



**FAMILY HANDBOOK
2022-23**

Public Prep Academies Family Handbook

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General Information

About Us

Public Prep was founded on the premise that every family, regardless of race, income level or zip code, can and should have the power to access a great, tuition-free and single-gender public school education. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education.

Here at Public Prep, Pre-K through 8th grade scholars build strong character, depth of knowledge, and empathy for the world around them. Through holistic and culturally responsive teaching practices, and a particular focus on science, the arts, and math, Public Prep takes a scholar-first approach in preparing every young person to realize their inherent greatness.

Mission

At Public Prep, our mission is to foster a joyful, compassionate, and boldly curious community of learners, through a rigorous, tuition-free and single-gender academic environment. We help scholars see the possibilities for themselves, and prepare every scholar to achieve their highest level of success.

We take a scholar-first approach in preparing every young person to realize their inherent greatness. From a very young age, we reinforce to our scholars that they are agents of change. We guide scholars in realizing their power and promise, through the values of scholarship, excellence, community, and integrity. Our scholars develop their abilities to read, write, listen, speak, create, and think critically across disciplines, with a particular focus on science, the arts, and math.

Our Pre-K through 8th grade scholars build strong character, depth of knowledge, and empathy for the world around them. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education.

Our Schools

School Campus/Principal	Address	Grades Served	Phone Number
Girls Prep Lower East Side Elementary School Principal: Katrina Liebst	442 East Houston Street New York, NY 10002	Pre-K - 4	212-388-0241
Girls Prep Lower East Side Middle School Principal: Jessica Strong	420 East 12th Street, Room 203 New York, NY 10009	5-8	212-358-8216
Girls Prep Bronx Elementary School Principal: Robyn Milliner-Johnson	681 Kelly Street, Room 205 Bronx, NY 10455	Pre-K - 5	718-901-3855
Girls Prep Bronx Middle School Principal: Kendra Radkowski	890 Cauldwell Avenue, Room 120 Bronx, NY 10456	6-8	718-665-6090
Boys Prep Bronx Elementary and Middle School Principals: Miatta Massale (Elementary) & Steve Paul (Middle)	192 East 151st Street Bronx, NY 10451	K - 8	718-860-8774
Girls Prep Bronx II Elementary School Principal: Noelani Gabriel Holt	192 East 151st Street, Room 121 Bronx, NY 10451 (housed within Boys Prep)	Pre-K - 2	718-742-8848
Public Prep Network Home Office	442 East Houston Street New York, NY 10002 5th Floor		212-346-6000

Academics

Assessments

Our school is founded on the expectation that all students will learn and achieve academic excellence. Teachers are expected to differentiate instruction so that lessons are implemented in a way that meets each student's individual needs. A variety of student data, including both formal and informal assessment, is used by the teacher as she or he plans instruction. Assessments may include:

Assessment	Purpose
STEP Assessment	<ul style="list-style-type: none">Measuring students' reading growth over time and progress toward grade-level benchmarksInforming and adjusting teachers' instruction to meet the needs of all learnersAssigning reading groups, interventions, and determining "just right" level independent reading books
Measures of Academic Progress (NWEA MAP Test)	<ul style="list-style-type: none">Providing data about how students compare to other students nationally in reading and mathMeasuring students' reading and math growth over time
Interim Assessments in the K-8 Humanities and Math, and 2-8 Science	<ul style="list-style-type: none">Measuring students' level of mastery of the Common Core State Standards and Next Generation Science StandardsInforming action plans based on the identified sub-skillsTracking the growth in student mastery over time.Informing and adjusting teachers' instruction to meet the needs of all learners
New York State Tests and Regents	Measuring mastery of content and skills developed over the course of the year in ELA (grades 3-8), math (grades 3-7) and science (grade 4 and grade 8), and Regents (8th Grade Algebra and Living Environment)
New York State English as a Second Language Achievement Test (NYSESLAT)	Measuring the proficiency level of speaking, listening, reading and writing in English. *Only administered to students who have been identified as English Language Learners
Every Child Ready (PrePrep)	<ul style="list-style-type: none">Measuring students' progress and growth in literacy, language, and mathematics.Informing and adjusting teachers' instruction to meet the needs of all learners

Field Trips

Field trips are integral to the well-rounded education we aim to provide. Throughout the year, and in accordance with any state and city level health guidance, we will design learning experiences around the city and beyond that deepen and broaden students' understanding of academic content and the world around them.

Although some field trips will be free for students, certain trips will require a fee to contribute to transportation costs and entrance fees. We will make every effort to keep these fees to a minimum. In addition, when families are notified about a field trip, we may send a list of items needed for the trip. We will try to minimize these requests, but we appreciate assistance from families when we do make these requests. Public Prep Academies makes every effort to ensure that our students receive the opportunities to experience their learning outside of the school building and will work closely with families to ensure students can experience these opportunities. As such, there may be times that the school will request a family chaperone to ensure student safety. All students are required to wear their uniform on field trips, unless otherwise noted.

Grade Placement Policy

Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe that students develop at different rates, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, socio-emotional, and behavioral outcomes for all students. Inclusive schools are places where students, regardless of ability, race, language and income, are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula, and receive collaborative support to succeed.

As a network, our mission is to ensure the academic success of all students. The early childhood grades are critical for preparing students for success in the later grades. We take a student-centered and individualized approach to grade placement. In addition to getting to know each child's social and emotional development (social maturity), we use a variety of academic data in order to determine the grade placement that will help students see the possibilities for themselves, and prepare them to achieve their highest level of success.

Pre-K

NYC Universal Pre-K students are not held to promotion standards. However, your child's teachers will discuss kindergarten readiness with you by assessing your child's:

- Eagerness to learn
- Communication skills; ability to express him/herself and follow oral directions
- Independence
- Attendance
- Social maturity
- Fine motor skills
- Basic letter and number recognition

Elementary & Middle School

Each grade is critical for preparing students for success in the following grades. We take a student-centered and individualized approach to grade placement. In addition to getting to know each child's social and emotional development (social maturity), we use a variety of academic data in order to determine the grade placement that will help students see the possibilities for themselves, and prepare them to achieve their highest level of success. We spend an incredible amount of time and energy consulting with each child's teachers and reviewing student work and experiences in order to determine grade placement. In some cases, we may determine that a student requires additional time in a grade in order to be fully prepared for success in the next grade level and beyond. If we determine that this decision is in the best interest of the child, it is because we believe this gift of time is the best choice for the child's educational career.

When we believe that a student may benefit from an additional year of learning, we strive to inform families by no later than February 15th. Once notified that a student may need additional time, teachers will contact families to discuss their child's individual learning needs and the steps the school has taken and will take in order to fully support the child. On the March report card, families will receive an update on whether an additional year of learning may be necessary. The final decision will be made by the school principal and teams of teachers upon completion of the final marking period in June. The principal reserves the right to exercise discretion at any time in the school year to place a student in the environment that best supports his/her learning, including the most appropriate grade level.

Students who meet any of the below criteria at Mid-Year will receive letters indicating that they may benefit from an additional year of learning.

Kindergarten	First	Second
<ul style="list-style-type: none"> ● STEP at or below level 3 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 6 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 7 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days
Third	Fourth	Fifth
<ul style="list-style-type: none"> ● STEP at or below level 9 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 9 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● STEP at or below level 10 ● Below 25th percentile on Spring MAP Reading or Math ● Below 25th percentile for Growth on Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one 1 on report card in core academic subjects ● More than 10% missed instructional days
Sixth	Seventh	Eighth
<ul style="list-style-type: none"> ● Below 25th percentile on Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● Below 25th percentile Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days 	<ul style="list-style-type: none"> ● Below 25th percentile on Spring MAP Reading or Math ● Below 30th percentile on interim assessments. ● At least one D on report card in core academic subjects ● More than 10% missed instructional days

Families will be notified in writing if their students may be best served by an additional year of learning. Families are encouraged to meet with the classroom teacher(s) following this notification.

Homework

Homework is an essential part of our program designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote disciplined study habits needed for college. In addition to nightly reading, homework may be assigned every night, including weekends and school breaks. Homework must be fully completed and reflect high quality work and effort.

The student's family will receive a phone call or email from the point of contact if their child has missed several assignments. We expect and need family support to make sure all the homework is done to the highest standard of academic excellence.

Progress Report, Report Cards and Family Teacher Conference

We believe it is important for teachers and families to communicate regularly about student progress. During the middle of each trimester, families will receive a progress report which outlines the student's progress across all graded courses. In addition to the progress report, families will participate in family-teacher conferences (elementary school)/ family -

student-teacher conferences (middle school). Families are expected to attend all family-teacher conferences. The purpose of the conference is for teachers and families to have the opportunity to discuss the student's progress during the term and to discuss academic and behavior goals for the upcoming term.

At the end of the first, second, and third trimesters families will receive a report card. The report card outlines students' progress and performance in both academic and character skills.

Conference Dates for the 22-23 School Year:

- Wednesday, October 26th - Half day for scholars - Afternoon conferences
- Thursday, October 27th - Evening conferences
- Wednesday, February 8th - Half day for scholars - Afternoon conferences
- Thursday, February 9th - Evening conferences
- Wednesday, May 10 - Evening conferences for Middle School families
- Wednesday, May 17 - Evening conferences for Elementary School families

Reading

Our priority is to nurture a deep love of reading. There is a strong correlation between reading and academic success; therefore, students are expected to read every night. Through nightly reading, students will gain knowledge, strengthen their vocabulary, and improve their writing skills. Families can support this expectation by providing a quiet reading space at home and asking their child about what he/she is reading. Students are required to log their reading daily.

Special Populations

Public Prep is committed to providing all students with equitable and effective learning opportunities. We believe in meeting the needs of students, and thus provide a continuum of interventions and accelerations to meet students where they are and help them achieve. We use an evidence-based, tiered framework of support to ensure positive educational, social-emotional, and behavioral outcomes for all students. Inclusive schools are places where all students are integral members of classrooms. All students feel a connection to their peers, have access to rigorous and meaningful general education curricula, and receive collaborative support to succeed.

Students entitled to additional services receive classroom-based and related services aligned with the specific mandates on his/her Individualized Education Program (IEP). Public Prep is committed to partnering with families and the district Committee on Special Education (CSE) to ensure that all students receive high quality services. If you believe your child needs to be evaluated for special services, please speak directly with school leadership to begin the referral process.

Additionally, our school will collaboratively develop 504 plans to ensure that individuals with medically diagnosed needs are accommodated in the school environment. These require annual renewal and a visit to a physician. Families can initiate the process of developing a 504 plan by contacting school leadership.

Multilingual Learners

We value the linguistic diversity of our multilingual learners and ensure they have access to a rigorous standards-based curriculum, while simultaneously receiving intensive support to build English language skills.

State Testing Policy

The NYS test is one of the four key performance indicators that our schools use to track an individual student's growth. It is, therefore, a core element of our academic program and all students in testing grades are expected to participate fully in all state testing requirements. We have high expectations for our students, and believe each deserves the opportunity to show what they know on this important assessment.

Culture

Core Values

Our Core Values of scholarship, excellence, community, and integrity are woven into all that we do. We are certain that through hard work, dedication and a strong belief in success, we will achieve our mission.

Pre-K & Elementary School Language	Middle School Language
<p><i>Scholarship</i> “I learn new things every day”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Ask questions and pursue answers • Use multiple strategies in problem solving • Be willing to work to their fullest potential • Make connections between learning experiences in and out of school 	<p><i>Scholarship</i> “I determine my future through hard work and education”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Think hard, creatively, and originally each day • Ask clarifying questions and expand their responses when necessary • Independently seek information about new topics • Form and defend an opinion based on contextual evidence
<p><i>Excellence</i> “I believe I can achieve great things, and I try hard to achieve them”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Set high standards and personal goals for improvement • Produce work that demonstrates excellence • See tasks through from start to finish • Be proud of their personal achievements and the achievements of others • Believe in themselves and try their hardest 	<p><i>Excellence</i> “When I do my best, I feel my best.”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Take intellectual risks and try new things • Persevere, especially after experiencing failure or making a mistake • Recognize and manage stress in a positive and productive manner • Advocate for yourself by asking for help • Embrace the struggle
<p><i>Community</i> “I depend on my school community and they depend on me”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Show respect for themselves and others • Support those who need help and accept help when needed • Acknowledge and encourage the efforts of others • Value each learner, teacher and leader • Treat others with kindness and respect 	<p><i>Community</i> “I look out for my school community, and they look out for me.”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Include others and appreciate their differences • Encourage each other to make the right choices • Treat all community members respectfully • Commit to community service • Listen patiently and speak calmly • Build positive relationships with others
<p><i>Integrity</i> “I choose to do the right thing even when no one is looking.”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Have the confidence and courage to do what is right • Work together to make the community better • Transform better into best • Admit mistakes and work to fix them 	<p><i>Integrity</i> ““I am true to my word, and I stand up for what’s right”. “I am honest with myself and others.”</p> <p>All community members will:</p> <ul style="list-style-type: none"> • Maintain a safe and clean learning environment • Own their mistakes and commit to improve • Show integrity: do the right thing, even when no one is watching • Be prepared with their proper uniform, materials, and homework every day

Respectful Communication

The expectation at our school is that *all* community members speak to each other with respect. Our school community includes, but is not limited to: fellow families, school staff, members of our co-located school (if applicable), building custodial staff, volunteers, and students. Respectful communication includes verbal, written, email, and any social networking sites. **If you have any concerns regarding student issues, please DO NOT directly address any of the students.** Instead, let a staff member know immediately. Note that failure to communicate respectfully with members of our school community will result in limited or restricted access into the school building (*see Limited Access Policy Pg. 46*).

