



BROOKLYN PROSPECT

WINDSOR TERRACE ELEMENTARY SCHOOL

2020-2021

Windsor Terrace Elementary School

STUDENT AND FAMILY

HANDBOOK

**3002 Fort Hamilton Parkway- 4th floor
Brooklyn, New York 11218**

www.brooklynprospect.org

Table of Contents

Introduction	4
Mission	4
Core Values	5
Vision	5
Welcome Message from Principal Mulwanda	6
Parent Teacher Student Organization (PTSO)	7
Attendance and Lateness	9
Arrival and Dismissal Procedures	11
After School Program (ASP)	14
Curriculum and Services	15
ES Program and Curriculum	16
Social-Emotional Learning Program	16
Academic Program	17
Literacy	17
Grading	19
School Culture	21
Discipline and Support	21
Respect for All Liaison	23
Reporting and Responding	23
Range of Disciplinary Responses for Level Two Infractions include, but are not limited to:	26
Students with Disabilities	30
504 Accommodations	31
Technology & Personal Electronic Device Use Policy	33
Uniforms	34
General Information	37
Field Trips	37
Address Changes	37

Student Transportation	37
Student Meals	38
Requesting Academic Documents	39
Dropping off Forgotten Items	39
Personal Items	39
Press /Media Inquiries	39
Videotaping and Photography	39
Building Safety and Security	40
Visitor Policy	40
Inclement Weather	41
Safety	41
Student Health and Medication	41
Child & Adolescent Health Examination Form	41
Prescription Medications	42
Medical Emergencies	42
Extreme Allergies or Emergency Medications	42
School Illness	42
Emergency Forms	43
Crutches and/or Wheelchairs	43
Appendix	44
Student & Family Handbook Addendum	44
WTES Reopening Plan	44
Introduction	44
Health and Safety	44
Building Safety and Security	49

Introduction

Dear Prospect Schools Family,

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

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

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

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

Warm regards,



Daniel Kikuji Rubenstein
Chief Executive Officer, Prospect Schools

Mission

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

Core Values

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

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

As Prospectors, we share:



Curiosity

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



Care

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



Persistence

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



Passion

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

Vision

By 2023, 100% of our students will be in the International Baccalaureate Diploma Program ready by the end of 10th grade and college ready upon graduation.

Welcome Message from Principal Mulwanda

Dear Families,

Small children love to learn. Every moment is an opportunity to feel, experience, smell or discover something new and they capitalize on that! When they are getting to be school-aged they start to try to organize and understand all of the information they have collected. That is why parents and caretakers of small children are familiar with the million dollar question: *Why?*

At Prospect Schools, we strive to nurture that natural inclination to learn. At Windsor Terrace Elementary School, through inquiry-based practices we help students to construct new knowledge and understanding. Young kids are also very literal so it is key to take that new understanding and help them to see real life connections and implications.

We understand that school is not just about filling our heads with facts and figures. We believe that social emotional growth is as *important* as academic growth. In fact, the two are deeply intertwined. Our program prioritizes meeting students where they are academically, emotionally and developmentally in order to help them grow.

Our values-- care, curiosity, persistence and passion-- live in our classroom walls through our teaching practices, interactions and relationships. I am so honored that you have chosen WTES as your child's first school and we look forward to getting to know your child and your family.

Warm Regards,

Dana Mulwanda

Founding Principal of Windsor Terrace Elementary School

Parent Teacher Student Organization (PTSO)

To provide the best possible education for our students, Brooklyn Prospect Charter School (“BPCS”) depends on a strong partnership with, and involvement from, parents/guardians (“parent”). There is a parent teacher student organization (“PTSO”) governing body on each school campus, and all parents of Brooklyn Prospect students are automatically members of the PTSO. Annually the PTSO elects a leadership team called “Officers,” one of whom serves on the Brooklyn Prospect Charter School Board of Trustees. The school administration meets regularly with the organization.

GOALS:

To develop a sound organization leading to:

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

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

Charter School funding is an important issue for charter school families. While BPCS, a public school, receives per pupil funding from the state, unlike traditional district schools, we do not yet receive funding for our buildings. We urge our families to learn more about charter school funding in New York State and to contact local and state representatives urging them to visit our school and vote for continued charter school funding and, in particular, facility funding for charter schools located in private space.

Fundraising for the school is a vital and important role of the PTSO. We hope all parents will participate either formally or informally in annual fundraising. There are many ways to participate, including volunteering time, providing gifts-in-kind and making donations. All

are important to the success of our school, and parent participation sends a strong message to outside funders.

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

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

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

- Keep anything you hear about students and/or families confidential unless it poses danger to a student. In such cases, please inform a member of the faculty or administration.
- When chaperoning, if a student is reluctant to follow directions, please immediately refer the problem to a faculty member or administrator.
- Avoid gossiping or sharing impressions of students and families with other members of the Brooklyn Prospect community.

Attendance and Lateness

School attendance at BPCS is compulsory. Families have a responsibility to ensure that their student attends classes daily and on time, unless circumstances beyond their control prohibit attendance at school.

When a student is chronically absent or tardy, a member of the school team may schedule a meeting with the parent or guardian to identify potential remedies. Students missing more than two days due to illness will be required to present medical evidence.

If a student cannot come to school, a parent must notify the school as early as possible on the day of the absence. If a student is absent and the family has **not** notified the school of the absence, the school will make every effort to make contact on the day of the absence. Family members, please ensure that accurate contact information is on file at the school by notifying the Registrar (wtesregistrar@brooklynprospect.org) of any changes in address, phone numbers and/or emergency contact information.

Reporting an Absence

Contact the school by **9:00am** on the day of or prior to the absence by:

Phone: 347-889-7041 or Email: wtesregistrar@brooklynprospect.org

Please communicate:

- Student's full name
- Classroom
- Date(s) of absence
- Reason for the absence

Excused Absences

- Death in the student's immediate family
- Observance of an established religious holiday
- Required court appearance
- An absence due to an illness will only be excused if the school is notified on the date of the absence.
- Absences due to an illness can be excused for up to two days without a doctor's note.
- On the third day of absences due to illness, BPCS will require a doctor's note.
- Absences due to a medical appointment will only be excused upon receipt of a signed note from the medical office.
- School business

Unexcused Absences

- Family vacation
- Participation in sports tournaments / cultural events / etc.
- Attendance at entertainment events
- Absence due to illness, for over 3 days, without medical note

Chronic Unexcused Absences

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

Long Term Absence

We know that families may wish to have students miss extended school days for family trips. If a family is planning any trip that will lead to students missing more than 3 days of school, they must contact the student's teachers, the Director of School Operations and the Principal. A trip will be deemed as excused or unexcused according to the parameters listed above. The school may or may not provide make-up or replacement work for a student on an unexcused trip, which can adversely affect a student's academic/promotion status. The school cannot officially excuse any trip that would cause a student to miss more than 5 consecutive school days.

