



## STUDENT HANDBOOK

Brooklyn Preparatory High School  
257 North 6th Street  
Brooklyn, NY 11211

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Janet Price, Principal

*This agenda belongs to:*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_



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## **PART I. PRINCIPAL'S MESSAGE**

Dear Students:

Beginning last year, the Department of Education honored Brooklyn Preparatory High School by making us an Empowerment School. What does that mean? We have more freedom as a learning community to set our own course. But we also have made a commitment to steadily improve our current student performance, not just to rest on our laurels. What numbers will we be judged by? Student attendance, behavior and achievement data ! We will not meet our goals as a community unless each of you individually has better than 90% attendance, comes to school on time, passes all your classes and exams and stays on track to graduate on time, ready to succeed in college. In other words, it's up to you to make sure Brooklyn Prep is a success.

In addition to this handbook, you will also receive the Chancellor's Discipline Code and a student/parent/teacher contract, prepared by the Department of Education to keep all of us safe. You will also receive classroom contracts from each of your teachers. This handbook contains some additional information about how we do things at Brooklyn Prep. The decisions reflected in this handbook were made to ensure not only that Brooklyn Prep is a success but also that each individual in our learning community succeeds.

If you look carefully, you will see that everything in this handbook is about an important habit of mind--commitment. Many things go into commitment but the main concerns in this handbook are:

1. Respect--showing respect for yourself and for everyone in your community;
2. Safety--taking responsibility to keep yourself and everyone around you safe, both physically and emotionally;
3. Effort--demonstrating effort to be on time, to focus in class, to complete all assignments and to get better at everything you do, even the things that don't come so easily for you.

Never forget why you came to Brooklyn Prep--to prepare to succeed in a challenging college and in a worthwhile career, and to prepare to be a capable, caring, contributing citizen. Our habits of mind will get you there, but it is the habit of commitment that is the foundation for all success. Thank you for making a commitment to the Brooklyn Prep community. The adults in your community make this commitment to you: we will do everything in our power to help you succeed.

Sincerely,  
Janet Ruth Price  
Principal

## **PART II. MISSION STATEMENT**

Brooklyn Prep is a small, college preparatory high school where academic rigor is accompanied by rigorous academic and affective support. We are a community where every student is known well and failure is not an option, where no student is allowed to fall through the cracks. It is a learning organization where both young people and adults are actively engaged in inquiry, reflection, and collaboration. Brooklyn Prep's mission is to ensure that all students acquire the knowledge, skills and habits to succeed in a challenging college program and a rewarding career and ultimately, to take on responsibility for our world.

## **PART III. SCHOOL POLICIES**

We at Brooklyn Preparatory High School have 3 core community values.

They are:

- 1. Respect**
- 2. Safety**
- 3. Effort**

We expect all students and staff to uphold these values. Any students who do not uphold these values will be identified and given an accountability form. (See page 6 for a sample accountability form.) Possible consequences range from detention to suspension..

We also want to recognize positive contributions to our environment. If a student is identified as having upheld our community values, they will be rewarded with a merit form.

The chart on the next page shows specific examples of what effort, safety, and respect look like at Brooklyn Prep.

	<b>Brooklyn Prep's Expectation</b>	<b>Consequence</b> (if expectation is not met)	<b>Incentive</b> (if expectation is met or exceeded)
<b>I</b> <b>N</b> <b>T</b> <b>E</b> <b>R</b> <b>T</b>	Daily attendance to school and class	Any unexcused absence will result in a detention and a phone call home.	Students with perfect attendance each marking period will earn merits.
	Punctual arrival to school and class	All late students must sign in. Students who are late will be assigned a detention to be served during lunch or after school.	Students are only eligible for the above perfect attendance rewards if they have excellent punctuality records.
<b>R</b> <b>E</b> <b>S</b> <b>P</b> <b>E</b> <b>C</b> <b>T</b>	Respect for the learning environment	Any student who repeatedly disrupts the learning environment will receive an accountability form. Students who cannot respect the learning environment will be excluded from trips.	Students can enjoy a safe and orderly classroom environment. Students who uphold this expectation will be included on the eligibility list for school trips.
	Electronic devices are not permitted on school grounds according to the Chancellor's regulations.	School safety agents will confiscate electronic devices, and will only be returned to a parent/guardian.	Students will not be held up during scanning and classes will not be distracted by electronic devices.
	Respect for the School Environment	Any students who disrespect the school environment through littering, vandalism, or neglect will be assigned a detention.	Students will enjoy a safe, clean, and orderly environment in every area
	Respect for Each Other	Disrespect of students and staff (examples include name-calling, cursing, or threats) will not be tolerated. Consequences can range from a lunch detention to a suspension.	Students and adults can enjoy a safe, respectful environment