Uniform and Dress Code


Uniforms unite us as a community, increase academic focus and decrease clothing competition. All students are required to arrive at school and leave school in their school uniform, including field trips, half-days, the day before a major holiday, and the last day of school (unless otherwise noted by school leadership). Students are not allowed to change out of uniform at the end of the school day. If a student does not arrive to school in proper uniform, she or he will be provided with a full uniform or missing uniform piece by the school, if available, or have a family member bring a uniform to school for him or her to change into.


Note: We do not dress up for Halloween or any other holiday. Opportunities for dressing up or down are announced by the school leadership team.

The official school uniform can be ordered online at www.flynnohara.com or by visiting the store:

Flynn & O'Hara
49 West 116th Street
New York, NY 10026
(212) 328-4019

Please note below the general uniform guidelines:

Pre Prep			
	Flynn O'Hara Tops:	<ul style="list-style-type: none"> Yellow or Orange PrePrep logo t-shirt AND/OR Gray crew neck sweatshirt with PrePrep logo 	
	Bottoms:	<ul style="list-style-type: none"> Plain navy pull-on elastic waist pants (from any store/brand) 	
	Shoes:	<ul style="list-style-type: none"> Any color velcro sneakers and socks No light up sneakers 	

Girls Prep Lower Elementary (Grades K-2)			
	Flynn O'Hara Tops:	<ul style="list-style-type: none"> White oxford or polo shirt with Girls Prep logo Navy cardigan, navy fleece zip-up, navy crewneck sweatshirt (plain or with Girls Prep Logo) 	
	Flynn O'Hara Jumper Dress:	<ul style="list-style-type: none"> Navy Jumper with Girls Prep logo The following items can be worn under the jumper: <ul style="list-style-type: none"> color leggings, shorts, stockings, knee highs or socks OR navy uniform pants. 	
	Shoes:	<ul style="list-style-type: none"> Mostly black or navy Mary Jane shoes (any brand) Mostly black or navy sneakers (any brand) 	

Girls Prep Upper Elementary (Grades 3 and up)



Flynn O'Hara Tops:

- White oxford or polo shirt with Girls Prep logo
- Navy cardigan, navy fleece zip-up, navy crewneck sweatshirt (plain or with Girls Prep Logo)

Flynn O'Hara Bottoms:

- Navy skort OR Navy kilt with Girls Prep Logo
- Navy uniform pants (Flynn O'Hara)
- Any color stockings, knee highs, leggings, or socks

Shoes:

- Mostly black or navy Mary Jane shoes (any brand)
- Mostly black or navy sneakers (any brand)

Girls Prep Middle School



Flynn O'Hara Tops:

- White or purple polo or white oxford shirt with Girls Prep Logo
- Navy cardigan, navy fleece zip-up, navy crewneck sweatshirt (plain or with Girls Prep Logo)

Flynn O'Hara Bottoms:

- Navy skort OR Navy kilt with Girls Prep Logo
- Navy uniform pants (Flynn O'Hara)
- Navy, black or white stockings, knee highs, leggings, or socks.

Shoes:

- Black or navy flat rubber sole shoes
- Mostly black or navy sneakers (any brand)

Boys Prep Lower Elementary (Grades K-2)



Flynn O'Hara Tops:

- Gray long/short sleeve polo shirt with logo
- Navy crew neck sweatshirt, fleece, v-neck sweater, or vest (plain or with the Boys Prep logo)


Flynn O'Hara Bottoms:

- Navy plain uniform pants (Flynn O'Hara)


Shoes:

- Mostly black or navy sneakers/shoes (any brand)

Boys Prep Upper Elementary (Grades 3-4)

	Flynn O' Hara Tops:	<ul style="list-style-type: none"> • Light blue long/short sleeve polo with logo • Navy crew neck sweatshirt, fleece, v-neck sweater, or vest (plain or with the Boys Prep logo)
	Flynn O'Hara Bottoms:	<ul style="list-style-type: none"> • Navy plain uniform pants (Flynn O'Hara)
	Shoes:	<ul style="list-style-type: none"> • Mostly black or navy sneakers/shoes (any brand)

Boys Prep Middle School

	Flynn O'Hara Tops:	<ul style="list-style-type: none"> • Purple short sleeve polo with the Boys Prep logo AND Boys Prep blue oxford short/long sleeve and navy bowtie • Navy crew neck sweatshirt, fleece, v-neck sweater, or vest (plain or with the Boys Prep logo)
	Flynn O'Hara Bottoms:	<ul style="list-style-type: none"> • Khaki pants (Flynn O'Hara)
	Shoes:	<ul style="list-style-type: none"> • Mostly black or navy sneakers/shoe (any brand)

Jewelry and Other Accessories (General Guidelines)

In addition to the sentimental value, jewelry can have significant monetary value if lost or stolen, which can cause unrest. Please leave your jewelry at home. Large earrings, multiple chains, rings and bracelets can cause injury to self or others during play or physical activity; if you choose to wear jewelry please keep it modest and use stud earrings and tuck your chains into your shirt to avoid damage or injury. **Public Prep Academies are not responsible for lost or damaged jewelry.**

Clothing, patches, buttons, pins, jewelry, hair accessories or backpacks that have any of the following negative or derogatory images are not permitted:

- sexually suggestive writing or pictures.
- advocate violence or gang affiliation or illegal activity
- advertise or promote the use of tobacco, alcohol, or drugs
- have double meaning wording or obscene language/gestures/slurs.

Underclothing may not be exposed.

Makeup & Nails:

- Students are not permitted to bring makeup to school.
- Nails should be at a reasonable length, which allows for fully active participation in all sports related activities (scholars should be able to close their hands into a fist).

*The administration will give consideration to the appropriateness of the above for "Spirit Days" and special school events.

Behavior, Social, and Emotional Support

We are committed to providing a safe and responsive school community where students feel safe and can develop the skills and confidence to compete at the highest academic levels and display the character traits needed to enter and complete college. We partner with families to reinforce academic, behavioral, and socio-emotional expectations and systems. Our goal is to empower our students to do the right thing at all times, reinforce their ability to develop the skills needed to be successful, and celebrate the good things that happen in their lives as a result.

Student and Family Affairs Team

The ***Student and Family Affairs Team (SFA Team)*** serves as a resource to faculty members, students, and students' families on behavior, emotional health, and social skills. Members of the SFA team may do any of the following:

1. Contact the families of students who are consistently late or absent to determine solutions so that their child arrives at school on time and in accordance with the school's academic calendar.
2. Contact the families of students who have trouble meeting behavioral expectations in order to determine individualized behavioral solutions.
3. Contact Children's Services if the student exhibits signs of abuse or neglect (i.e., patterns of lateness to school and absence from school, late pick-up from school; being consistently unkempt or dirty; exhibiting signs of physical abuse).
4. Organize group activities that focus on developing specific social skills.
5. Serve as a resource to faculty members and families on different strategies to help students succeed in school.
6. Provide counseling or refer families to outside support services as needed.
7. Provide support and/or guidance to families in times of hardship.
8. One assigned member of the team serves as the liaison between the Community Council and the school.

Behavior Crisis Response Team (BCRT)

Public Prep schools are a safe and supportive environment for all of our students. We realize that sometimes children may not be able to safely control their bodies at times of emotional crisis. Public Prep's curriculum is designed to help students learn to self-regulate and de-escalate conflicts. In the event that a student loses control of his or her body and becomes a danger to himself or herself, other students, teachers or staff, Public Prep schools have Behavior Crisis Response Teams (BCRT) that are properly trained to defuse and support our students.

Members of the BCRT are certified in the Crisis Prevention Institute's Nonviolent Crisis Intervention. This training helps staff members identify student behaviors and respond appropriately in a number of different situations. Non-Violent Crisis interventions include verbal de-escalation and physical holds. Physical holds are used as a last resort and rarely used at Public Prep schools. BCRT teams will always try several strategies to help a student regain control of his or her body before any physical holds are administered. Teams will be in communication with families throughout the process and will request family assistance when needed. If a student is in crisis, there are times when the school may request immediate assistance from the family to come to the school. Families will be included in all conversations, as well as included in any intervention meetings and student support plan creation.

If a hold is administered, the school will meet with the family within 24 hours. The notification will include the reason for the physical hold and the length of time that the student was held. BCRT members will document any intervention that led to physical holds, and a copy of that documentation will be provided to families upon request.

Code of Conduct

Safe, Healthy, and Inclusive Learning Environment

Public Prep Network is committed to providing a safe, inclusive, and healthy learning environment. All community members are expected to follow their classroom charters and live our Core Values. Public Prep believes that fair is not always equal and is prepared to meet our scholars' needs to the best of our ability.

Progressive Discipline and Restorative Practices

Public Prep Network follows a progressive discipline system where, with support and high expectations from adults, students are expected to view logical consequences as a learning opportunity to make better choices in the future. We believe that any disruption to the learning community is unacceptable. In instances when the learning community is disrupted, our schools will take into consideration the student's age, maturity, and previous disciplinary record, as well as the circumstances surrounding the incident when issuing consequences for a discipline infraction. In an effort to promote our core values and address student behaviors that disrupt the learning community, we will exercise the range of disciplinary responses listed below.

Public Prep Network is invested in restorative practice through which stakeholders create an equitable learning environment, nurture healthy relationships, repair harm, and transform conflict. At Public Prep we build community and cultivate relationships with all stakeholders focusing on equity, understanding, and true accountability. We address the harms and needs of our community and believe that everyone will acknowledge their responsibility to humanity and make a commitment to putting things right when they have caused harm. Restorative justice is not an alternative to punishment; it is a way of life.

By law, Public Prep Network is required to refer to a student's IEP, behavior intervention plan, and 504 Accommodation Plan, when applicable.

The following behaviors will be immediately addressed by our school based teams, using a range of possible logical consequences and restorative practice related to the matter. All consequences are in an effort to repair the harm to the community and introduce the student back into the learning community safely. Infractions and their consequences are tracked in our student database.

Infraction Levels

Level 1 - Failure to Meet Expectations
Level 2 - Disrupting the Learning Environment
Level 3 - Unsafe or Harmful Behavior

Level 1 Infraction
Infraction Description - Including but not limited to
<ul style="list-style-type: none">• Unkind• Minor destruction of property• Interrupting the learning community• Less than your best• Inappropriate voice level• Off-task• Inappropriate transition• Dishonesty

<ul style="list-style-type: none"> • Not meeting expectations and failure to respond to redirections.
Level 1 Possible Action - Including but not limited to
<ul style="list-style-type: none"> • Verbal/Non-verbal reminder from staff • Redirection from staff • Loss of privilege • Reflection • Additional homework assignment or reflection • Making up lost learning time during student social time (snack, recess, lunch) • Confiscation of items unrelated to school • Conference with student • Family conference or phone call with teacher or referring staff member
Level 2 Infraction - <i>Repeated level 1 infractions can become level 2 infractions after several reminders and interventions.</i>
Infraction Description- Including but not limited to
<ul style="list-style-type: none"> • Taking materials without permission • Unsafe use of materials • Destruction of property • Unsafe use of technology • Violation of school policies • Not keeping hands/feet/objects to self • Verbal disrespect -cursing, refusal with words, teasing, yelling/screaming, and gestures. • Leaving the classroom without permission.
Level 2 Action
<ul style="list-style-type: none"> • Guided Reflection • Student Support Referral • Loss of privilege for an extended period of time • Alternative setting and or space for lunch and recess • Alternative seating out of the community • Family conference with teacher or director of student and family affairs • Additional homework assignment, reflection or project. • Community service project
Level 3 Infraction - <i>Repeated level 1 or 2 infractions can become level 3 infractions after several reminders and interventions.</i>
Infraction Descriptions- Including but not limited to
<ul style="list-style-type: none"> • Bullying or Cyberbullying- Targeted, repeated harassment towards a community member in person or online. • Verbally aggressive/threatening behavior • Physically aggressive behavior (play fighting or horseplay, non impulsive hitting, kicking, spitting). • Fighting on or off school property • Vandalism • Taking items or possessing items from community members without permission • Violation of technology or internet safety policy • Leaving the school without permission • Academic dishonesty • DASA Violation

- Possession, using, selling or sharing contraband
- Serious or dangerous disruption of the learning environment
- Tampering with the fire alarm
- Threatening to harm another community member
- Weapons (knives, gun, etc.)
- Disregard for school wide policies and procedures
- Unwanted/unsafe touches
- Destroying community property

Level 3 Action - Including but not limited to

- Student Support Referral
- Family Conference with Dean of Culture, Academic Director and Principal or Superintendent
- Loss of privilege
- Apology to community
- Alternative seating out of the community
- Alternative learning environment
- Alternative setting for lunch and recess
- Additional homework assignment/reflection/project
- Community service project
- Family shadow
- Suspension
- Superintendent/Designee Meeting
- Expulsion

The Principal, Director of Student and Family Affairs reserve the right to exercise discretion and educational judgment in all cases.