Tardiness

Classroom doors open to students at 8:00am and we encourage families to bring their children to school at that time. Any student arriving in their classroom at or after 8:25am will be marked tardy. Tardiness disrupts both the student's learning and the entire classroom community.

When a student arrives at the building after 8:25am our security guard on the first floor lobby will distribute Tardy Passes to each student entering the building. Parents are responsible for bringing their child to the 4th floor and dropping them off at the main office in room 420. No families should be riding the elevator to the 4th floor; students will walk over to their classrooms once they have handed in their tardy pass to the Main Office.

Students that are marked tardy 10+ times will result in a meeting with a school administrator and the possibility of a student intervention plan that includes increasing academic time at the expense of Specials, field trips, ASP etc. (see "Chronic Unexcused Absences")

Excused Tardies

- Illness or medical appointment - tardiness due to a medical appointment will only be excused upon receipt of a signed note from the medical office upon return to school.
- School related appointment - tardiness due to a school related appointment will only be excused if parents notify the school on the date of or prior to the absence to our Registrar at wtesregistrar@brooklynprospect.org

If unforeseen circumstances (such as: significant transportation delays, family emergency, etc.) result in being tardy, BPCS reserves the right to make the sole judgment on whether to excuse a student's tardiness.

Arrival and Dismissal Procedures

Arrival Procedures

Students should enter the building through the designated BPCS entrance on the corner of East 2nd and Caton Avenue. Students riding buses to school will be greeted by a BPCS staffer and escorted upstairs. Please note that ONLY folding scooters are permitted inside of the building. Please write your student's name on his/her scooter. **Non-folding scooters and bicycles are NOT allowed in school. Students commuting to school on a bicycle or non-folding scooter will need to be locked up outside of the school.**

All students entering the building will take the stairs to the 4th floor. All students should proceed directly to their classrooms. If a student needs to take the elevator for any medical reasons, a note must be provided.

Breakfast

Breakfast is served in the classrooms from 8:05 am – 8:25 am. All students must clean up their area and be ready for the start of class by 8:30 am. Additionally, Kindergarten parents and caregivers must exit the classrooms by 8:30 am so that instruction may begin.

Late Sign-in Procedures

Any student arriving to school after his/her scheduled time MUST be brought to the 4th floor main office by a parent or guardian. Once their attendance has been marked, students must proceed to their classroom on their own. Tardies will only be excused due to doctor appointments or family emergencies. A note, signed by the student's doctor or parent, must accompany the student upon their arrival to school. To avoid further disruption, parents and guardians may not walk their late student to the classroom. Please refer to the "Attendance" section for more details on tardiness.

Dismissal Times and Procedures (see COVID-19 addendum for updated times)

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	3:45pm	3:45pm	1:30pm	3:45pm	3:45pm

Kindergarten students will be dismissed at 3:45 pm. All Kindergartners must be picked up from their classrooms by 3:45pm, unless attending BPCS's After School Program.

To ensure the safety of each student, we ask that parents update their TeacherEase account with a list of "authorized pick-ups" by emailing our school registrar at wtesregistrar@brooklynprospect.org. This will provide BPCS with the names and contact information of the individuals who are allowed to pick up their child.

Early Dismissals

Parents, guardians and caregivers who are picking up students early must notify the school through our "Change in Dismissal Request Form" by 12pm, no exceptions. Please note that the latest you can pick up your student from school prior to regular dismissal is 3:30pm on Mondays, Tuesdays, Thursdays & Fridays and 12:00pm on Wednesdays. Parents, guardians or caregivers must come to the 4th floor and sign out the student at the main office, and may not pick up their students from their classrooms. If a parent arrives at school past 3:30pm for an early pick up, the security guard will ask you to wait in the lobby/outside until regular dismissal time.

If your student has a recurring early dismissal due to an external afterschool program, please be sure to provide us with a **letter from the program confirming their attendance**. Remember, students that get picked up early on a recurring basis will still need to be picked up by 3:30pm. Parents, guardians or caregivers must come to the 4th floor and sign out the student at the main office, and may not pick up their students from their classrooms.

Late Pick-ups

Parents, guardians and caregivers who are delayed in picking up their student, should please call the school as soon as possible. This will allow BPCS to make appropriate arrangements for the student.

Students who are not picked up within fifteen minutes of their scheduled dismissal time, will be placed in after school. Families will then be charged the cost of one after school class. In such situations, the adult must report to the main office in person to pick up their student.

Student Dismissal Routine

At the start of each school year, BPCS asks that each family fill out a "Student Dismissal Routine" form. This form allows families to indicate their student's weekly dismissal arrangements. BPCS will refer to the "Student Dismissal Routine" form to ensure proper dismissal.

If your student's weekly routine changes, please fill out a new "Student Dismissal Routine" form. This form can be obtained from the program coordinator.

Change in Dismissal Routine

All changes in a student's regular dismissal routine must be communicated to the main office through the completion of our Change in Dismissal Request Form by 12:00 pm on the date of the change, no exceptions.

Families who do not have Internet access may call in their student's change in dismissal at our main line 347-889-7041 by 12:00 pm on the date of the change.

Examples of a change in a student's dismissal routine include:

- Early Dismissal
 - Only parents, guardians and approved caregivers will be allowed to pick up elementary school students. On the day of the early pick-up, the parent or guardian authorized to pick up the child must see security and sign in at the main office on the 4th floor.
 - The latest early pick up time is 3:30pm, no exceptions made. Any parent, guardian or approved caregiver that arrives past 3:20pm will need to wait for their student in the cafeteria until regular dismissal at 3:45pm.

- Playdate
 - When families have scheduled a play date between two students, both families must notify the registrar via the Change in Dismissal Request Form. **We will not release a student to another parent without confirmation of the scheduled play date from both parties.**
 - Due to restrictions and safety policies set by the Office of Pupil Transportation (OPT), students who take the bus home and have a playdate, may only ride the bus home with their playdate if both students are on the same bus route.

- Afterschool
 - When a student is scheduled to, but will not attend an after school class, families must notify the school via the Change in Dismissal Request Form and provide alternate arrangements for dismissal.
 - Families must also notify the school when their student will attend after school with an external program, but is not normally scheduled to. Students will not be released to external programs without written confirmation from a parent or guardian.

- Busing
 - To best support the health and safety of our community, **Brooklyn Prospect will not offer student busing through the NYCDOE Office of Pupil Transportation (OPT) this school year**, except for students requiring accommodations in their individualized education plans (IEPs) or with other such required accommodations.
 - Transportation is provided by the NYC Department of Education's Office of Pupil Transportation (OPT). Eligibility Guidelines are set by OPT and are not

determined by Brooklyn Prospect. Brooklyn Prospect will make necessary adjustments to services provided by the NYCDOE to ensure the health and safety of the full Prospect Schools community.