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Appropriate Hallway Behavior	Any student who inappropriately touches another student in the hallway will receive a detention. Any play fighting or physically aggressive behavior will result in a detention. Fighting will result in an automatic suspension.	Students can enjoy calm and safe passing time between classes.
Staying in assigned places on campus grounds	Students must stay within Brooklyn Preparatory High School on campus at all times. Students may be in common campus areas only during assigned times. Failure to comply will result in a detention. Second offenses will result in a suspension to be determined by the Principal.	Students can help define Brooklyn Preparatory and distinguish it from other campus schools.

**PART IV. ZERO TOLERANCE POLICIES**

Violation of Brooklyn Preparatory and Campus “Non-negotiables” will result in an immediate suspension and a parent conference.

1. Fighting or any use of violence
2. Drug or alcohol use
3. Possession of any item that can be considered a weapon
4. Physically or verbally abusive behavior towards any adult on campus
5. Sexual harassment
6. Vandalism
7. Endangering the safety of another student or teacher

# ACCOUNTABILITY FORM

Name of Student: \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

**Check off appropriate violation:**

Violations:

- Excessive swearing \_\_\_\_\_
- Verbally abusive language directed towards another \_\_\_\_\_
- Cheating \_\_\_\_\_
- Disruptive Behaviors (non-aggressive) \_\_\_\_\_
- Contraband (other than drug related) \_\_\_\_\_
- Cutting/roaming \_\_\_\_\_
- Excessive "play-fighting" \_\_\_\_\_
- Contraband (drug related) \_\_\_\_\_
- Physically aggressive behavior towards peer \_\_\_\_\_
- Provoking/Instigating/Threatening \_\_\_\_\_
- Defiance/Oppositional Behaviors \_\_\_\_\_
- Repeated lateness \_\_\_\_\_
- Other \_\_\_\_\_

Zero – Tolerance Violations
• Fighting or any use of violence _____
• Drug or alcohol use _____
• Possession of any item that can be considered a weapon _____
• Physically or verbally abusive behavior towards staff _____
• Sexual harassment _____
• Vandalism _____
• Endangering the safety of another student or teacher _____

Check off suggested consequence:

- Community Service (ie. Clean up, beautification etc.) \_\_\_\_\_
- Confiscation of contraband to be given back at the end of the day \_\_\_\_\_
- Confiscation of contraband to be returned only to parent \_\_\_\_\_
- Public apology \_\_\_\_\_
- Accountability letter \_\_\_\_\_
- Call home \_\_\_\_\_
- Sent home \_\_\_\_\_
- Sent home requiring parent upon return \_\_\_\_\_
- Removal from communal activities (lunch, rec groups) \_\_\_\_\_
- After School Detention \_\_\_\_\_
- Suspension From Class \_\_\_\_\_
- Other \_\_\_\_\_

Description of Incident: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Result of Administrative Review:

Approved consequence: \_\_\_\_\_

Reviewed by (Administrator): \_\_\_\_\_

To be facilitated by (Referring Staff/Admin): \_\_\_\_\_

Date of Review: \_\_\_\_\_

**Outcome (Accepted/Refused Consequence):** \_\_\_\_\_

# MERIT FORM

**Check off appropriate recognition:**

Recognition Code:

- Assisting in de-escalation \_\_\_\_\_
- Tutoring- Academic Support between peers \_\_\_\_\_
- Leadership above and beyond \_\_\_\_\_
- Initiative \_\_\_\_\_
- Empowering/supporting peers \_\_\_\_\_
- Constructive participation \_\_\_\_\_
- Voluntary Clean-Up/Community Beautification \_\_\_\_\_
- Participation above and beyond \_\_\_\_\_
- Other \_\_\_\_\_

Check off suggested number of merits:

- 1 MERIT \_\_\_\_\_
- 2 MERITS \_\_\_\_\_
- 3 MERITS \_\_\_\_\_
- 4 MERITS \_\_\_\_\_
- 5 MERITS \_\_\_\_\_
- Other \_\_\_\_\_