Progression of Consequences

At Public Prep, students are not permitted to take away other students' learning time; however, low-level behaviors should not be a reason for removing a student from class. All staff members are expected to hold all students to expectations and follow our code of conduct if those expectations are not upheld.

Behavior Supports and Interventions Definitions and Terms

Tier 1 Support and Intervention - Examples include but not limited to

RULER

- Students are taught specific techniques to identify strong feelings. After identifying the feeling students are taught to problem solve and navigate their feelings in a safe way.
 - R - Recognize
 - U - Understand
 - L - Label
 - E - Express
 - R- Regulate

Least Invasive Redirections

- Delivering consistent and effective Nonverbal Interventions
- Effectively delivering verbal corrections, both Public Group Corrections and individual corrections.
- Anonymous Individual Corrections, for when teachers have to correct publicly
- Using Whisper Corrections to maintains as much student privacy as possible

Affective Statements

- expressing feeling and impact.
- acknowledges success and the impact that less desirable actions can have.

Affective Questions

- Conversation starters and prompts to guide towards fixing harm and opportunities to learn from mistakes.

Impromptu Conversations

- Support positive behavior and address concerning behavior by using Affective language.

Restorative Conversations

- Students will engage in restorative conversations with teachers and staff so that they can discuss the harms and needs to restore and repair their actions and how it will impact the learning community.

Logical Consequences - “Break it, fix it”

- When something has been broken or made a mess, the student will have the opportunity to fix or clean up the mess as related to the mistake.

Logical Consequences - “Loss of privilege”

- If a student does not meet expectations, he or she may lose the opportunity to use school materials, classroom job or other responsibilities earned until the student can show that he/she is following expectations.

Logical Consequences - “Reflection”

- **Reflection Space (Elementary School)/ Peace Place (Middle School)**
 - Each classroom will have a designated space available for students who are asked to take time-out in order to reflect on their behavior choices or “cool down” and refocus on learning. **Teachers may ask a student to spend time in the reflection space as a logical consequence when his/her behavior is disruptive and other attempts to get him/her back on track have not been successful.** Teachers must be very explicit with the student about what they want the student to do in the reflection space. The student may be asked to fill out a reflection sheet or an apology of action that assists in the reflection process. Reflection sheets are connected to Public Prep Core Values and used to assist the student to think about his/her choices and how to make a different choice in the future so that learning time is not interrupted. In class reflection time should not be longer than 10 minutes.

Guided Reflection

After a student has received several least invasive redirections and done an in-class reflection, a student may need a break from the learning space to regroup, calm down and refocus to get back on their learning. Students can self identify when they need a break from the learning space or teachers can request for a member of the Student and Family Affairs (SFA) Team to support a student who is having a difficult time re-focusing or who is on the verge of disrupting their learning or learning environment. When a student steps out of the learning environment they will participate in a guided reflection process. The student is expected to complete a reflection or engage in a meta moment (reflective break) no longer than 10 minutes. The referring staff member is responsible for ensuring the student returns to the classroom and conferring with them upon re-entry. The conference should include clear next steps for support or intervention to help the student get back on their learning.

Student Support Request

When a student has participated in a guided reflection in class and has not begun to meet expectations or a student has made a level 3 infraction, the supervising staff member may refer the student to the Student and Family Affairs Office (SFA). **A Student Support Referral must be completed by the reporting staff member.** An appropriate consequence will be determined in collaboration with the SFA Office and the referring staff member. When the consequences or next steps are determined, final communication will be made to the student’s family.

Tier 2 Support and Intervention - Examples include but not limited to

Check In Check Out System

The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check-in.

Modified Functional Behavior Assessment

A Functional Behavior Assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observations on different days during different times of target behaviors, antecedents, and conclusions.

Individual Behavior Intervention Action Plan

During a formal meeting with school-based leadership teams and network representatives, clear goals, objectives, and interventions will be finalized into an individual behavior intervention action plan. The plan will be shared with the student and his/her family. The plan will include behavior goals and a communication plan to revisit goals and determine the student's progress of the interventions. *All students who are suspended will have an Individual Behavior Intervention Action Plan that will highlight interventions to support their behavior goals following the suspension. This plan will be created during the suspension re-entry meeting.*

Individual Incentive Systems

An incentive system will be put into place for a student who is struggling to meet expectations. The incentives will be based on motivation for the student, and then there will be a gradual release of these incentives as the student makes progress toward meeting expectations.

Structured and Scheduled Breaks

During the school day, the student will have scheduled when he or she is able to leave the classroom and participate in movement and/or brain break from the routine of the regularly scheduled day.

At-risk Counseling - Individual or Group

At-risk counseling will be offered to students that are having behavioral and academic challenges. These counseling sessions are based on a 6-week schedule. During this time with the school social worker, students will be offered sessions including but not limited to support developing relationships with peers and adults, more in-depth sessions of our current social-emotional curriculum, turn taking, and anger management and conflict resolution strategies.

Tier 3 Support and Intervention - Examples include but not limited to**Tier 3 Behavior Intervention Action Plan**

Clear goals and objectives will be finalized before a plan is formally introduced to the student. The plan will include behavior goals and a communication plan to revisit goals and determine the progress of the intervention based on a previous behavior intervention action plan created post suspension.

Functional Behavior Assessment (FBA)

A Functional Behavior Assessment will help to determine why certain behaviors are presenting. The assessment consists of multiple observations on different days during different times of target behaviors, antecedents, and conclusions.

Behavior Improvement Plan

Data from the FBA is used to create a behavior improvement plan that will support the student during the school day. This plan will be revisited and changed to meet the student's needs throughout the year.

Individual Safety Plan

An individual safety plan will be created to support students in crisis. This plan is an extension of the Building Crisis Response Plan and tailored to meet specific needs of an individual student.

Mandated Counseling

Counseling that is required as part of an Individualized Education Program (IEP).

Discipline Procedures

Suspension & Expulsions (includes Due Process)

Administration will proactively work with families and students to prevent a suspension or expulsion. We depend on families, as our partners, to support their son/daughter in adhering to school expectations and character development.

Suspension

Suspension is the temporary removal of a student from the regular school program because his or her behavior presents a clear and present danger of injury to his or herself or others, prevents the orderly operation of classes or other school activities, or negatively affects the health, safety, welfare and/or morals of others. For severe or repeated violations of our core values, students may be assigned to in-school or out-of-school suspension. If a student is assigned in-school suspension, the student is not allowed to participate with classmates in any part of the school day. Classwork and alternative instruction will be provided. The student will be separated and supervised throughout the day. If a student is assigned to out-of-school suspension, he or she may not come to school for the period of the suspension, except for the designated time for alternative instruction.

Alternative instruction (not just homework) is live instruction, provided by a certified or highly qualified teacher, 1 hour for elementary school students and 2 hours for middle school students. During the time of an out-of-school suspension, the student can come to an assigned room within the school for instruction. Students who attend alternative instruction will not be marked absent. The suspended student and his or her family will be informed of the reason for any planned suspension in writing, and a copy of the suspension letter will be placed in the student's file. Whenever possible, notification will also be provided by telephone. While on suspension, in-school or out-of-school, students are not permitted to participate in any after school activities or events that are sponsored by the school.

Short-Term Suspension (10 days or less)

Students will be presented with the information about the incident and potential consequences for their actions and given an opportunity to give their version of what happened before any suspension. A written notice will be sent to the legal guardian within 24 hours of the suspension. There will also be an attempt to notify by telephone the day of the suspension and, if possible, send the student home with parent permission or ask for a parent to pick the student up to begin the suspension immediately. The notice will describe the incident, the rules violated and will inform how long the student will be suspended. The letter will explain that the guardian can request an informal conference. Every attempt will be made to have a discussion with the parent before the suspension begins. However, this may not always be possible and, if not, the conference will take place as soon as possible after the incident.

Long Term Suspension or Expulsion Hearing

In instances where the school seeks a long term suspension or expulsion, the school will hold a formal hearing and provide a Hearing Officer, appointed by the Principal or Superintendent, who will decide, (1) if the student has done what the notice says she or he did; and, if so, (2) what the appropriate response should be for the student's conduct (this must be in line with the school's discipline policy). The Hearing Officer can accept the school's recommendation for a long-term suspension or expulsion, reject the recommendation and allow the student to return to school, or decide that a shorter suspension or less severe consequence is appropriate.

Long-Term Suspension (11 days or more)

Students will be presented with the information about the incident and potential consequences for their actions and given an opportunity to give their version of what happened before any suspension. As per due process policy, within 24 hours of seeking a long-term suspension, the school will provide the student and his or her guardian written notice of the proposed suspension and information about the incident and consequences for his or her actions. The notice will inform the guardian of his or her right to have a suspension hearing (including the date and time for the suspension

hearing), his or her right to have an attorney present, his or her right to call witnesses and present evidence at the hearing, to confront witnesses and challenge evidence put on against the student, to receive a recording of the hearing, as well as information about the alternative instruction the student will receive while suspended.

The guardian or family and student has a right to a suspension hearing within five days of the proposed suspension. If the family needs more time to obtain an attorney, the guardian may request to reschedule the hearing. The student may remain in alternative instruction until the hearing occurs and the Hearing Officer makes a decision about the suspension. The Hearing Officer will make a written ruling within three days of the hearing. If the student's presence poses a continuing danger to persons or property, an informal family conference shall take place as soon as possible after the suspension.

Expulsion

Expulsion is the permanent removal of a student from the school.

The following behaviors may result in a recommendation by the school officials for immediate student expulsion: ; selling or transferring alcohol, drugs, or other controlled substances or drug paraphernalia (ex. vape pens, lighters, matches); possession of a weapon; assault; selling, using, or possessing fireworks or contraband (Items unrelated to school); significant harassment in school or via social media or electronic platform; serious violation of the Code of Conduct; any act which school officials reasonably conclude warrants an expulsion; repeated offenses that have resulted in short- or long-term suspensions.

An expulsion may be imposed by the school administration (or Board of Trustees, in the absence of the CEO, Superintendent, Principal, or otherwise) after the student has been found guilty at a formal hearing and the expulsion is confirmed by a vote of the Board of Trustees.

A guardian will be notified in writing within 24 hours of the decision to impose an expulsion. A short-term suspension will be issued until the expulsion hearing can take place. At the formal hearing, the student and/or guardian shall have the same due process protections as apply in a suspension hearing (see above).

The notice to the guardians of the expelled student will include instructions regarding the need to comply with state compulsory education laws (the period of time during which a student must be enrolled in school by law) by enrolling the student in a district or other NYSED approved school, as well as the process and contact information that school will use to receive the student's records from our school.

Appeals

Should a student seek to appeal a disciplinary ruling, he or she may do so by submitting to the school's Board of Trustees a written request for appeal within three school days of the ruling. Upon receipt of such a request, a panel comprised of no less than three trustees who were not involved in the initial hearing [PT05] will promptly hear the appeal. 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 original disciplinary hearing. In rendering its decision, the panel may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The panel will provide a written ruling within five school days. In situations where the student/family believes there has been a violation of the school's charter or applicable law, they may further appeal to the school's authorizer, the State University of New York (SUNY). If not satisfied by SUNY's ruling, they can appeal to the State Board of Regents.

The school is committed to ensuring that the rights of students with disabilities are protected in accordance with applicable federal and state law and regulations. The school shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Discipline for Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 C.F.R. § 300.534—that a disability exists shall also be disciplined in accordance with these provisions. Public Prep shall comply with sections 300.530-300.537 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

Public Prep shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the relevant behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

A student identified as having a disability shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to notification and involvement of the parent or guardian.

Public Prep will ensure that the Special Education Department Chair and/or the general classroom teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal

Public Prep will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300.531.

Students removed for a period of fewer than ten cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide alternative instruction to assist the student, so that he or she is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the student's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or seriously bodily injury offenses pursuant to 34 C.F.R. § 300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process (MDR)

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) no later than the date on which the decision to take such action is made, the parent(s) or guardian of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 C.F.R. § 300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 C.F.R. § 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to drugs, weapons, controlled substance and/or serious bodily injury offenses, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and the School agree otherwise.