Brooklyn Prospect Charter School is not responsible for the dismissal, or late pick-up of students who are enrolled in any third party after school classes. Please contact the external afterschool vendors directly.

After School Program (ASP)

Due to the restrictions and considerations surrounding the Covid-19 Pandemic, for the first half of the 2020-2021 school year, we will not be offering after school programming. We are prioritizing the safety of our students by using that time to clean the building.

Curriculum and Services

Curriculum Structure

In order to plan and support student learning most successfully, the curriculum at Brooklyn Prospect is structured around three “lenses”: The Common Core Curriculum State Standards, the New York State Test and the International Baccalaureate pillars.

The Common Core Curriculum State Standards

New York State (NYS) joined states across the nation in adopting the Common Core Standards as a more rigorous set of standards to guide schools’ curriculum in 2010. These standards attempt to provide teachers with a picture of what your student needs to learn each year in order to graduate from high school ready to succeed in college and career. The Common Core aligned ELA and Math state tests are designed to measure student mastery of the Common Core standards in grades 3-8.

International Baccalaureate (IB)

An IB world school, Prospect Schools models its curriculum on the renowned International Baccalaureate Program. This rigorous program raises the level of academic responsibility for our students and serves as an important indicator of their capacity for success in college and beyond.

ES Program and Curriculum

Social-Emotional Learning Program

Social-emotional development “... include[s] the ability to identify and understand one’s own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one’s own behavior, to develop empathy for others, and to establish and sustain relationships.”¹

Students who graduate from the BPCS Elementary program learn how to manage their emotions, control their reactions, cultivate an awareness of others’ feelings, and obtain skills to problem-solve and make responsible decisions. Our program combines the *Responsive Classroom* approach with our school-based program to create a curriculum for social-emotional learning in the classroom. This combined with our core values-- -- support the social-emotional growth and culture at BPCS Elementary.

BPCS students strive to be:

Caring

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

Student definition:

I am kind and respectful. I think of others’ feelings when I make choices. I take care of my classmates, my classroom and my school. I notice how others feel and I try to have a positive impact on their day.

Curious

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

Student definition:

I ask questions about what I am learning in school. I ask questions that help me to understand my friends and teachers better. I think about my work and try to understand what I am learning.

Persistent

Growing and learning by solving problems with determination, creativity and tenacity.

Student definition:

I do not give up on myself. I try hard and find new ways to solve problems. I ask for help.

Passionate

Succeeding by approaching challenges with excitement, enthusiasm and self-assurance.

Student definition:

¹ National Scientific Council on the Developing Child. Winter, 2004. “Children’s Emotional Development Is Built into the Architecture of Their Brains” *Working Paper No. 2*

I love learning and I am excited to share the things I learn. I know that I can learn from my friends and my teachers and that I can teach them new things.

Academic Program

The academic program at BPCS elementary is a holistic approach to learning where the academics and socio-emotional components are integrated. We believe that learning is grounded in authentic experiences and the fluid integration between content and skills.

Literacy

Literacy is “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals . . .to participate fully in their community and wider society.”²

Students who graduate from BPCS Elementary are critical readers, writers and orators who understand the power of literacy. Our program gives students the tools for continued success in the language arts by using a combination of NYS Common Core learning standards, the pillars of the IB, and a balanced literacy approach.

The bullets listed below are the core components of the program:

- Students use literary strategies to comprehend, evaluate and critique a variety of texts across multiple genres.
- Students make purposeful decisions about the ways in which they use language and the writing process (planning, developing, drafting and revising) to fine-tune their thinking.
- Students use multiple forms of communication to express themselves and complex issues. They understand how to use evidence from a text to support their theories.
- Our students understand the key characteristics of consumers and creators of media, verbal and nonverbal forms of communication, and the positive and negative ways an author may affect the audience.

Teachers represent their understanding of these core components in the classroom by:

- Providing students with resources and opportunities to interact with text and demonstrate comprehension independently, with partners and in small groups.
- Providing students with explicit guidance on literary strategies to better understand and create complex texts.
- Providing daily opportunities for students to write across disciplines using teacher and peer feedback as a catalyst for improvement. Teachers provide feedback that promotes student ownership and creates clear individualized goals.
- Providing students with the vocabulary and opportunities to engage in accountable talk using teaching techniques that prioritize analysis and peer review.

² The United Nations Educational, Scientific and Cultural Organization

- Utilizing technology to differentiate, inform and support the literary process.

Mathematics

Students who graduate from BPCS Elementary are mathematicians who have had a balanced experience that prioritizes mathematical understanding and procedural skills.

Utilizing a combination of the NYS Common Core learning standards, the pillars of the IB, and the Cognitively Guided Instruction (CGI) approach, we have designed a program that prioritizes the core components listed below. These concepts are represented in each grade level classroom with increasing complexity.

- Students explore, define and apply mathematical concepts using a variety of approaches and tools.
- Students speak, write, represent and reason complexly about mathematical concepts and challenges. Students can speak about the relevance and application of math in daily life.
- Students understand and are able to critique mathematical processes, relevance and content; and apply learned skills to new content.
- Students are both independent and collaborative mathematicians with the skills necessary for completion and evaluation.

Teachers represent their understanding of these core components in the classroom by:

- Providing students with open-ended math challenges that have multiple solution methods. These challenges are rigorous, relevant and encourage complex thought.
- Providing daily chances for students to represent their math knowledge in a variety of ways.
- Providing students with the opportunities and vocabulary necessary to engage in mathematical discussions.
- Utilizing technology and a variety of tools to introduce, define, solve and represent mathematical content.

Curricular Responsibilities of:

Faculty

- Give clear instructions and make sure students understand the purpose of the learning experience and the expectations for quality work before leaving class.
- Promote perseverance through difficult tasks and praise the effort of the students rather than their ability.
- Modify the expectations of a learning experience for students with learning differences.
- Communicate with other teachers regarding project due dates and tests.
- Assign relevant, challenging and meaningful homework starting in Second Grade that reinforces classroom learning and is appropriate for college-bound high school students.

- Involve parents if a pattern of late or incomplete work develops.

Parents/Guardians

Although we recognize the need for increased autonomy and independence for students, families can support student learning by:

- Helping structure, uninterrupted study time each day based on teacher recommendation for age.
- Helping establish a quiet, well-lit study area.
- Promoting a positive attitude toward academics.
- If necessary, monitoring student's organization and daily homework assignments.
- Supporting the student through a difficult academic task by encouraging perseverance through the process to finding the answer and emphasizing the process as equally important as the answer.
- Reviewing communications from BPCS to stay well-informed about what is happening in the classroom.
- Congratulating your student on his or her hard work when merited.
- Encouraging the student to speak with his/her teacher if the student is regularly struggling to complete tasks in the prescribed time period in or outside the classroom.

