules and regulations.

Fees for copies may be charged, provided that the fee for copying records shall not exceed \$.25 per page for photocopies not exceeding 9 by 14 inches. The fee for photocopies of records in excess of 9 x 14 inches shall not exceed the actual cost of reproduction. Brooklyn Prospect has the authority to redact portions of a paper record and does so prior to disclosure of the record by making a photocopy from which the proper redactions are made.

The fee that the school may charge for a copy of any other record is based on the actual cost of reproduction and may include only the following:

1. an amount equal to the hourly salary attributed to the lowest paid employee who has the necessary skill required to prepare a copy of the requested record, but only when more than two hours of the employee's time is necessary to do so; and
2. the actual cost of the storage devices or media provided to the person making the request in complying with such request; or
3. the actual cost to the school of engaging an outside professional service to prepare a copy of a record, but only when the school's information technology equipment is inadequate to prepare a copy, and if such service is used to prepare the copy.

When the school has the ability to retrieve or extract a record or data maintained in a computer storage system with reasonable effort, or when doing so requires less employee time than engaging in manual retrieval or redactions from non-electronic records, the school shall be required to retrieve or extract such record or data electronically. In such cases, the school may charge a fee in accordance with paragraphs (1) and (2) above.

The school shall inform a person requesting a record of the estimated cost of preparing a copy of the record if more than two hours of a school employee's time is needed, or if it is necessary to retain an outside professional service to prepare a copy of the record.

The school may require that the fee for copying or reproducing a record be paid in advance of the preparation of such copy. The school may waive a fee in whole or in part when making copies of records available.

Public Notice

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

Severability

If any provision of these regulations or the application thereof to any person or circumstances is adjudged invalid by a court of competent jurisdiction, such judgment shall not affect or impair the

validity of the other provisions of these regulations or the application thereof to other persons and circumstances.

Attachment A
PUBLIC NOTICE
YOU HAVE A RIGHT TO SEE PUBLIC RECORDS

The amended Freedom of Information Law, which took effect on January 1, 1978, gives you the right of access to many public records.

Brooklyn Prospect Charter School has adopted regulations governing when, where, and how you can see public records.

The regulations can be seen at all places where records are kept. According to these regulations, records can be seen and copied at:

Brooklyn Prospect Charter School - Sunset Yards Elementary School and Sunset Yards Middle School
341 39th Street
Brooklyn, New York 11232

Brooklyn Prospect Charter School - Downtown Elementary School and Windsor Terrace Middle School
80 Willoughby Street
Brooklyn, New York 11201

Brooklyn Prospect Charter School - International Elementary School
272 Macon Street
Brooklyn, New York 11216

Brooklyn Prospect Charter School- Clinton Hill Middle
1100 Fulton Street
Brooklyn, New York 11238

Brooklyn Prospect Charter School - Brooklyn Prospect High School
3002 Fort Hamilton Parkway
Brooklyn, New York 11218

The following officials will help you to exercise your right to access:

1. School officials who have in the past been authorized to make records available
2. Records Access Officer(s)

Yoni Samuel-Siegel
Chief Operating Officer

Prospect Schools
397 Bridge Street, 9th Floor
Brooklyn, New York 11201
(718) 643.1086

If you are denied access to a record, you may appeal to the following person:

Tresha Ward
Chief Executive Officer
Prospect Schools
397 Bridge Street, 9th Floor
Brooklyn, New York 11201
(718) 643.1086