Students with a 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities.

When addressing discipline for students with disabilities, including students with 504 plans or those who are "presumed to have a disability," Public Prep will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

Public Prep will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Health and Safety

Medical and Immunization Records

Upon enrollment, families are asked to alert school administration of any allergies from which their children suffer. Families are also asked to advise school administration if they grant the school permission to take their child to a hospital in the event of an emergency during school hours.

All students must be immunized, in compliance with New York State Law. Students who do not have the proper immunizations will be denied access to school until the immunizations are administered. As of June 2019, NY State no longer allows religious exemption from mandated vaccinations.

2022-23 School Year New York State Immunization Requirements for School Entrance/Attendance

NOTES: Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of

vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap) ³	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9, 10 and 11: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

1. Demonstrated serologic evidence of measles, mumps or rubella antibodies or laboratory confirmation of these diseases is acceptable proof of immunity to these diseases. Serologic tests for polio are acceptable proof of immunity only if the test was performed before September 1, 2019 and all three serotypes were positive. A positive blood test for hepatitis B surface antibody is acceptable proof of immunity to hepatitis B. Demonstrated serologic evidence of varicella antibodies, laboratory confirmation of varicella disease or diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at 2 months, 4 months, 6 months and at 15 through 18 months and at 4 years or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. If the fourth dose of DTaP was administered at 4 years or older, and at least 6 months after dose 3, the fifth (booster) dose of DTaP vaccine is not required.
 - c. For children born before 1/1/2005, only immunity to diphtheria is required and doses of DT and Td can meet this requirement.
 - d. Children 7 years and older who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use Td or Tdap vaccine. If the first dose was received before their first birthday, then 4 doses are required, as long as the final dose was received at 4 years or older. If the first dose was received on or after the first birthday, then 3 doses are required, as long as the final dose was received at 4 years or older.
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) adolescent booster vaccine. (Minimum age for grades 6 and 7: 10 years; minimum age for grades 8 through 12: 7 years)
 - a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap.
 - b. In addition to the grade 6 through 12 requirement, Tdap may also be given as part of the catch-up series for students 7 years of age and older who are not fully immunized with the childhood DTaP series, as described above. In school year 2021-2022, only doses of Tdap given at age 10 years or older will satisfy the Tdap requirement for students in grades 6 and 7; however, doses of Tdap given at age 7 years or older will satisfy the requirement for students in grades 8 through 12.
 - c. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years old.
4. Inactivated polio vaccine (IPV) or oral polio vaccine (OPV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a series of IPV at 2 months, 4 months and at 6 through 18 months, and at 4 years or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses separated by at least 4 weeks is sufficient.
 - c. If the third dose of polio vaccine was received at 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
 - d. For children with a record of OPV, only trivalent OPV (tOPV) counts toward NYS school polio vaccine requirements. Doses of OPV given before April 1, 2016 should be counted unless specifically noted as monovalent, bivalent or as given during a poliovirus immunization campaign. Doses of OPV given on or after April 1, 2016 should not be counted.
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
 - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. Measles: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
 - c. Mumps: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
 - d. Rubella: At least one dose is required for all grades (prekindergarten through 12).
6. Hepatitis B vaccine
 - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than age 24 weeks (when 4 doses are given, substitute "dose 4" for "dose 3" in these calculations).
 - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
 - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. For children younger than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate ACWY vaccine (MenACWY). (Minimum age for grades 7 and 8: 10 years; minimum age for grades 9 through 12: 6 weeks).
 - a. One dose of meningococcal conjugate vaccine (Menactra, Menveo or MenQuadfi) is required for students entering grades 7, 8, 9, 10 and 11.
 - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at 16 years or older, the second (booster) dose is not required.
 - c. The second dose must have been received at 16 years or older. The minimum interval between doses is 8 weeks.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. If 2 doses of vaccine were received before age 12 months, only 3 doses are required with dose 3 at 12 through 15 months and at least 8 weeks after dose 2.
 - c. If dose 1 was received at age 12 through 14 months, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
 - d. If dose 1 was received at 15 months or older, only 1 dose is required.
 - e. Hib vaccine is not required for children 5 years or older.
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. Unvaccinated children ages 7 through 11 months are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at 12 through 15 months.
 - c. Unvaccinated children ages 12 through 23 months are required to receive 2 doses of vaccine at least 8 weeks apart.
 - d. If one dose of vaccine was received at 24 months or older, no further doses are required.
 - e. PCV is not required for children 5 years or older.
 - f. For further information, refer to the PCV chart available in the School Survey Instruction Booklet at: www.health.ny.gov/prevention/immunization/schools

Please see your pediatrician for a complete record of your child's immunizations to date and those required for enrolling and attending school.

Order of Protection

Families who have obtained an order of protection which outlines a change in guardianship, or requires the school not to release the student to any particular person(s) are required to provide a copy for the main office and one for School Safety. Orders of Protection that are outdated will not be honored; they must be current.

Safety Drills

Safety drills occur throughout the school year and are coordinated across all schools in the building (if applicable). Drills are scheduled in advance and are announced over the public announcement system as drills to avoid causing any alarm. We do our best to avoid scheduling drills during family events.

For the safety of our students, we practice the following safety drills:

Evacuation (formerly referenced as "fire drills"):

It is our duty to instruct our students to evacuate the building in the shortest possible time without confusion or panic in the event of a sudden emergency inside the school building. During evacuation drills, the expectation is that students are silent, facing forward at all times as they walk out of the building, and listening for the teacher's instructions. Students and any other visitors in the building must follow school staff instructions on how to exit the building.

Shelter-In:

This safety procedure is used when there is a threat outside of the school building. During a shelter-in drill, or an actual shelter-in, no one is allowed to enter or exit the building. Student instruction continues as scheduled.

Soft or Hard Lockdown:

In the event of imminent danger within the school building, we teach our students to quickly remove themselves from harmful situations and to remain silent and out of sight. During these drills, the expectation is that students are secured in a safe space, are silent, and are following teacher instructions. Soft and hard lockdown procedures are the same for students and visitors. Staff are knowledgeable about the slight differences in soft and hard lockdown procedures. Students and any other visitors in the building must follow staff instructions on how to safely secure themselves in the building. During a soft lockdown or drill, a School Safety Agent will stand outside of the main entrance to prevent visitors from entering the building. During a hard lockdown, the main entrance will not be secured since School Safety Agents will have also retreated to safety.

Please note that it is important for family members to follow school rules and to be a model for positive, safe behavior. It is our expectation that every person within the school building participates in the drills while at the school and observe all building safety policies, i.e., observing posted safety signs, signing in within School Safety, showing ID. If you are found to violate safety procedures, you will be issued an initial warning letter, followed by a letter of limited access if the behavior continues (see *Limited Access Policy*).

Speaking with your child about the importance of safety is a great way to support the work we are doing in the school.

Student Illnesses

If your child requires medication during school hours, only the school nurse may administer medication. However, medication may not be given without the completion of an approved 504 Form required by the State Health Department. 504 policies will be approved at the nurse's discretion. This policy applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines.

All student medicines will be kept in a locked file cabinet in the nurse's office. The school nurse will keep a detailed log of all medicines that are administered.

The following symptoms will be referred to the school nurse and may require a student to be sent home:

- Persistent fever greater than 100.4° orally, including a fever that requires control with medication such as Tylenol
- Vomiting and/or diarrhea
- Severe cough that makes a child feel uncomfortable or disrupts the class
- Sore throat that is severe along with fever and feeling ill for more than 48 hours, OR after known exposure to a confirmed case of Strep throat infection
- Honey-crusted sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores and bumps that may be chicken pox; OR a significant rash accompanied by other symptoms of illness such as fever
- Large amount of discolored nasal discharge, especially if accompanied by facial pain or headache
- Severe ear pain or drainage from the ear
- Severe headache, especially if accompanied by fever
- Live head lice
- Diabetes patients with elevated blood sugar levels despite medication, or inadequate supplies to treat in school nurse office
- Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available in school nurse office
- Any condition that may be serious or contagious to others

Family Engagement

Community Council

Public Prep believes in the power of partnership between our school and families. A high level of family engagement will lead to greater scholar success and confidence in their education. The Community Councils at each of our schools are critical drivers in creating the partnership for family engagement. In order to do so, the Community Councils have 3 explicit goals:

1. Recruit families to be active participants in the school community through the support of the school's academic initiatives, engagement in community events, and structured volunteer opportunities.
2. Provide feedback to school and home office leadership to support decision-making.
3. Connect families to community resources and deepen relationships in the neighborhoods we serve.

All families are members of the Community Council and are encouraged to engage in meetings, volunteer opportunities and social activities at the school. Community Council officer elections are held annually. Positions on the Community Council include:

- President
- Vice President
- Secretary
-

As outlined in our Charter, one senior officer from all Public Prep Academies Pre-K through 8th grade school (GP LES, GP Bronx or BP Bronx) will be selected to serve a one-year term on the Board of Directors.

Volunteer Opportunities

All Public Prep Academies want families to be engaged in our school communities. Opportunities to get involved include:

- being an active member on the Community Council
- helping to chaperone a field trip, assisting your child's teachers
- volunteering at breakfast or lunch
- attending some of the many family workshops and educational events offered throughout the year
- attending Unity Meetings
- supporting school wide events (i.e. Book Fairs)

Schools will share details about in person events this year and attendance will be subject to health and safety policies within your child’s school building. For example, all schools in NYCDOE public school buildings require visitors to be fully vaccinated in order to enter the school building.

Virtual Home Visits

A strong family-school connection is vital for student success. This connection begins and is reinforced each year through our home visits. The purpose of the home visit is to strengthen the family-school partnership, ensure that proper supports are in place for the family and the student, review school systems and expectations, and hear from families and the student about anything important they want to share.

Point of Contact System

Public Prep Academies believe that strong, regular and respectful communication with parents and guardians is critical to our schools’ short- and long-term success. This connection begins and is reinforced through annual virtual home visits, Monthly Newsletters, Monthly Curriculum Highlights, family events, family-teacher conferences and through our active Community Councils. All Public Prep families will have a point of contact at their school that they communicate with regularly when the school year starts. Families will receive monthly communications from their point of contact for the entire school year.

School Day Policies/Procedures

Attendance

The first step toward academic success and achievement for your child is **arriving to school on time** and **recognizing that every day counts**. Research and our own experience has shown that students with excellent attendance in school perform better academically. We also want to promote our core value of *integrity* as we help them develop the life skill of punctuality. This is a key life skill that they will need throughout their academic career, especially entering adulthood. Our attendance policy is designed to support you and your child with developing great attendance habits. Living and/or commuting in New York City, we experience a variety of unforeseen or unpredictable delays on a daily basis, please note that tardies or absences will not be excused due to transportation delays. Please make sure to check the status of your commute daily and make adjustments for your travel time.

If your child will be absent from school, **you must call the school on the same day of the absence and notify the school of the reason for the student’s absence and the expected date of return.**

It is important to note that ALL ABSENCES and ALL TARDIES, excused and unexcused, are considered absences or tardies. However, we recognize that there are legitimate times when coming to school or coming to school on time is not possible. Appropriate documentation is required to excuse an absence or tardy.

Excused Absence and Tardy	Unexcused Absence and Tardy
<ul style="list-style-type: none">• Emergency medical or dental appointments.• Death in the family.• Legal proceedings that require the scholar’s presence.• Religious Observance• Student Illness (<i>Up to 9 times during the school year</i>)	<ul style="list-style-type: none">• Routine medical or dental appointments (<i>please schedule these outside of school times</i>)• Family Vacation• Transportation delays.

Excused Student Absence due to Illness

Scholars absent for illness will have up to nine days for excused absences without a doctor's note. If a scholar is absent for more than three consecutive days, families will need to provide a doctor's note to excuse the absences. In order for

an absence due to illness to be excused, families must notify the school via phone call or email on the day of the absence. Absences will not be excused if the school is notified after the date of the absences. All doctors notes for excused absences must be submitted within 5 school days upon the student's return so that records can be updated in a timely manner.

Note: A doctor's note is required for students who have been absent for three or more days due to illness.

We encourage you to **refer to the Academic Calendar when scheduling routine medical appointments and family vacations**, as these are **not** legitimate reasons for being absent.