Description of Contribution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Result of Administrative Review:**

Approved reward: \_\_\_\_\_

Reviewed by (Administrator): \_\_\_\_\_

To be facilitated by (Counselor/Teacher/Admin): \_\_\_\_\_

Date of Review: \_\_\_\_\_

## **PART V. DRESS CODE**

The purpose of dress standards shall be to encourage students to be neat, clean and provide an acceptable appearance that will be a credit to the individual, parent, and school. Clothing that creates a needless distraction from the educational environment will not be permitted. The following are considered to be inappropriate:

1. Dangerous jewelry or accessories (i.e. dog collars, studded/spiked bracelets, oversize jewelry or belts)
2. Halter, spaghetti, and strapless tops or belly shirts (Straps on tank tops for girls and dresses must be two inches wide.)
3. Tank tops or muscle shirts deeply cut under the arms
4. Sagging pants (Wear a belt). Low riding pants or shorts that expose undergarments
5. Revealing, see-through clothes or low cut tops (that expose undergarments or anatomy)
6. Short skirts or shorts
7. Clothing, patches, buttons or other accessories displaying profane, vulgar or obscene, or drug/alcohol related suggestions are prohibited.
8. Headgear symbols, behavior, apparel, or paraphernalia that suggests links to gangs or any antisocial behavior.
9. No hats, bandanas, du rags, wave caps, or skull caps may be worn on campus grounds.

**REMEMBER:** The dress code applies for all school activities including lunch, dances, and graduation.

## **PART VI . GRADING POLICY**

### **HABITS OF MIND**

The “Habits of Mind” are critical thinking skills and work habits that prepare students for success in college. We use them to assess classwork, projects, and portfolios. They are listed on the next page.

# HABITS OF MIND

So, don't **PANIC**, use your habits of mind!

## 1. Habit of **P**erspective

What's the question or issue?

What is the viewpoint presented?

How else can this be considered? (others' viewpoints)

What is my viewpoint, and why?

## 2. Habit of **A**nalysis

What is my interpretation of the material presented?

What is the evidence?

What are the strengths and weaknesses of my interpretation?

Have I communicated this effectively?

## 3. Habit of **C**on**N**ections

How does this connect to my own experience?

How does this connect to the larger community?

How does this connect to other ideas I've read about or studied?

Why is this important?

How does this affect others?

## 4. Habit of **I**magination

Have I incorporated individuality and creativity into my work?

What are different possibilities or solutions for the main issue I'm addressing?

Have I taken a risk?

## 5. Habit of **C**ommitment

Does my work show commitment to organization, revision, and cooperation?

(Academic)

What is my responsibility to others at Brooklyn Prep and the larger community?

(Social)

## CLASS GRADING

Class grades, including advisory and portfolio are 100 through 65 (passing grades) or 55 (not passing). Grades for physical education are Pass/Fail.

Individual teachers distribute their grading policies at the beginning of the school year. In general, student grades are based on the following point systems:

- classwork - daily assignments, tests, quizzes and projects
- participation - being on time, coming to class prepared, contributing to class discussions and activities, and following classroom and school rules during class
- homework.

Tutoring is available before and after school for students who need extra help or are at risk of failing any particular subject class. Take advantage of this!

Brooklyn Prep has two semesters a year, each consisting of three marking periods. Thus, students receive six report cards a year. The end-of-the-semester reports (given out in January and June) are final grade reports, which reflect the grades that will appear on the student's transcript and will be counted toward credits for graduation.

## PORTFOLIO OVERVIEW

A portfolio is a collection of a student's best work in each subject area. Each class at Brooklyn Prep is designed to culminate in several projects suitable for inclusion in a student's portfolio. The work is chosen by the student with the guidance of teachers. The chosen pieces should include multiple drafts and show evidence of student reflection. We value revision at Brooklyn Prep. Great writing happens when students continually rethink their work and incorporate feedback from peers and teachers.

Each student will also include a written reflection in their portfolio, discussing what the contents of their portfolio demonstrate about their learning. This reflection is an opportunity for students to discuss such issues as their strengths as learners, areas on which they need to focus, learning styles, goals they have for their learning, and their understanding of the Habits of Mind.