Grading

Narrative Progress Reports

Narrative progress reports are issued to elementary students three times throughout the school year. They provide families with an evaluation of their student's progress in the classroom. Narrative progress reports detail whether or not a student is proficient in the appropriate state standards.

Family Conferences

Family conferences are scheduled after the 1st and 2nd narrative reports have been distributed. If a parent or guardian would like to have a conference with their student's teacher, outside of the scheduled conferences; they must schedule an appointment with that teacher via email. Families should seek out an additional conference with their student's teacher if they have concerns or if they have noticed a significant change in their child's academic progress. Otherwise, we encourage families to schedule meetings during the scheduled conference times.

Make-up Work

A student who has been absent is encouraged to make up missed work. Families of students with prolonged absence from school should make arrangements with their child's teachers at least three days prior to the student's absence from school.

Break Work

Teachers may assign work over summer and other school breaks. Assignments are designed to support a student's academic and personal growth without placing an excessive burden on their time. The actual time required to complete the assignments will vary with each student's study habits and academic skill level. Each classroom will communicate the work expectations to parents directly.

Retention Policy

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

School Culture

Discipline and Support

Please note: The statements below are intended to act as a guide to families and students. The disciplinary practices outlined below are designed to be aligned with New York State laws and Brooklyn Prospect school policies. Nothing in this handbook shall supersede the policies set out in the Brooklyn Prospect K-12 Policy Handbook found on our school website. <http://www.brooklynprospect.org/portal/parent-PTSO>

At Brooklyn Prospect Windsor Terrace Elementary, our beliefs are aligned with Responsive Classroom, which is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning.

The Responsive Classroom Guiding Principles are as follows:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students, individually, culturally, and developmentally, informs our expectations, reactions, and attitudes about those students.
5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families (knowing them and valuing their contributions) is as important as knowing the children we teach.

School-Wide Code of Conduct

Brooklyn Prospect Charter School seeks to provide a safe and inclusive learning opportunity for each of its students, regardless of race, religion, color, creed, sex, national origin, or disability. Students are expected to meet reasonable standards for behavior, permitting all students to participate in a positive school-learning environment. Teachers, aides, and administrators collaborate to provide students and their family members with tools to ensure behavior standards can be met.

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

Standard 1: Students will manage themselves.

Standard 2: Students will take full responsibility for their actions both at school and in the greater community.

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

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

BPCS believes that in order for students to meet these standards, all adults must use shared practices aligned with the Responsive Classroom approach. These practices include Interactive Modelling, Teacher Language, Logical Consequences, and Interactive Learning Structures. Behavior and academic support are provided for students through a system known as Response to Intervention (RTI). A tiered support system, the RTI model is designed to help students adapt to the daily expectations of life at Brooklyn Prospect. When a student is consistently having difficulty meeting behavioral and/or expectations, a plan is developed collaboratively with the student and/or family to give the student additional structure and support to be successful.

For additional information about Responsive Classroom, please reference the [website](#), which provides both educators and families with tools to support children at school and at home.

The Dignity for All Students Act Policy (DASA)

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

The school will actively respond to incidents that violate this policy in order to stop the behavior from continuing and to prevent it from recurring. This includes promptly addressing reported incidents of bullying, bias, harassment and/or discrimination by employees or students on school property or at a school function. Please use this online form [WTES Dignity for All Students Report Form](#) to directly report if you think you have witnessed or experienced an incident of bullying, bias, hate or harassment.

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

Title IX – Sexual Harassment

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

Respect for All Liaison

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

School	Name of Dignity Act Coordinator	Contact Information for Dignity Act Coordinator
Windsor Terrace Elementary School	Zakiya Williams-Spears	zwilliams-spears@prospectschools.org

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

Reporting and Responding

Under the management of the Respect for All Liaison, each school will make available to their students, staff and families a form to use for reporting any possible incidents that violate the Dignity for All Students Act. This form may be online or in the classroom and will allow for anonymous reporting. Under the supervision of the head of school culture and Principal, the Respect for All Liaison will respond to all reports using established protocols for educational interruptions, behavior interventions and incident investigations. These

responses will be documented and communicated to families. Brooklyn Prospect prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bias, bullying, harassment and/or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

LEVELED DISCIPLINARY INFRACTIONS

Please see our [Policy Guide](#) on our website for more information.

Where and When the Discipline Code Applies

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

Determining the Disciplinary Response

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

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

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

- Level 1: Noncompliant, disorderly or disruptive behavior
- Level 2: Majorly disruptive or aggressive/harmful behavior

- Level 3: Seriously unsafe, dangerous or violent behavior

Level One – Noncompliant, disorderly or disruptive behavior

Level one infractions include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student's own learning process. Examples include, but are not limited to:

- Dress code violation
- Personal electronics use violation
- Unexcused absence from school and/or excessive tardiness
- Not following behavior expectations in the classroom after teacher redirections
- Failing to be in one's assigned place on school premises
- Falsifying a parent/guardian signature or email
- Using inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the continuation of the class to be impossible
- Lying to, giving false information to, and/or misleading school personnel

Consequences for Level One Infractions

Before consequences are given, students will first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. When students fail to abide by the standards set forth by the Brooklyn Prospect Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under three broad categories:

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

Level Two- Majorly disruptive, aggressive or harmful behavior

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

- Violations of DASA policy, including using biased speech, that do not meet the criteria for bullying or harassment, but that cause harm to community members or disrupt learning
- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting classes (reporting to school and failing to attend one or more scheduled classes)
- Leaving class or school premises without permission of supervising school personnel
- Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations)
- Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g. pushing past faculty or staff)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Using or possessing cigarettes, tobacco, e-cigarettes, or vaporizers (these products will be confiscated if found)
- Taking or knowingly possessing property belonging to another without authorization (e.g. theft)
- Engaging in non-violent or non-threatening behavior that relates to gang affiliations (this includes, but is not limited to, wearing or displaying gang apparel and/or accessories, making gestures or signs, writing graffiti associated with gangs, identifying yourself as a member of a gang, or recruiting or soliciting membership for a gang)
- Engaging in an act of coercion, persuading somebody else to do something via threats or force
- Instigating or inciting violence, injury or harm to another or others
- Breaking the Academic Honesty Policy (*Please refer to BPCS Academic Honesty Policy*)
- Engaging in a pattern of persistent Level 1 or 2 behavior in the same school year

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

- Parent outreach, including formal warning letters and/or required meetings
- Removal from class
- Referral for dean intervention
- Referral to Respect for All Liason for educational interruption or behavior intervention
- In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
- In-School Suspension or Out-of-School Suspension (short-term or long-term)

- Referral to the Discipline Committee with recommendation for long-term suspension or expulsion
- Escalation to a Tier 2 behavior plan through the Response to Intervention (RtI) system when infractions reach an established threshold or the severity of the incident merit

Level Three- Seriously unsafe, dangerous or violent behavior

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

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

Engaging in Physically Aggressive Behavior

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

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

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

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

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

BULLYING, BIAS AND HARASSMENT

When violations of the Dignity for All Students Act occur and there is a failure to respond to previously attempted educational and behavior interventions in Level Two, that meet the criteria of bullying and/or harassment, or that cause significant individual or community harm, the school will escalate to a Level Three disciplinary response. Repeated incidents of bias and incidents of hate speech/action that violate DASA are considered Level Three infractions. Brooklyn Prospect defines bullying and harassment as a chronic pattern of behavior inflicting physical harm or psychological distress on one or more student(s). This may involve, but is not limited to, teasing, social exclusion, threat, intimidation, physical violence, theft, sexual, religious or racial harassment, public humiliation, or destruction of property. Bullying/harassment can happen in person or online.