In cases of truancy, our staff must meet with the student and parent in order to determine needed support and an appropriate course of action, which may include, but is not limited to: guidance intervention, referral for counseling, and/or referral to Time Management Tutoring. As mandated reporters of educational neglect, and other areas of neglect and abuse, we will refer families who continue to struggle with truancy to preventive services through the Administration for Children's Services (ACS). Additionally, **students who miss 18 or more instructional days (10% of days in session) may jeopardize their promotion to the next grade.**

The school may contact ACS upon **five consecutive unexcused absences** where no contact has been made regarding the whereabouts of the student. **After twenty (20) consecutive days of absence**, the Director of Student and Family Affairs shall schedule and notify, in writing and at the last known address, both the student and the student's parent(s) or guardian(s). At the conference the Director of Student and Family Affairs determine both the reasons for the student's absence and whether reasonable changes in the student's educational program would encourage and facilitate his or her return to regular attendance. The student and parent/guardian shall be informed orally and in writing of the student's right to re-enroll at any time in the School. If student and parent/guardian fail, after reasonable notice, to attend the conference, the student may be dropped from enrollment provided that he or she and the parent/guardian are notified in writing of the right to re-enter at any time.

Recognition for Perfect and Outstanding Attendance

Each month, the end of trimester and end of year, students and families are celebrated for the perfect and outstanding attendance. Perfect attendance is 100%, zero absences zero tardies. Outstanding attendance is 98% for the time period.

Late Pick-Up

All Public Prep schools have a specific start and end time and each team is dedicated to an orderly and consistent arrival and dismissal process each day for students and staff. While the majority of our students are picked up on time, each day, a few students remain in the building at times up to 90 minutes after dismissal with no clear communication from families to the school. Late pick-up has a negative impact on our students and our staff, who are not able to attend professional development and complete work tasks and on students, who are eager to end their day. Late pick-up also prevents our staff from reuniting with their families in the evening. If families are unable to pick their children up on time consistently, a meeting will be required after the third late pickup in order to collectively problem solve with school leadership.

Birthdays

Birthdays are recognized as a school community monthly at Unity Meetings and as a classroom community in their classrooms during Morning Meeting and Advisory. Birthday parties, however, are not permitted during the school day or on school property.

Classroom Visits

Families are welcome to visit their child's classroom. Families must make an appointment with the classroom teacher at least 24 hours prior to their visit to ensure that classroom instruction will not be interrupted and to avoid any scheduling

conflicts. Families must check-in at School Safety and the Main Office prior to proceeding to their child's classroom. We invite you to take advantage of the various opportunities the school offers to come in and observe or take part in student learning.

Healthy Food Policy and Recommendations Policy:

Public Prep Academies place a strong emphasis on good nutrition and making healthy food choices. Research shows that diet has a big influence on health. Eating healthy provides our students with the fuel their bodies and minds need to help them remain focused in their classes. Packed lunches are allowed as long as it follows our policy. Please read the following regarding our healthy food policy at Public Prep Academies.

Given the needs of our scholars with food allergies, **Girls Prep and Boys Prep are peanut free zones**. Peanuts pose a life-threatening risk for some students. **Peanuts, peanut butter, peanut oil and any other product that may contain trace amounts of peanuts are NOT allowed in the building.**

Food allergies can lead to life threatening situations therefore Public Prep Academies does not allow students or staff to share or trade breakfast, lunch or snack items with community members.

Public Prep Academies follow the federal and New York State regulations for meals provided by our school food providers in all of our buildings. In order to continue to support our students and families to build healthy eating habits we enforce a Smart Snacks expectation for all students during school hours. If families choose to pack a snack or lunch for their student, we recommend the foods meet the regulations listed below. Regulations are aligned with the following policies: [Institute of Medicine National Standards For Foods In Schools](#) , [2015-2020 Dietary Guidelines for Americans](#) and [ChooseMyPlate.gov](#).

Beverages:

1. Approved beverages include water, 100% juice, low-fat milk, fruit smoothies or vegetable smoothies.
2. Beverages cannot be carbonated or caffeinated.
3. Beverages containing artificial sweeteners, other natural non-nutritive or very low-calorie sweeteners (e.g. stevia, erythritol), artificial flavors or artificial colors are not permitted.
4. Outside beverages other than water must have calorie and ingredient information on the packaging.

Recommended Smart Snacks:

1. Approved snacks include food items with a fruit, vegetable, whole grain or dairy as the first ingredient.
2. Any snack with fructose, maltose, sugars or sugar as one of the first three ingredients is not allowed.

If a student brings a food item that is not approved as a Smart Beverage or Smart Snack, a staff member will notify the student of the regulation and communicate with the family. The food item will be held for the student until the end of the day. If the food item needs to be discarded, the staff member will notify the student and family at the time.

Recommendations:

Recommended School Smart Beverage	Not Approved School Beverages
<ul style="list-style-type: none">• Water• 100% Juice• Low-fat Milk• Fruit and vegetable smoothies	<ul style="list-style-type: none">• Iced Tea• Soda• Sports drinks (gatorade, powerade, vitamin water)• Coffee
School Approved Smart Snacks:	Not Approved School Snacks

<i>Any snack with the first ingredient is a fruit, vegetables, whole grain or dairy.</i>	<i>Any snack with the first ingredient is syrup, fructose, maltose, sucrose or sugar as one of the first three ingredients.</i>
<ul style="list-style-type: none"> ● Baked cookies, chips or tortilla chips - <i>similar to those offered by school foods.</i> ● Whole wheat crackers and chips ● Granola bars ● Apple sauce ● Fruit ● Vegetables ● Hummus ● Dried fruit ● Cheese ● Fruit snacks made with real fruit ● Graham crackers ● Goldfish crackers 	<ul style="list-style-type: none"> ● Regular chips (Potato chips, Hot fries, Doritos) ● Regular Cookies ● Cake ● Candy ● Fruit snacks with high fructose corn syrup

*If you send mayo or yogurt, please include an ice pack in your child's lunch box. Lunches and snacks will NOT be refrigerated. 100% vitamin C is not the same as 100% juice. Many items with 100% vitamin C are made with a small amount of fruit and a substitute such as fructose. Make sure to read the labels carefully. If you are unsure about an item, we encourage you and/or your scholar to ask if the item is recommended.

Resources:

[Smart Snacks Calculator](#)

[Food Bank for New York City](#)

Holidays and Celebrations

Our school recognizes that celebrations are learning and social opportunities that are meant to be inclusive and reflect our core values. Therefore, celebrations that respect a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, in accordance with the Dignity for all Students Act, are acceptable.

Our school does not promote specific cultural, religious or personal beliefs; however, teachers may expose students to holidays, cultural events, and traditions for educational purposes. If families choose not to have their scholars participate in specific celebrations or require more clarification, they may request a meeting with a teacher or administrator so that the student can be provided with an alternative educational activity, if necessary.

Across Public Prep Academies, our schools traditionally celebrate heritage and diversity. We also recognize accomplishments and success of our namesakes during our Unity Meetings.

- September - Hispanic Heritage Month and Community
- October - Love of Literacy
- November - Gratitude and Community
- December - Love of Literacy
- January - Wellness and Scholarship
- February - Black History and Love of Literacy
- March - Womens History
- April - Poetry and Love of Literacy
- May - Asian Pacific American Heritage Month and Collect and Career Week
- June - LGBTQ+ Pride, Juneteenth and Love of Literacy

Unity Meetings

Unity Meetings are an important part of our school culture. During Unity Meetings our school community gathers together to celebrate our four core values: Scholarship, Excellence, Community, Integrity. Unity Meetings are focused around the development and demonstration of our core values and may be used to teach or reinforce a particular value and/or recognize student effort and achievement. In addition to celebrating scholar success we learn about and celebrate the accomplishments of our namesakes. Families are welcome to attend Unity Meetings! Please refer to the monthly calendar and the Family Newsletter for more information about upcoming Unity Meetings.

Inclement Weather

School Closings

Public Prep Academies generally follows the same school closing schedule due to inclement weather as the New York City Public Schools. You can listen to 1010 WINS or watch NY1 for NYC public school closing information. If our school is scheduled to be open on a day when NYC Public Schools are closed and there are warnings for inclement weather, families will receive a text and robo-call to the primary number on file if the school will be closed. Depending on the circumstance, Public Prep, in accordance with NYC DOE Policy reserves the right to utilize remote learning during inclement weather. This will be decided on a case by case basis.

Recess Procedures

Just like reading or math, recess is a critical part of the school day. Students need an opportunity to take a break from the rigors of classroom instruction in order to exercise and to socialize with other students. Our students will go outside daily except in the event of extreme inclement weather (winter weather or heat advisories). Please make sure your child has the appropriate outerwear during the winter months. Students are only excused from recess if a doctor's note is provided that states the student may not participate in outdoor activities.

Items Unrelated to School

To maximize learning and academic achievement, students should only bring materials needed or required by teachers for learning. Anything unrelated to academic work and not explicitly required by staff should not be brought to school. These items include but are not limited to iPods/iPad, tablets, e-readers, smart watches, earbuds/headphones, PSPs, gaming devices, magazines, makeup, dolls, baby bottles, pacifiers, games, playing cards, toys, jewelry (see *Uniform and Dress Code Policy pg.10*), large sums of money, and snacks to be eaten outside of the cafeteria. Such items can be very distracting during classes. **If a student brings such items to school, the school will not be responsible for any lost items. Teachers will confiscate the items and will only return them when and if an authorized adult comes to the school to claim the item. All items not collected by the end of the term will be donated to charity.**

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices not part of the educational program, will not be allowed during the school day. Cell phones must be completely powered off and kept in the student's backpack or locker. Students will not be allowed to use cell phones during the school day to make or receive calls, texts, email, or access any other social network service. If you need to reach your child, please call the main office. Please do not call your child's cell phone.

If a cell phone and/or other unauthorized electronic device is visible and/or heard, it will be confiscated and returned at the end of the day to an authorized adult. If a student fails to comply with the cell phone policy, that student may lose the privilege of bringing a cell phone to school.

The school will not be responsible for cell phones (including confiscated cell phones), or other electronic devices that are brought to school. Public Prep Academies have the right to create school based policies, agreements and supports for scholars regarding cell phones and other electronic devices.

Lost and Found

Our school will keep a lost and found box of items that have not been labeled. You may come to the main office to request to search the lost and found box during school hours. Unclaimed items will be discarded, donated or re-used by the school at the end of each trimester.

Meals

The Office of School Food and Nutritional Services of the New York City Department of Education (OSFNS) will provide each child with a free and nutritious school lunch each day. Families will be required to complete a Free and Reduced Lunch Application (whether or not their child will participate in the school lunch program) prior to October 15th. Families who do not fill out an application will continue to be billed for lunch, as missing school lunch forms result in a decrease of critically important federal funding to the school.

Vegetarian meals are available for those students who have special dietary requests. Any food allergies will be honored if we receive documentation from the student's doctor. Students should not bring meals that need to be heated or refrigerated, as these services will not be available to them.

Breakfast

Breakfast is provided by OSFNS. Breakfast is free and is served daily to all students. Please see the school campus breakfast schedule for information about the time when breakfast is served. If students buy breakfast on the way to school and will eat it in the cafeteria, it must adhere to our healthy food policy (no fast food or junk food). The breakfast must be eaten during designated breakfast times. We ask our families to support our students in developing morning routines that will allow them ample time to eat a healthy breakfast.

Student Records

The school administration is in charge of keeping student records. Student records include, but are not limited to grades, evaluations, disciplinary actions, and health records. Student information that is personally identifiable is considered confidential. In most cases, confidential records will not be made available to any non-school personnel without consent by the parent/legal guardian. Otherwise the school will inform the family of the request and subsequent release of such information to any such authorized entity (such as the State Education Department, a juvenile court, a school into which the child is transferring). See the Family Education Rights and Privacy Act and Student Directory Information sections of this handbook for more information on obtaining copies of some or all of your child's student records and to see what information may or may not be shared with others.

Verification letters

The main office staff will process student record requests, including enrollment verification letters. Please allow two school days for completion of your request. Letters will be sent home in the student's book bag if no specific instructions are provided within 48 hours. Only parent/legal guardians can request this documentation.

Transportation/MetroCard

Our students may be eligible for a MetroCard to support transportation to/from school by the Office of Pupil Transportation (OPT). Students who live within the borough of the school, more than ½ mile in distance from the school but less than 1 mile may receive a Reduced-Fare MetroCard for public transportation. Students who live in a NYC borough outside of the borough of the school or greater than 1 mile from the school may receive a Full-Fare MetroCard for public transportation. Students who live within the borough of the school, less than ½ mile in distance from the school, are not eligible for a MetroCard. It is each student's and/or family's responsibility to hold onto the MetroCard.

Please note carefully that a half-fare MetroCard contributes half of the normal bus fare and allows for one free transfer to any other NYC bus. A half-fare MetroCard, however, does not provide a free transfer from the bus to the NYC train.

Replacing a Lost MetroCard

Requests for the replacement of MetroCards must be completed in writing (either written request or e-mailed request) and addressed to the Operations Associate, in the main office. Lost MetroCards take a minimum of one week to process/arrive from the OPT and must be logged before re-distribution to students. In the event that your child's MetroCard is lost, you must cover the cost of student transportation until the replacement card arrives.