Students compile portfolios at the end of each semester. They present their portfolios orally to a committee made up of their peers and their advisor. That committee also assesses the portfolio as a whole. Portfolio grades appear on student transcripts and are seen by colleges.

Brooklyn Prep implements a portfolio system because of their belief that portfolios are an extremely effective means of assessing students' skills and understanding. For example, portfolios require students to demonstrate an in-depth understanding of a particular subject, by supporting student inquiry and using the Habits of Mind. Portfolio projects help students develop the skills that will be required of them for success in college – strong research, writing and oral presentation skills, critical thinking skills, and revision. Portfolios also provide an opportunity for students, teachers and parents to evaluate students' growth over time and require students to be much more involved in their own learning.

### **GRADUATION REQUIREMENTS**

In order to graduate high school, students need a minimum of 44 credits based on the following distribution. A credit equals one term (half-year) of classwork:

English	8 credits
Social Studies	8 credits
Math	6 credits
Science	6 credits
Physical Education	4 credits (over 7 terms)
The Arts	2 credits
Health	1 credit
Foreign Language	2 credits
Electives	7 credits
(Electives include advisory, technology and writing)	

In addition, students must pass required Regents examinations.

Subject Area	First Taken
English Language Arts	11th grade
Mathematics A / Integrated Algebra	9th or 10th grade
Global History & Geography	10th grade
U.S. History and Government	11th grade
Living Environment	10th grade

## **PART VII. AFTER SCHOOL PROGRAM**

The after school program runs from 3:45 p.m. to 5:00 p.m. Monday through Friday, except for Wednesday. The program includes extracurricular activities such as sports, drama, and dance as well as an extensive tutoring component.

Any student at risk of failing a class must attend before or after school tutoring until their grade is brought up to a passing score.

## **PART VIII. STUDENT CHECKLIST**

To ensure academic success, students should come to class with

- pens
- pencils
- loose – leaf paper
- book bag
- binder/notebook for each class (depending on class)
- folders
- scientific calculator
- and a...
- positive attitude

- and a...
- a belief that if you work hard enough, you will succeed

## **PART IX. SAFETY TIPS**

### Safety Tips for Brooklyn Prep Students Going To and From School

- Stay together! Don't wander off alone. Walk with others to your train or bus.
- Within 10 minutes of dismissal, you must be on your way to the bus stop or subway. Safety Agents and police officers are deployed to keep you safe, but they are only on duty a short time.
- 
- If you feel you are in danger, immediately go into a store and ask them to call the school or 911.
- Once you are on the subway platform, stand near the token booth where you can be seen.
- When you get on the train, don't use the first or last cars. The best car is the conductor's car.

## **PART X. STUDENT/PARENT CONTRACT**

We, the parent(s) of \_\_\_\_\_ have read the handbook in its  
(student name)

entirety and agree to support Brooklyn Prep's missions and values. We understand that our child may face consequences for violating school rules and will be held accountable for their actions.

\_\_\_\_\_  
(parent name)

\_\_\_\_\_  
(parent signature)

\_\_\_\_\_  
(date)

## PART XI. SCHOOL CALENDAR

DATE	DAY	EVENT
September 4	Tuesday	School Begins
September 13	Thursday	Rosh Hashanah (No School)
September 14	Friday	Rosh Hashanah (No School)
October 8	Monday	Columbus Day Observed (No School)
November 6	Tuesday	Election Day (No Students in Attendance)
November 12	Monday	Veterans Day (No School)
November 22 & 23	Thurs & Friday	Thanksgiving Recess
Dec 24 - Jan 1 <i>(students return to school on Wednesday January 2)</i>	Mon - Tuesday	<b>Winter Recess</b>
January 21	Monday	Dr. Martin Luther King Jr. Day (No School)
January 22-28	Tues - Monday	Regents Week
January 29	Tuesday	Staff Development (No Students in Attendance)
January 30	Wed.	Spring Term Begins for Students
February 18-22	Monday – Friday	Midwinter Recess
March 21	Friday	Good Friday (No School)
April 21 – 25	Monday – Friday	Spring Recess
May 26	Monday	Memorial Day Observed
June 5	Thursday	Staff Development (No School)
June 17	Tuesday	Half Day of School (11:55 a.m.)
June 17-25	Tue – Wed	Regents Week
June 26	Thursday	Rating Day (No Students in Attendance)