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

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

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

Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including social media, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; stating that a person's life doesn't have value; pretending to be someone else in order to make that person look bad; posting pictures online without the owner's consent.

Sexual Harassment

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

- verbal harassment or abuse of a sexual nature (for example, pressuring or coercing someone to date, kiss, or touch in an inappropriate manner)
- repeated remarks to a person with sexual or demeaning implication (for example, referring to a person's body in a sexual way)

- displaying, showing, giving or leaving sexually suggestive objects, pictures, illustrations, videos, messages or written materials, in person or online
- making sexual or suggestive comments, jokes or gestures
- “sexually rating” an individual, for example, on a scale from 1 to 10
- harassing someone with whistles, jeers or catcalls
- touching, grabbing, brushing up against, or pinching in a manner perceived as sexual
- spreading sexual rumors about a person
- pulling/removing clothing in a sexual manner
- requesting sexual favors
- distributing, showing, or possessing without consent a picture or image of another student that is sexual in nature

Those being bullied or harassed should take the following steps:

- A. Ignore the harasser or clearly tell the harasser to stop.
- B. Walk away whenever the bullying and/or harassment starts.
- C. Immediately report the incident to an adult at the school, such as a teacher, dean, advisor or principal.
- D. Complete a report on the DASA violation form (online or in the classroom) to inform your Respect for All Liaison of what has happened.
- E. With the help of an adult, create a written record of the incident including date, time, witness(es) and parties involved in the incident.
- F. Avoid being alone with the person accused of bullying and/or harassment.
- G. We are committed to working with students who may be targets of bullying, bias and/or harassment, who engage in bullying, bias and/or harassment, or who witness bullying, bias and/or harassment of any kind. Each situation is taken seriously and addressed on an individual basis. A student has the right at any time to raise the issue of sexual or racial harassment to an adult without fear of reprisal. Allegations of bullying and/or harassment are promptly investigated, giving due regard to the need for confidentiality.

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

DISCIPLINARY MEASURES

Behavior Interventions, Tracking and Communication

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

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

Students with Disabilities

The Brooklyn Prospect Student Support Services department, “SSS” supervises, coordinates, and monitors school-wide special education services and documents. The SSS team is committed to providing students with disabilities the services that maximizes participation in the general education classroom, and promotes personal growth. To accomplish this, we are assisted by the district with the identification, evaluation and placement of eligible students in the least restrictive environment. The Department of Education also provides related services as mandated in a student’s Individualized Educational Plan (IEP).

Philosophy

At BPCS, every child is a learner with strengths to be leveraged and growth areas to be supported. Led by the Student Support Service department, BPCS faculty and staff collaboratively designs and implements supports that leverage the strengths of our students with learning differences. BPCS believes that with high quality instruction, and individualized special education support, every student will be able to reach their full potential.

Program and Supports

Supportive programming at BPCS is committed to meeting the academic and social needs of all students. At BPCS we offer the following programs of support:

Integrated Co-Teaching (ICT) classrooms include students with and without disabilities and have two teachers, a general education teacher and a special education teacher. The teachers work together throughout the day to adapt and modify instruction for your child and make sure the entire class has access to the general education curriculum. Children receiving ICT may also receive related services, assistive technology, paraprofessional services or other supplementary aids and services if needed. The child’s IEP must indicate:

- Whether the service is full-time or part-time
- The number of periods each day s/he will receive the services, and
- The area of instruction (for example, mathematics) for which the student will be receiving this service
- The number of students with disabilities in an ICT class may not exceed 40% of the total class register or a maximum of 12.

Special Education Teacher Support Services (SETSS) is specially designed and/or supplemental instruction provided by a learning specialist that supports your child during their participation in their classroom. SETSS may be provided for as few as three hours per week and as much as 50% of each school day. Your child’s IEP must indicate:

- The number of periods a week that the services will be provided
- Where they will be provided, and
- Whether those services will be provided directly or indirectly, as described above.

Direct Instruction

The special education and/or a special education learning specialist teacher may work directly with your child (or your child and up to 8 other children together) and provide direct specially designed and/or supplemental instruction to your child.

Indirect Instruction

The special education teacher may also work with your child's general education teacher to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet your child's individual needs.

504 Accommodations

Students and their families are welcome to apply for federal 504 accommodations each year. A 504 plan modifies a student's regular education program in a regular classroom setting. It is the responsibility of the family to seek out the medical professional required to meet the requirements of the documentation. Once approved, 504s are shared with the school community as needed. In order to best facilitate the implementation of testing accommodations, Brooklyn Prospect asks that all 504 Requests for the year come into the Student Support Service Coordinator no later than November 30 of the school year for which accommodations are being sought, so that the 504 Team at the school can evaluate the request in a timely manner. (Related Services are not available through a 504 plan).

Related Services Brooklyn Prospect offers related services in partnership with the DOE and the relevant Committee on Special Education (CSE). These include speech and language therapy, occupational therapy, physical therapy, and counseling provided individually or in a small group. In the event that the school and region cannot furnish an appropriate time, space, or provider to a student, a Related Service Authorization will be generated and the school will assist the family in sourcing the service.

Child Study Team (CST) is a multidisciplinary group of BPCS educators, staff members and social workers who meet bi-monthly in order to provide students with the learning related support and services crucial to their academic and personal growth.

Narrative Reporting

The families of students attending BPCS with an individualized education program (IEP) shall be provided with a description of how the child's progress toward meeting the annual goals set forth in her or his IEP will be included with each tri-annual narrative report. Reports regarding any related service goals will also be provided by each respective service provider at the same time that tri-annual narrative reports are provided.