Bussing

Bussing is only provided for students for whom it is mandated through their IEP (subject to approval by the NYC Dept. of Education), and eligible students in temporary housing (inquire in the main office for more information).

Family Newsletter

Each school is required to send home a newsletter, which contains important information about school events, messages from the Community Council and the latest news. Teachers may use this as a communication tool as well.

Monthly Calendar

Each month, families receive a calendar that outlines important events, such as early dismissal and parent-teacher conference dates. Teachers may inform the Administrative Associate of any important dates you would like placed in this calendar (field trips, publishing celebration).

Other: Policies, Laws, Procedures

Complaint Policy

It is our goal to address any family concerns promptly and focus on resolving the issue in a professional and respectful manner. Families are encouraged to follow the guidance provided below when presenting complaints.

Informal Complaints

Complaints that are **not** violations of law or charter (i.e., teacher or class assignment) are considered to be informal and handled at the school level. Families with informal complaints should:

1. Make the informal complaint directly to the student's teacher.
2. If the issue is not resolved at the teacher level, then it may be taken to a member of the SFA team or Community Council President depending on the nature of the concern.
3. If the issue is not resolved at the previous level, then the complaint may be taken to the Principal.
4. If the issue is not resolved with the Principal, the complaint may be brought to the attention of Public Prep via the Superintendent. Families may email FamilyAffairs@publicprep.org.

Issues involving a violation of the law or charter may also be resolved informally and you may wish to use this avenue before making a formal complaint. Using the informal route does not prevent you from using the formal complaint process.

Formal Complaints

A Formal Complaint is a complaint made when the law or charter is violated. If the law or charter is not violated, the formal complaint process is not the appropriate avenue to seek a solution and families should refer to the informal complaint process above.

Complaints that are regarding violation of law or charter must be addressed to the Chairman of the Board Trustees c/o Public Prep (may be emailed to FamilyAffairs@publicprep.org or via U.S. mail 192 East 151st Street, 5th Floor, Bronx, NY 10451. Complaints received at least five business days in advance of a board meeting will be dealt with at that meeting; those complaints not received within that time period will be dealt with at the next regularly scheduled board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who present the complaint. The Board, as necessary, shall direct the Principal or other responsible parties to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

Appeal

If, after presentation of the complaint to the Board of Trustees, you determine that the Board has not adequately addressed the complaint, you may present the complaint to our authorizer, the SUNY Charter School Institute (CSI). CSI will require the complainant to submit the school's decision on the complaint. Families may complete the [SUNY Formal Complaint Form](#) and email it to charters@suny.edu or mail it to the Institute at: 353 Broadway, Albany, NY 12246.

If CSI as the authorizer of the school does not satisfactorily resolve a formal complaint, families can appeal CSI's written determination to the New York State Board of Regents through the New York State Education Department by submitting written appeals by mail to:

Charter Schools Office
Room #5N EB
Mezzanine
89 Washington Avenue
Albany, NY 12234

Dangerous Weapons on School Grounds

Any student who is determined to have brought a weapon to school may be expelled from school for at least one year. Only the principal may modify such expulsion requirements on a case-by-case basis. A weapon includes, but is not limited to, items described in the New York Penal Law 265.01. IDEA, due process still apply.

Gun Free Schools Act Policy

Federal and State laws require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Superintendent 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).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

"Firearm," as used in this law, is defined by 18 USC §921(a), and includes firearms and explosives.

The Head of School shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. "Weapon" as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and half inches in length.

Dignity for All Students Act (DASA)

Our school creates a safe and supportive environment for all community members; we abide by the New York State Dignity for All Students Act. This law seeks to "provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function." Discrimination and harassment is prohibited by employees or students based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Our Core Values of Scholarship, Excellence, Community, and Integrity are infused throughout our school and are incorporated into the day-to-day instruction that occurs in each and every classroom. Students are expected to demonstrate community in all of their interactions with Public Prep community members. When a core value is not shown or is broken, there is a clear protocol for all staff members to follow to address issues both in the classroom and outside the classroom when necessary. Each school has a social emotional curriculum where each classroom provides lessons that help foster an environment free from discrimination and harassment. All grades follow a scope and sequence that includes safe touch lessons.

All staff participate in at least one DASA workshop during the year. Additional professional development opportunities also occur throughout the year in response to staff needs.

Each school has a DASA Coordinator. Please reach out to the Student and Family Affairs Office for questions or to report an incident related to DASA.

The emphasis on our Core Values throughout the day by all staff members has helped to create a safe and supportive environment for all students. A clear protocol for staff has been established and all staff members are expected to address all low level infractions as well as more serious incidents. Students know what the expectations are, and logical consequences are used when students do not meet these expectations, both inside the classroom and with the assistance of school leadership. If someone is not treated appropriately, the student who hurt the community or other community member works to make amends with the hurt party. That student also works to develop his/her individual skills so s/he can make a different choice in the future. Families serve as partners throughout this process. To read the full Dignity for All Students Act, please visit <http://www.p12.nysed.gov/dignityact/>.

Education and Support of Homeless Students

A homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. The school will determine whether there are homeless students within the student body by contacting our local department of social services. We also requests that families complete a "Designation/STAC-202" form that asks for a description of the current living arrangements of the child to determine whether the child or youth meets the definition of a homeless child under the McKinney-Vento Homeless Education Assistance Act and New York Education Law in order to provide the child with access to all of its programs, activities and services to the same extent as they are provided to resident students. Our school has designated a local liaison for homeless children and youth ("McKinney-Vento liaison"). The McKinney-Vento liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically. For a full description of our policy on the education of homeless students, please request a copy from the main office.

Electronic Information Systems and Acceptable Use Policy

Since the use of Technology is intended for educational purposes, students shall not have any expectation of privacy in any use of Technology. Public Prep and School staff reserve the right to monitor and record all use of Technology, including, but not limited to, access to the Internet or social media, communications sent or received from Technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of Technology (such as web searches and emails) cannot be erased or deleted. As a courtesy, Public Prep hereby notifies Student and Student's parent(s)/guardian(s) are advised that Public-Prep intends to install monitoring software on Public Pre/School-issued Technology for the purposes of monitoring usage for compliance with the foregoing. All passwords created for or used on any technology are the sole property of Public Prep. The creation or use of a password by a student on Technology does not create a reasonable expectation of privacy.

The use of technology provided by Public Prep Charter School Academies ("Public Prep") for students enrolled at any of the schools operating under the Public Prep umbrella (the "Schools" or singularly, the "School") is a privilege permitted at Public Prep's discretion and is subject to the conditions and restrictions set forth in applicable Public Prep policies, and administrative regulations. The School reserves the right to suspend access at any time, without notice, for any reason. Public Prep expects all students to use technology responsibly in order to avoid potential problems and liability. The Schools may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

IT Resources: The School's IT Resources include, but are not limited to, campus computers, networks, servers, telephones, and other infrastructure, whether utilized on- or off-campus; laptops, tablets, disks, other physical devices or media owned or provided by the School, and all devices and storage media attached to the network; digital systems,

websites, and other digital services utilized by the School, whether hosted on- or off-campus; files, folders, documents, web pages, and other digital information; e-mail, voicemail, SMS, IM, or other digital or analog communications; account names, passwords, or related information or settings; and systems, settings, and configurations.

Acceptable Use: The School's IT Resources are intended for School use, to support activities that support learning and teaching. The School strictly prohibits the use of the School's IT Resources for purposes that may be disruptive, offensive to others, or harmful to morale. Users may not send, display, access, or download messages, text, files, or images in violation of any laws. At all times, our Core Values must be applied. The following are unacceptable uses of the School's IT Resources. This list is not exhaustive.

Harassment or Discrimination: In accordance with the Dignity for All Students Act ("DASA"), the School will provide an environment that is free of discrimination, bullying (including cyberbullying), and harassment. Unless required for academic or other School-related purposes, Users may not view, display, or transmit in digital or physical form any of the following: sexually explicit information or images, ethnic slurs, racial epithets or anything that may be construed as discrimination, harassment or disparagement of others based on their race, color, religion, sex, national origin, sexual orientation, age, disability, marital status, or any other category protected by federal, state, and local law. The School's policies against harassment, discrimination, and bullying all apply fully to use of the School's IT Resources. All reports of violations to this policy will be investigated, documented, and may result in loss of technology and/or Internet privileges as well as further disciplinary consequences, in accordance with the Family Handbook. The administration of the School reserves the right to monitor any and all activity generated by student use of technology equipment.

Unauthorized Use of Intellectual Property: Users may not violate the rights of any person or company protected by copyright, trade secret, patent, or other intellectual property, or other proprietary rights. Even if used or received in a class under Fair Use guidelines, copyrighted materials remain protected and may not be used in other ways that would violate the U.S. Copyright Law. Users may not conduct academic dishonesty or plagiarism, illegal or fraudulent activity, or any other activity prohibited by the School's policies.

Misuse of the School Network, Software, and Computers: Users may not intentionally introduce malicious programs into School computers, tablets, networks, servers, or hosted services; inappropriately use or share School-authorized IT privileges or resources with anyone outside the School; bypass the School's firewall; host or access file-sharing services for any illegal or inappropriate purposes; play, stream, or download games, video, multimedia, or other large files for non-academic purposes; modify another User's password, files, or permissions; copy or download software from School IT Resources without permission; install software on lab or office computers without permission; or use the School's IT Resources for any private purpose for personal gain, commercial enterprise, or non-School-related fundraising.

Misuse of Websites: The School's websites may only be used for School-related academic purposes. Use of the School's websites, including publicprep.org and any other systems and services provided by the School, are subject to this policy as well as Public Prep Network's User Agreement posted on the website.

Misuse of E-mail: Users may not send unsolicited e-mail messages, spam, chain letters, or advertising materials; impersonate others' e-mail address, internet address, electronic signature, or other personal identifying information; or use e-mail in any way that would cause disruption, harassment, or harm. E-mail is not a secure method of information transmission, so Users must take reasonable precautions to protect privacy and security. Home addresses, telephone numbers, passwords, and other personal information should not be included in e-mail signatures. Students' personal or identifying information must never be shared outside the @publicprep.org, @girlsprep.org, and @boysprep.org domain without permission.

Social Media: When used inappropriately, social media can transform from a powerful educational tool that allows students to connect, communicate, and access a wealth of informational resources into the source of serious long-term consequences. College admissions officers and prospective employers will not hesitate to use any social media missteps — even those made when a scholar is quite young — when considering an individual's candidacy for admission or employment. Social Media as defined in this policy includes any and all web-based technologies used to broadcast

messages and participate in dialogues. Examples include Facebook, Twitter, LinkedIn, MySpace, YouTube, emails, texting, blogs, message boards, personal websites, chat rooms, group discussions, etc.

According to this Policy, the School expects that its resources are used only for teaching and learning. The School has the right (and exercises that right) to monitor user's electronic usage, without further notification than set forth in this policy. This policy extends the right to monitor your use of social media sites if you use any electronic equipment, servers or services provided to you by the School. In our ever-expanding world of technology, students may run into staff members' personal pages on sites like Facebook and Instagram. In the same way that certain lines should not be crossed between students and school employees in real life, they also should not be crossed in the virtual world. Please note that no employees at our School may accept or initiate friend requests with current students, and should exercise caution and careful judgment about former students or alumni.

Students are responsible for their own behavior when communicating with social media and will be held accountable for the content of the communications that they transmit or post. Students are responsible for complying with the School's conduct requirements. What would be considered inappropriate in the school or classroom is inappropriate online.

Examples of inappropriate conduct include, but are not limited to:

- Posting or publishing any insensitive or inappropriate information or content on any social media and from viewing any insensitive or inappropriate social media content.
- Communicating with teachers or administrators via personal social media. *The only permissible electronic method of email communication with a teacher is through emailing the teacher or administrator at his or her School email account.*
- Impersonating or assuming the identity of any other individual while using social media.
- Posting or publishing any information about themselves or another individual that is confidential or of a private nature. This includes posting information such as last names, school names, addresses, email addresses, phone numbers, other contact information, or any other information a scholar might reasonably expect another individual to want to keep private.
- Using any device capable of capturing video, pictures, or audio to record or take pictures of any other individual without their express consent and permission. In addition, use of such recording devices on School grounds is strictly prohibited. Moreover, no such recordings or pictures shall be posted on social media unless they are educationally related. Also, students are not allowed to "tag" an individual in a picture or recording without their express consent and permission.

Students must immediately comply with any request that infringing materials be removed from any social media platform. The use of social media is a privilege, not a right, and the violation of any provision of this policy will result in the restriction of a scholar's social media access and/or the imposition of additional appropriate consequences. Students should always be mindful of the fact that material posted or published online will be public for a very long time and may perhaps become a permanent part of their record. Students should be sensitive of others, should avoid posting or publishing anything distasteful, and should not post or publish anything they would not be willing to say to an individual in person.