Supports and Accommodations

In general, students are provided with individualized supports and accommodations specified in their IEPs or 504 Plans, or when BPCS staff members identify a need for support. These include, but are not limited to:

- Curriculum accommodations or modifications: These may include the use of technology for reading and writing, redesigning the size or focus of an assignment, oral presentation of instructions, and time allotted towards assignments.
- Individualized supports: These include rephrasing of special seating arrangements, movement breaks, curricular aids such as highlighted reading materials, and organizational aids.
- Behavioral Intervention Plans and supports: For children whose behavior interferes with learning, a Functional Behavior Assessment (FBA) to identify when the child has the most challenges and what types of behavior the child is exhibiting. The FBA generally results in the development of a Behavioral Intervention Plan.
- Paraprofessionals: An aide is assigned to work one on one with a student to meet individual management needs, such as behavior management.

FAQs

1. What is the process for getting my child evaluated for special education?

Brooklyn Prospect begins by examining its own internal information regarding students, and exploring collaborative solutions at the school level. Subsequently, we monitor the progress of students in these school-level interventions. In the case that the student passes through three tiers of intervention at the school level without making adequate progress, we begin the evaluation process in collaboration with the student's family.

2. What does an evaluation consist of?

An initial evaluation will be conducted by the Committee on Special Education (CSE), and consist of a psycho-educational evaluation, a social history, classroom observations, and any related service evaluations.

3. How long does an initial evaluation take?

From start to finish an IEP Meeting should take place within 60 school days after the initial letter of request is received by the CSE, and a parent or guardian has signed consent for CSE to proceed.

4. Where can I find more specific information about the rules and regulations that deal with special education?

[DOE Standard Operating Procedures Manual](#)

[Advocates for Children of New York: Guide to Special Education \(June 2016\)](#)

Technology & Personal Electronic Device Use Policy

As technology has made available extraordinary academic opportunities, it is critical that Brooklyn Prospect Charter School - Windsor Terrace Elementary (“WTES”) provide its students with the tools for learning in the 21st Century. However, all members of the community must support appropriate technology use and respectful online norms. Although we believe integrating technology into classroom instruction can enhance learning and cultivate individual student talents; electronic devices can also increase student distractions and become detrimental to community building.

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

- WTES Brooklyn Prospect students are expected to conduct themselves in accordance with school norms when using personal or school devices, while on the internet during school hours, and when using a Brooklyn Prospect email account.
- Students may not use personal electronic devices in school unless permitted by teachers or staff. Any student-owned devices used without staff permission during the school day may be confiscated and parents may need to personally retrieve the item.
- Students may use personal electronic devices before and after the school day and in After School Program (ASP).
- In a classroom, student use of electronic devices is only permitted during a teacher-approved lesson in which electronic devices are integrated into instruction or assessment.
- Use of electronic devices on the school bus is allowed, but use is subject to the above parameters.
- The use of individual devices to communicate between families and students is not permitted, except in instances of an emergency. Families may contact the school directly to reach their child and students may request that a teacher/admin to connect with their family.
- Students may not use personal electronic devices to bully or harass other students, faculty, or staff in any way, including through social media. Violations of this policy will result in the prescribed consequences outlined in the bullying/harassment section of this handbook and the BPCS Policy Handbook.
- Students may not use personal electronic devices to photograph other students or staff members without express permission from a faculty member.
- Personal electronic devices may not amplify music or sound from videos at any time or in any school space.

Failure to use electronic devices in a positive manner will result in disciplinary consequences, including loss of the right to use devices. For more specific regulations around acceptable and unacceptable use of school technology/internet, please see the School Policy Handbook (located on the school’s website).

Uniforms

At Brooklyn Prospect, we maintain a school uniform policy in order to foster community within our schools. All students must wear a school uniform shirt (t-shirt or polo) and either a skirt, pants or jumper that are solid black, navy blue, grey or khaki-colored with no branding. All students must wear rubber-soled shoes to ensure safety when playing in the courtyard or in PE class.

Students may not wear hats or headgear of any type in the building. Headphones (including earbuds) are not allowed in the hallways or classrooms. Religious observance and health-related headgear is exempt.

Brooklyn Prospect is pleased to announce two options this year for ordering school uniforms:

1. **Flynn O'Hara** - all required clothing can be purchased through their website (www.flynnohara.com) or at their Brooklyn store:



6719 18th Avenue
Brooklyn, NY 11204
(718) 567-8630/(718) 567-8593

2. **Land's End**- all required clothing can be purchased through their website:



(www.landsend.com). Input the school's number 900193095 under the 'School Uniforms' tab. Guaranteed lifetime returns. Free shipping for orders over \$50. Call us at 800-741-6311 or email us directly at school@landsend.com

We encourage families to order uniforms as soon as possible, to allow for lead times in the busy season.

All students are required to arrive at school in full uniform in elementary and middle school. The school uniform must be worn respectfully and through the completion of the school day.

The final decision concerning the appropriateness of clothing will be made by the school administration. Parents of students who arrive in school out of uniform will be contacted to bring a change of clothes.

FOR ACADEMIC CLASSES:

- **Tops:** Regulation polo or t-shirt with BPCS logo in white or green, long or short sleeve. All tops must be worn at least to the waist of the pants.
- **Bottoms:** Solid black, gray or khaki bottoms worn at the waist that do not have words or branding. (May be of cut, material and brand of family's choosing.)
- **Face Masks:** Masks can be of any color and have print, but must be school appropriate and not have words.

- **Sweater or Second Layer:**
 - Option A: BPCS Logo Apparel including:
 - Gray uniform-supply sweaters with BPCS Logo
 - Athletics sweatshirts with BPCS logo, both hooded and non-hooded
 - Option B: Non-BPCS Apparel which is limited to:
 - Solid gray, black or green, non-hooded sweatshirt, sweater, or light-weight fleece.
- *(Students will be required to remove second layers with non-BPCS logos, embellishments, and any non-BPCS hoodies. Students will not be permitted to wear hoods-up in the school building at any time.)*

FOR PHYSICAL EDUCATION AND DANCE CLASS (Can be worn all day on days student has Physical Education or Dance class)

- **Tops:** Regulation green BPCS t-shirt with white logo.

- **Bottoms:** Regulation black sweatpants, gym shorts with green logo or other solid black or gray bottoms that allow for freedom of movement (ie. leggings, track pants-- solid and unbranded)

Please note:

- Bottoms must be solid with no stripes, logos, imprints, etc.

- Undergarments cannot be visible through or outside of clothing.

- Hoods and hats may NOT be worn inside the building; head covering as part of a religious belief or cultural expression is allowed.

- No clothing or jewelry may be worn with inappropriate, discriminatory, or questionable language or images.
 - Examples of words or images that are not allowed include those that are gang related; negatively stereotype any group; discriminate on the basis of gender, race/ethnicity, sexual orientation, ability, or religion; promote drug, alcohol, or tobacco use; depict violence; have sexual innuendos, or are blatantly disrespectful of others' beliefs.

- No flip-flops or open-toed shoes are allowed due to their potential to cause accidents.

General Information

Field Trips

- Given via our Agreement and Consent Forms shared with families at the start of the school year. Non-recurring field trips will be announced at least three days in advance.
- Families who would like to opt out must provide notice in writing and pick up their student/keep them home on the date of the field trip.

Address Changes

Please notify us immediately of changes to address, phone numbers or any other contact information, via email to wtesregistrar@brooklynprospect.org

Gifts to Faculty/Staff

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

Student Transportation

Frequently Asked Questions

1. Who determines if my child is eligible for bus transportation?

The Department of Education's **Office of Pupil Transportation ("OPT")** determines who is eligible. Please note that this is a DOE agency and consequently BPCS has no say in determining OPT policies.

2. How do I know if my child is eligible for yellow bus transportation?

Grade Level	<u>Distance Code A:</u> Less than 0.5 mile	<u>Distance Code B:</u> 0.5 mile or more, but less than 1 mile	<u>Distance Code C:</u> 1 mile or more, but less than 1.5 miles	<u>Distance Code D:</u> 1.5 miles or more
Kindergarten	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 1	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 2	Not Eligible	School Bus or	School Bus or	School Bus or

		MetroCard	MetroCard	MetroCard
Grade 3	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 4	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 5	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

Please note that starting in third grade students who live more than ½ mile away from school, but less than 1 mile away, will only be eligible for a Metrocard.

3. How do I apply for bus service?

You should have already notified BPCS, via your enrollment packets, if you would like your child to be considered for transportation services. If you have not yet done so, please email Ms. Molina at escoordinator@brooklynprospect.org with your request.

4. Do I have to request bus service for my child every year?

No. If your student is still eligible, his/her transportation services will roll over to the new academic year.

5. Are we guaranteed bus service once we meet the requirements above?

Students are not guaranteed a bus stop. The OPT makes all bussing decisions and may not assign a bus route to a student for a number of reasons.

6. What if my student has transportation accommodations on their IEP? Please contact our Director of School Operations, Jocelyn Rodriguez (jocelynrodriguez@prospectschools.org),

7. When can I find out which bus route my child has been assigned?

Families should contact the OPT Customer Service Center to find out their child’s bus stop. OPT Customer Service Center: (718) 392-8855, M-F: 6:00 a.m. to 7:00 p.m

Student Meals

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

Students may not bring energy drinks, gum, soda or candy to school or in their lunch bag.

Requesting Academic Documents

If families would like a copy of certain key documents, such as previous progress reports, report cards, a student enrollment letter and more, they may submit the request by emailing WTESregistrar@brooklynprospect.org. In your email, please make sure that you are clear about what information you are requesting from the school.

Note: Allow 2-5 business days for processing.

Dropping off Forgotten Items

Due to staffing capacity limitations, we ask that parents help their student(s) to be prepared in advance of the school day and to abstain, when possible, from dropping forgotten items at the school during the school day.

If an item needs to be dropped off, please be sure to drop it off at the main office in room 420. Parents will NOT be allowed to drop off any items in the classroom to avoid any interruptions during instructional time.

Personal Items

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

Press /Media Inquiries

Education can be a heated political topic and charter school discussion can be particularly charged and multifaceted. In an attempt to preserve the sanctity of our students' education, we urge our families to exercise the utmost caution and restraint in approaching or responding to any particular media that relates to Brooklyn Prospect. Our Deputy Executive Director is available by email (pmarzulli@brooklynprospect.org) or by phone (347-889-7041) to work with families as needed if and when approached by the media.

Videotaping and Photography

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

Building Safety and Security

Visitor Policy

Brooklyn Prospect Charter School - Windsor Terrace Elementary (WTES) Brooklyn Prospect requires that all visitors and parents sign-in at the security desk at the entrance of E 2nd Street and Caton Ave and obtain a visitor pass from security. Security will directly call our main office and inform us of your arrival. Passes must be worn in a visible location at all times while in the building. ***In general, all members of the WTES and Brooklyn Prospect community should always be mindful of how their actions affect other community members.***

Building Accessibility for Persons with Disabilities

For individuals with mobility impairments, please notify the security guard for appropriate assistance to gain access to and throughout the building.

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, WTES Brooklyn Prospect will conduct regularly scheduled lockdown, shelter-in, and evacuation (e.g. fire) drills. For information regarding drill procedures, please visit our main office on the fourth floor . Parents are encouraged to conduct periodic drills at home to ensure that all family members are familiarized and prepared in cases of emergency.

In the case of a fire or other emergency that requires an evacuation, the WTES Brooklyn Prospect's evacuation sites are:

Primary

Immaculate Heart of Mary Church (IHM)
2805 Fort Hamilton Parkway
Brooklyn, NY 11218

Secondary

PS 130 The Parkside School (Lower School)
70 Ocean Parkway
Brooklyn, NY 11218

Inclement Weather

In the event of inclement weather, including snow days, Brooklyn Prospect typically follows the New York City Department of Education's school closing schedule. In addition, Brooklyn Prospect posts notice of any weather-related closure, delayed opening, or early dismissal on our website and main office voicemail.

Safety

WTES Brooklyn Prospect is committed to providing a safe learning environment conducive to student learning. As such, student safety is our highest priority. To report any unsafe or criminal behavior in or around the WTES Campus, please contact our main office as well as the New York City Police Department's 72nd Precinct, which services the area where our campus is located:

NYPD

72nd Precinct

830 4th Avenue
Brooklyn, NY 11232

Precinct -728- 965- 6311

GIVEN THE PRESENCE OF STUDENTS, PLEASE DRIVE SLOWLY AND WITH CAUTION IN THE AREA IMMEDIATELY SURROUNDING OUR CAMPUS.

Student Health and Medication

Child & Adolescent Health Examination Form

Within fourteen days (14) from the date a student begins at Brooklyn Prospect, we must have, on file, a current completed, signed medical form for each student. A medical form is considered current when it has been administered within the last year. Families are required to get an annual check-up for their child and submit the medical form to the school before the previously submitted medical form expires. For students who are eleven (11) years of age, the T-dap immunization must be included on the form. If a student is not yet eleven years old, the forms must be submitted without a T-dap immunization record upon enrollment, and an updated immunization record is due within 14 days of the student's eleventh birthday. Before the start of 7th grade, students are also required to receive a Meningitis vaccination. Any student in non-compliance can be excluded from attending classes.

Prescription Medications

During school hours, there is an on-site nurse provided by the New York City Department of Health. The nurse will review and retain medical records provided by the family and will administer daily medications as prescribed. Only the school nurse can administer prescription medication when required. If a student is on prescription medication that must be administered during the school day, the medication must be accompanied by a physician's order and be brought directly to the school nurse by a parent or a legal guardian in the original container, dispensed by a registered pharmacy. **Under no circumstances will medications be sent home with the student.**

Medical Emergencies

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

Maimonides Medical Center
4802 10th Avenue
Brooklyn, NY 11219
Phone: 718-283-6000

Extreme Allergies or Emergency Medications

Any student with life-threatening allergies or serious medical conditions such as extreme asthma or diabetes should contact the school nurse prior to the start of school. In addition, please notify the school's administration about the nature of the condition.