This social media policy applies any time students are on school grounds, using school property, under the supervision of school authority, or using social media in a manner that endangers a scholar's or staff member's physical or emotional safety, security or well-being and materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Excessive Non-Priority Use of IT Resources: Priority for the use of the School's IT Resources is given to activities related to the School's missions, and for the exchange of information to assist in education and information gathering. In shared computing environments such as labs, Users with academic work shall be given priority. Individual Users may be required to halt non-priority use of the IT Resources, such as recreational and non-academic activities, to allow academic use by others.

Student Personal Technology: With continued introduction of internet capable devices, it is important for the School to articulate clear expectations about their use. Please note that:

Classroom

- Teachers will make their expectations around device use clear. There are many reasonable uses for technology - including portable devices - in the classroom. Teachers are the decision makers for whether or not a device can / should be used for any given experience / activity, unless the student has received an accommodation from the Committee on Special Education (CSE) or the School's Student Support Team (SST).
- Permission to use a device at one time does not imply that permission is ongoing.
- Teachers may choose to collect personal devices (phones / internet capable watches) at the beginning of class to prevent distractions.

Exams

- **Personal technology devices, with the exception of approved calculators in appropriate moments of an exam, are never to be used during exams.**
- **When assessments/exams are being administered, students are responsible for ensuring that their devices are stored in a backpack or other inaccessible location, unless the teacher has chosen to collect the devices at the beginning of class.** Any student found with an unapproved device available during an exam will be subject to an academic penalty and disciplinary action.

Access to Information and Privacy: Users of the School's IT Resources may access only the confidential or proprietary information for which they are authorized and may use that information only for the purposes for which it is intended. Users are responsible for knowing and following School policies regarding use of confidential information. The School reserves the right to review and disclose all digital information, including word processing documents, spreadsheets, databases, e-mail, voicemail, instant messages, and any other electronic documents or communication, including any documents and messages that do not pertain to School business, that are stored or processed on the School's IT Resources. Authorized representatives of the School and their delegates may review such information for any purpose required by the School, at any time, without notice to the User. These purposes may include, but are not limited to, retrieving School information, maintenance of the School's IT Resources, troubleshooting hardware or software problems, preventing system misuse, School investigations, health and safety emergencies, compliance with legal and regulatory requests for information, or compliance with local, state, and federal laws.

The School therefore does not guarantee the privacy of any electronic information stored or processed on School IT Resources, even if password protected. The School reserves the right to retrieve, examine, and remove files or logs from School IT Resources without the User's consent. Users of the School's IT Resources waive any right to privacy with regard to any use of the School's equipment and systems.

User Security: Users are responsible for the security of computer system passwords, personal account passwords, and personal identification numbers and will be held accountable for any violations of acceptable use that are traced to their accounts or use of School IT Resources.

Users must employ security practices established by the School. Users must follow School policies established for maintaining and managing passwords. Users have had unique passwords created for their use on School-issued devices, and must create secure passwords on non-School-issued devices that access School IT Resources. Passwords should be changed frequently and should never be written down or told to anyone. Users should password-protect computers when leaving their desk or room, and should ensure the physical security of IT Resources by storing computers and other devices in locked locations. Effective security practice includes a prompt and appropriate response to a security breach. Users must immediately report incidents in which they believe computer or network security has been jeopardized.

Use of Likeness and School Work: The School may, with a User's prior consent, make use of photographs of the User or other likenesses and of such User's work (written, artistic, etc.) on the School's website and in other promotional materials. Each User must ensure that he or she has obtained the necessary permissions before publishing any names or photographs of students or student work. Under no circumstances are Users allowed to publish student photographs accompanied by students' full names. In case of any uncertainty whether permissions would be required for publication of student information, Users should consult the Director of Operations. Users must receive prior approval from the Director of Operations or Public Prep's Development Associate before posting material or publishing links.

Liability: The School's IT Resources are provided "as is" and "as available." The School disclaims all representations and warranties, express or implied, of any kind with respect to the IT Resources and the content including warranties of, merchantability, fitness for a particular purpose and non-infringement of intellectual property and proprietary rights. Without limiting the general disclaimer, the School does not warrant the availability, accuracy, completeness, timeliness, functionality, reliability, sequencing, or speed of delivery of the School's IT Resources.

The School shall not be responsible for actions of individuals outside of the school constituency, or for the quality and content of information they make available actively or passively. The School shall not be responsible for any advice received from any outside source or any damage or charges associated with this advice. The School shall not be held liable for damage to, or disruption of, external networks and/or computer systems as the result of activities initiated by Users of School IT Resources.

Enforcement: Any User who becomes aware of a misuse of the School's IT Resources should immediately report the matter to the Director of Operations and the Public Prep Director of Technology. Violations of this Policy will be investigated, documented, and may result in suspension or revocation of computer, network, or service access; discipline, up to and including suspension, expulsion, or termination of employment; and/or legal prosecution, in accordance with School Policy and the law. The administration of the School reserves the right to monitor any and all activity generated by student use of technology

Enrollment Surveys

Each spring, your family will receive an Enrollment Survey form to reserve your child's seat at our school for the next year. While your child only has to enter our enrollment lottery when applying to our school for the first time, completing this survey helps us to plan for the number of students returning the following school year as well as knowing how many seats may be available for students on a wait list. If we do not receive your completed Enrollment Survey, your child's seat may not be guaranteed and the seat may be given to a new student in the April lottery.

Family Education Rights and Privacy Act (FERPA)

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

- a. The right to inspect and review the student's education records within forty-five (45) days after the day Public Prep receives a request for access. Parents or eligible students should submit to the Director of Operations a written request that identifies the records they wish to inspect. The Director of Operations will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- b. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should submit a written request to the Director of Operations clearly identifying the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- c. The right to provide written consent before the School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Public Prep Board of Trustees. A school official also may include a volunteer, contractor or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to

the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school 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, the School will make a reasonable attempt to notify the parent or eligible student of the records request.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Public Prep to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

Disclosures that Public Prep may make without parental 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 the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Public Prep may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other School officials, including teachers, whom the School determines to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the School 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 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 the School, 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 the School 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, under certain conditions.

Notice for Directory Information

FERPA requires that Public Prep, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Public Prep may disclose appropriately designated “directory information” without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow Public Prep to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs), such as Public Prep, receiving assistance under the Elementary and Secondary Education Act of 1965, as amended to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.^{1[1]}

Public Prep has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of member of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

^{1[1]} These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

If you do not want Public Prep to disclose any or all of the types of information designated above as directory information from your child's education records without your prior written consent, you must notify the School in writing.

Freedom of Information Law (FOIL)

It is our policy as required by the Freedom of Information Law (FOIL) to furnish to the public the information and records maintained by the Public Prep Network (including Public Prep Academies). A "record" is any information kept, held, filed, produced or reproduced by, with or for Public Prep in any physical form whatsoever, including, but not limited to reports, statements, examinations, memoranda, opinions, folders, files, books, manuals, pamphlets, forms, papers, designs, drawings, maps, photos, letters, electronic documents, rules, regulations, or codes. A complete listing on FOIL policy and procedures may be requested from the School's main office.

Individuals with Disabilities Education Act (IDEA)

IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. Confidentiality provisions are similar to those of FERPA unless otherwise indicated. Further information concerning IDEA may be requested from the school's main office.

Section 504 Policy

Public Prep Network ("Public Prep"), and its affiliate schools (together, the "Schools" and each individually, a "School") recognizes that all qualified persons with disabilities enrolled in one of the Schools are entitled to a free and appropriate public education ("FAPE") under Section 504 of the Rehabilitation Act.

The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

A "physical or mental impairment" may include:

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito--urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Per the United States Office for Civil Rights (OCR) guidance regarding "Protecting Students with Disabilities", the regulations "do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments."

"Major life activity" may include: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. According to the OCR, this list is also not exhaustive.

A qualified person with a disability is a person with a disability who is of an age during which it is mandatory under state law to provide such services to persons with disabilities; of an age during which persons without disabilities are provided such services; or a person for whom a state is required to provide a free appropriate public education under IDEA 2004.

All school--age children who are individuals with disabilities as defined by Section 504 are entitled to FAPE.

According to the OCR, an appropriate education includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities and classrooms must be comparable, and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of students with disabilities.

A person with a disability must be placed in the regular education environment, unless it is demonstrated that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required in a cyber setting.

Section 504 requires the use of evaluation and placement procedures.

An individual evaluation must be conducted before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement.

The School's Assistant Director of Student Supports² clearly or his/her designee must establish standards and procedures for initial and continuing evaluations and placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services. Procedures must ensure that tests and other evaluation materials: have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer; are tailored to assess specific areas of education need and are not designed merely to provide a single general intelligence quotient; and are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory,

² Whomever at the school level is in charge of discipline for special needs students

manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The School's Assistant Director of Student Supports] clearly or his/her designee is directed to draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate.

Periodic reevaluation is required.

The School's Assistant Director of Student Supports] clearly or his/her designee must have in effect procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or guardians of students to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with the school's decisions, they must be afforded an impartial hearing. A review procedure also must be available to parents or guardians who disagree with the hearing decision.

It is the policy of Public Prep to provide a FAPE to each qualified disabled student at the Schools, regardless of the nature or severity of the disability. Consequently, it is the intent of Public Prep to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with appropriate educational services.

PROCEDURES

Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified School employee.

Requests should be directed to the specific School's [Assistant Director of Student Supports] clearly at the addresses below:

Name	School	Address
Nicole Bischoff	Girls Prep Lower East Side Elementary	442 East Houston, Room 316 New York, NY 10002
Samantha Thomas	Girls Prep Lower East Side Middle	420 East 12th Street, Room 103 New York, NY 10009
TBD	Girls Prep Bronx Elementary	681 Kelly Street, Rm 205 Bronx, NY 10455
Candace Best	Girls Prep Bronx Middle	890 Cauldwell Avenue, Room 100 Bronx, NY 10456
Amanda Kaminski	Boys Prep Bronx Elementary	192 East 151st Street Bronx, NY 10451

Aevon Watts	Boys Prep Bronx Middle	192 East 151st Street Bronx, NY 10451
Lauren Blenkinship	Girls Prep Bronx II Elementary	192 East 151st Street Bronx, NY 10451

The School will consider the referral, and based upon a review of the student's records, including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, the School will inform the parents or guardian of this decision and of their procedural rights.

EVALUATION

The purpose of a student evaluation shall be to determine eligibility for accommodations as a disabled person under Section 504.

Public Prep's Section 504 evaluation procedures must ensure that:

Evaluation materials have been validated for the specific purpose for which they are used and are interpreted and/or administered by trained personnel in conformance with the instructions provided by their producer.

Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

The eligibility determining team will take into account all records, test results, evaluations, teacher input, counselor input and consider the following when discussing eligibility and possible accommodations:

1. Determine if there are reasonable accommodations that can enable the student to participate in learning in the school environment.
2. Do not provide different or separate aid unless it is necessary to make benefits or services as effective as those being provided to all other students in the class.
3. Do not require the identical result or level of achievement as other students; rather, provide equal opportunity.
4. If the education of a person, in a regular environment with the use of reasonable supplementary aids, cannot be achieved satisfactorily, then the implementation of an IEP may be considered.
5. Other students' educational rights may not be significantly impaired by the accommodations.
6. The accommodations must be reasonable, must not fundamentally alter the school program, or present undue burden to the school.
7. The accommodations being considered are for the child's current placement only.

No final determination of whether the student is a disabled individual within the meaning of Section 504 will be made without informing the parent or guardian of the student concerning the determination. With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, the School shall periodically conduct a reevaluation of the student as required by law.

The School's [Assistant Director of Student Supports] clearly or his/her designee is directed to develop procedures necessary to implement this policy in a school setting.

Limited Access Policy

All community members are expected to demonstrate the core values and follow the community expectations as models for positive, safe behavior. This includes, but is not limited to, participating in safety drills and observing all building safety and behavioral policies while at school or school related functions. If family members are found to violate these policies and/or procedures, they will be issued an initial warning letter, followed by a letter of limited access to the building if the behavior continues. Limited access means that you are permitted on school property only with a previously scheduled and confirmed appointment with school staff members in writing at least 24 hours in advance, inclusive of school events. A person with limited access may enter school grounds only under the supervision of a School Safety Officer.

Open Meetings Law

In accordance with the Open Meetings Law, meetings of the Board of Trustees are open to families. Additionally, meeting dates, times, and locations will be listed on the Public Prep website, www.publicprep.org.

Search and Seizure

All students have a constitutional right to be free from **unreasonable** searches and seizures. A student's person and possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches will be conducted with a reasonable degree of privacy and consideration for the dignity of the student. Public Prep Academies follow the same search and seizure procedures as the Department of Education's NYC Public Schools as applicable.

Student Directory Information

Directory information is basic information about students, such as name, address, telephone number and email address. This information may be made available to others for specific use without consent of the parent/guardian. For example, teachers may distribute a class directory so that students can help each other with homework, or the CC members and volunteers may obtain a directory to help organize a school event. While parental consent for the distribution of such information is not required, the school will honor a family's request not to share such information. If a parent/guardian would not like such information released, he or she should submit a request in writing to the main office.

Teacher Qualifications (FOIL Related Requests)

Our school goes to great lengths to recruit and retain excellent teachers. Teaching candidates submit detailed applications, are interviewed at least twice, are observed teaching a model lesson, and are fingerprinted by the New York City Charter Center and Department of Education. Only the highest caliber candidates are offered jobs at our school. In compliance with the New York Freedom of Information Law (FOIL), families have the right to request information regarding the professional qualifications of their child's classroom teachers, including information regarding certification and academic degrees. Upon written request to the Principal/Director of Operations, this information will be provided to the requesting family in a timely manner. If you have a question or concern about your child's teacher, please initially speak to the teacher directly before directing your concern to the administration.

Transgender Student Policy

An essential part of sustaining schools that create joyful cultures and develop resilient, empathetic, and knowledgeable people is to ensure that all members of the community feel valued, affirmed, and respected. In GLSEN's 2019 *School Climate Study*³, an overwhelming 84.4% of transgender students reported feeling unsafe at school due to their identity. In order for children to learn, grow, and develop in our school communities, we must first ensure that their underlying and essential need for safety is met.

Current Laws and Policies

There are several laws and policies that prohibit discrimination against and harassment of transgender students, including (but not limited to):

³ https://www.glsen.org/sites/default/files/2021-04/NSCS19-FullReport-032421-Web_0.pdf, pg. 95.

- [Title IX of the Education Amendments of 1972](#)
- [NY Educ L § 3201-A](#) (2012)
- [Dignity for All Students Act \(DASA\)](#)
- [Gender Expression Non-discrimination Act \(GENDA\)](#)
- [N.Y.C. Admin. Code § 8-102\(23\)](#)
- [Chancellor’s Regulation A-830](#)
- [Chancellor’s Regulation A-831](#)
- [Chancellor’s Regulation A-832](#)

Terms and Definitions

Much of the section below has been taken directly from GLSEN’s *Model Local Education Agency Policy on Transgender and Nonbinary Students*⁴.

Transgender and nonbinary students may use different terms to describe their lives and experiences of gender. Terminology and language differ and evolve based on region, language, race or ethnicity, age, culture, and many other factors. Some examples of terms used by some youth include: trans, trans girl, trans boy, nonbinary, genderqueer, gender fluid, demi girl, demi boy, Two Spirit (amongst Native American, American Indian/Alaska Native, First Nation, or Indigenous communities only), and many more. Some trans youth prefer simply to be referred to as boys or girls except when their trans status is specifically relevant. These terms often mean different things or refer to different experiences of gender. Staff and educators should reflect and use the terms that students use to describe themselves and avoid terms that make these students uncomfortable.

These definitions are provided not for the purpose of imposing labels, but rather to assist in understanding this policy and the obligations of school and agency personnel. Students may or may not use these terms to describe themselves or their experiences.

SEX ASSIGNED AT BIRTH: A designation a person is assigned at birth, and which is recorded on an infant’s birth certificate, if such a certificate exists. A New York City birth certificate can include M (male), F (female), or X (non-binary, gender expansive, gender-neutral, etc.).

GENDER IDENTITY: A person’s deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. Gender identity is an innate part of a person’s identity. One’s gender identity may or may not align with society’s expectations with the sex they were assigned at birth (male, female, or intersex).

Note: throughout this document, it is to be assumed that “gender identity” refers to the gender identity asserted by the student at school.

GENDER EXPRESSION: Expression of gender, whether through hair styles, makeup, or personal fashion, changes over the course of a person’s lifetime.

TRANSGENDER/TRANS: An adjective describing a person whose gender identity differs from the sex they were assigned at birth. A trans woman is a woman whose sex was assigned male when she was born. A trans man is a man whose sex was assigned female when he was born. Some transgender people are not male or female and may use terms like nonbinary to describe their gender (see below).

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<https://www.glsen.org/sites/default/files/2020-11/Model-Local-Education-Agency-Policy-on-Transgender-Nonbinary-Students.pdf>, pg. 14-15.

GENDER NONCONFORMING: A term sometimes used to describe people whose gender expression differs from social expectations, and people who are perceived as androgynous in some way. Being gender nonconforming is distinct from being transgender, though some trans people may consider themselves to be gender nonconforming. For example, a cisgender woman who has short hair and likes sports might consider herself gender nonconforming but may not identify as transgender.

NONBINARY: A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination of genders, or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender, or Two-Spirit. (for Native American students).

CISGENDER: An adjective describing a person whose gender identity corresponds with the gender society typically associates with the sex they were assigned at birth.. For example, a cisgender woman was assigned female at birth and identifies as female her gender as a woman.

SEXUAL ORIENTATION: A person's romantic and/or sexual attraction to other people. This includes being straight, gay, bisexual, queer, asexual, or many other terms used to describe sexual orientation. **This is different and distinct from gender identity.** Transgender and nonbinary people may be straight, gay, lesbian, asexual, or any other sexual orientation.

TRANSITION: The process in which a person begins to live according to their gender identity. Transition is a process that is different for everyone, and it may or may not involve specific medical treatments or changes to official documents. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

INTERSEX: A term used for an individual born with a combination of male and female biological characteristics, such as chromosomes, genitals, hormones, etc.

Nondiscrimination Policy

As indicated in the PPA Family Handbook and referenced herein, PPN/PPA abides by the New York State Dignity for All Students Act ("DASA"). This law seeks to "provide students with a safe and supportive environment from discrimination, intimidation, taunting, harassment, and bullying (including cyber bullying) on school property, a school bus and/or at a school function." Discrimination and harassment is prohibited by employees or students based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

Admission to Public Prep Academies

Several of the most prestigious single-gender schools in New York City have changed admissions policies over the last five years to be more inclusive. At all-girls schools such as Brearley, Chapin, and Spence, the admissions requirements have been adjusted to state that they will accept anyone who "identifies as a girl." Following in their footsteps, we assert that admission to our Girls Prep schools will be open to anyone who asserts their gender identity to be a girl and admission to our Boys Prep school will be open to anyone who asserts their gender identity to be a boy. If a student's gender expression changes, they and their family may decide that the current all-girls or all-boys school is no longer the preferred environment and may request a transfer through their school if a seat is available at another campus in the child's grade.

Privacy and Confidentiality⁵

The [Family Education Rights Privacy Act \(FERPA\)](#) is a federal law which applies to all aspects of a student's identity, including their gender identity and transgender status (20 U.S.C. § 1232g; 34 CFR Part 99). Under FERPA, only those school employees with a "legitimate educational interest," the student, or their parent or guardian may have access to a student's records.

Public Prep Academies will ensure that all personally identifiable and medical information relating to transgender and nonbinary students is kept confidential in accordance with applicable state, local, and federal privacy laws. Staff or educators shall not disclose any information that may reveal a student's gender identity to others, including parents/guardians and other staff, unless the student has authorized such disclosure, the information is contained in school records requested by a parent or guardian, or there is another compelling need. This disclosure must be discussed with the student prior to any action.

Prior to disclosing any such information about any transgender or nonbinary student, educators and staff should work with the student to discuss the manner, time, and message of this disclosure. This should include providing the student with any support services they may need to make the disclosure in a safe and supportive environment.

Transgender and nonbinary students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their gender identity to staff, educators, or other students does not authorize school staff to disclose a student's personally identifiable or medical information to anyone.

Names, Parent/Guardian Notification, School Records, and Pronouns⁶

All students have the right to be addressed by a name, pronouns, and other terms that correspond to their gender identity. This foundational respect should not rely on whether a student has access to a legal name change or gender marker change on official documents. "Students are not required to obtain parental consent...before being addressed by the name and pronouns they choose."⁷ Educators, staff, and peers, should always use the pronoun and name with which a student identifies or requests.

Educators, staff, and peers are expected to respect a student's name and pronouns, once they have been made aware of said student's correct information. Intentionally referring to a student by their prior name ("deadnaming") or using the incorrect pronouns is unacceptable and may constitute a violation of our nondiscrimination policy.

Medical information, recognition, or documentation are not required to change a student's gender marker or name in PowerSchool or ATS.

When requested by the student and their parent/guardian, a transgender or nonbinary student's name should be changed in PowerSchool and ATS to reflect their affirmed gender/chosen name.

If a student has not disclosed their gender identity to a parent/guardian, and as a result the PowerSchool/ATS cannot be changed, their affirmed name shall be noted as a "preferred name" in the system. This affirmed name should be used by

⁵ Taken from

<https://www.glsen.org/sites/default/files/2020-11/Model-Local-Education-Agency-Policy-on-Transgender-Nonbinary-Students.pdf>, pg. 4

⁶ Taken from

<https://www.glsen.org/sites/default/files/2020-11/Model-Local-Education-Agency-Policy-on-Transgender-Nonbinary-Students.pdf>, , pg. 6-7.

⁷ NYC DOE policy

staff and peers, according to the transgender or nonbinary student's wishes. Attendance rosters and ID cards should reflect the student's wishes with regards to name and/or gender marker/pronouns, regardless of the database/information system. The legal name should be used only where specifically required. Public Prep Academics will determine which uses require the legal name, including whether it is required for specific testing or reporting purposes.

Students may, upon request, have their records reissued with a name change after transferring from a Public Prep Academy.

A student's gender should not be listed on school ID cards, permission forms, program application forms, or other forms, publications, or documents except where necessary due to state or federal law, regulation, or other requirements.

It should be acknowledged that many transgender students face significant challenges when sharing their gender identity with their families. Some may have chosen not to share their identity with their families due to safety concerns or a lack of acceptance. For this reason, it is paramount that school staff seek to balance the goal of supporting the student, protecting their privacy, and ensuring that parents/guardians are kept informed about their child. **"The most important consideration in such situations is the health and safety of the child."**⁸

School Facilities⁹

With respect to all restrooms, locker rooms, or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools may maintain separate restrooms, locker rooms or changing facilities for male and female students, provided that they allow all students equal access to facilities that are consistent with their gender identity. Transgender and nonbinary students should determine which facilities they feel safest and most comfortable using.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, such alternatives shall only be provided to a student upon that student's request. Requiring a transgender or nonbinary student to use a separate space against their wishes threatens to stigmatize the student and disclose their transgender status to others. Under no circumstances may students be required to use gender segregated facilities that are inconsistent with their gender identity.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be *required* to use a single-user facility *because* they are transgender or nonbinary. Schools are encouraged to assess ways to increase privacy for all students in existing facilities, and to incorporate universal-design approaches for all-gender facilities with enhanced privacy if they begin renovation or new construction.

Physical Education, Sports, and Extracurricular Activities¹⁰

Students shall be permitted to participate in all physical education, athletics, and other extracurricular activities according to their gender identity. Participation shall not be conditioned by requiring legal or medical documentation.

⁸ Ibid.

⁹ Taken from

<https://www.glsen.org/sites/default/files/2020-11/Model-Local-Education-Agency-Policy-on-Transgender-Nonbinary-Students.pdf>, , pg. 9

¹⁰ Ibid, pg. 10

For overnight school trips: Students shall be allowed use of an overnight facility that corresponds with their gender identity. Transgender and nonbinary students will be consulted in the planning process, to address any potential concerns and needs for privacy. If applicable, a student's parent/guardian should also be consulted, unless there are privacy concerns in doing so.

Under no circumstances should a transgender or nonbinary student be denied the opportunity to participate in any overnight trips or other opportunities based on overnight accommodations. No student should be required to be housed separately or in a manner that does not reflect their gender during any school sponsored trip or event. The school shall make all efforts to accommodate any student who desires greater privacy in overnight trips.

Translation and Interpretation

Our school will ensure that families with limited English speaking skills are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Written and oral information will be translated and interpreted in your preferred language upon request.

Immigration and Customs Enforcement (ICE) Policy

Public Prep Network follows the Department of Education's policy regarding Immigration and Customs Enforcement (ICE):

ICE is not permitted to enter the school or approach students/families unless required by law. Requests from ICE do not satisfy Family Educational Rights and Privacy Act (FERPA) exceptions. Officials must present a valid court order or subpoena. Officials must wait outside the building while the Principal consults with network lawyers. Schools will not release student information unless required by law. In these cases, a family will be contacted and notified.

Documentation and Student Enrollment

By law, all students may be enrolled in a public or charter school, regardless of documentation status. Public Prep Network will never ask for documentation or immigration status. For more information on enrolling students in public schools, visit the Department of Education website: (<http://schools.nyc.gov/ChoicesEnrollment/NewStudents/default.htm>)

The New York Public Library (NYPL) has a number of resources for families considering citizenship:

(<https://www.nypl.org/help/community-outreach/immigrant-services/citizenship>)