School Illness

If a student becomes ill during the school day, the student should inform a teacher that s/he is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent to the Main Office and then escorted to the nurse. Students will be accompanied by an adult to the nurse's office. Students may be immediately sent home if any of the following symptoms are exhibited:

1. Vomiting or diarrhea
2. Fever
3. Sore/red throat
4. Red, watery eyes
5. Rash
6. Earache, drainage from ear
7. Evidence of lice

Parents must arrange for their child to be picked up immediately if the student is being sent home. The student may return to school once the child has been free of a fever for 24 hours,

the symptoms have dissipated, or once a medical doctor has cleared him or her to return to school.

Emergency Forms

Brooklyn Prospect must have an updated record of emergency contact numbers. Parents should inform Brooklyn Prospect immediately by emailing WTESregistrar@brooklynprospect.org if telephone numbers or other information on the student's emergency form changes. The information on this form is vital for the safety and well being of the student.

Crutches and/or Wheelchairs

Families should contact the Main Office prior to arrival at school in the event that a student may require crutches and/or a wheelchair. Students requiring crutches or a wheelchair will have an individual support plan developed for the duration of time that these items are in use and will get a temporary elevator pass assigned.

Appendix

Student & Family Handbook Addendum

WTES Reopening Plan

Introduction

The health and safety of our students and staff is our first priority and will require significant modifications to many of our policies and procedures this year. All WTES procedures will be aligned to Prospect Schools policies and informed by ongoing guidance from the Centers for Disease Control (CDC), the New York City Department of Health (NYC DOH) and models from educational and health institutions around the world.

The purpose of this addendum is to outline school-based responses to reopening. Anything not covered in this document will follow our regular procedures as outlined in the WTES Student and Family Handbook.

Health and Safety

Cleaning Protocol

The following cleaning protocol will be used in conjunction with other preventative health and safety measures to prevent the spread of COVID-19 at DTES, including the use of face coverings, handwashing, social-distancing, temperature checks, and limited building capacity.

Custodial staff will continue to implement training on appropriate cleaning protocols, follow the product labels to ensure effective disinfectant use, and maintain personal safety by utilizing personal protective equipment (masks, gloves, etc.) while cleaning. Classes will not be disinfected while students are present.

Steps for Cleaning and Disinfecting

1. Clean soiled surfaces with soap and water. Cleaning surfaces of any soil or debris allows subsequently applied disinfectants to be effective.
2. Disinfect with EPA-registered products or chlorine bleach solution. When available, DTES will use EPA-registered disinfectants labelled as effective against SARS-CoV-2. If such disinfectants become unavailable, we will use a 2% chlorine bleach solution prepared daily using $\frac{1}{8}$ cup of bleach per 1 gallon of water (or 1 tablespoon of bleach in 1 quart of water).

Areas for Routine Cleaning and Disinfection

- High-touch surfaces will be regularly cleaned and disinfected throughout the day, including:
 - Light switches
 - Handrails
 - Doorknobs and handles
 - Countertops
 - Faucets
 - Toilets & bathroom fixtures
 - Bathroom stall doors & locks
 - Elevators and elevator buttons
 - Shared telephones
 - Shared computers, keyboards, and mice
 - Shared touch screens
- Classroom tables and chairs will be cleaned and disinfected at least once per day; any classrooms shared between pods will be thoroughly cleaned and disinfected before the next pod uses the space.
- HVAC system will be checked and filters changed regularly
- Floors will be swept and mopped at least once per day
- Trash will be removed at least daily and emptied when full
- Cleaning and disinfection of bathrooms at least 4x per day and at the end of the school day

When custodial staff has finished cleaning, all PPE used will be properly removed and discarded. The custodial staff will wash hands with soap and water for at least 20 seconds immediately after removing gloves or use an alcohol-based hand sanitizer if soap and water are not available. If hands are visibly soiled, soap and water must be used.

We will keep a cleaning log (see last page of this protocol) for a record of the spaces cleaned. The cleaning log will be kept in the office of Paul Paronich and it will be his responsibility to ensure it is properly completed and stored. Cleaning log will be shared, if requested, with the Department of Health in the event of any investigations.

Social Distancing, Classroom Set-up, & Minimized Sharing

Social Distancing

Social distancing will be reinforced throughout the school day, supported by training for students and staff and signage throughout the building. All students, staff, and visitors should maintain 6 feet of distance from other individuals whenever possible. When social-distancing is not possible or when it is likely that individuals will not be able to maintain social distancing, masks must be worn.

Classroom Set-Up

All classes and student spaces will be organized to ensure 6 feet between students while seated.

All students will be assigned to a pod of no more than 15 students and each pod will be assigned to one space. In all possible cases, spaces will not be shared between pods. As noted in our protocol, spaces shared between pods will be thoroughly cleaned and disinfected between uses by different pods. Shared spaces, except bathrooms and spaces required during transitions, will be closed to students.

Minimized Sharing

Students will be provided with individual classroom materials (pencils, crayons, etc.) and sharing of items will not be permitted to avoid . Technology will be available on a 1:1 basis for all students. If any items must be shared between students, they must be regularly cleaned and disinfected between use by students.

Face Masks

Until further notice, all students, staff, and visitors to the building will be required to wear face masks or cloth face coverings to enter and at all times throughout the school day, except when eating. Mask breaks for students, with appropriate social distancing, will be built into the day.

Face Mask Availability

- Prospect Schools will provide all students and staff with one (1) reusable cloth face covering.
- Disposable face masks will be also available onsite for students and staff without face coverings.
- All students and staff are encouraged to bring and wear a reusable face covering each day. Please note that face masks with one-way valves or vents can allow respiratory droplets to reach others and the CDC does not recommend the use of face masks with exhalation valves or vents.

CDC Guidance on Use and Care of Face Masks

How to Wear Your Mask

- Wash your hands before putting on your mask
- Put the mask over your nose and mouth and secure under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Wash your mask after each use
- Don't put your mask around your neck or up on your forehead
- Don't touch your mask, and, if you do, wash your hands or use hand sanitizer to disinfect

How to Wash your Mask

- Machine Wash
 - You can include your reusable cloth face mask in your laundry
 - Use detergent and the warmest appropriate water setting
- Hand Wash:

- Prepare a bleach solution by mixing: 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water **OR** 4 teaspoons household bleach per quart of room temperature water
- Soak your mask in the bleach solution for 5 minutes
- Rinse thoroughly with room temperature or cool water

How to Dry Your Mask

- Dryer: Use the highest appropriate heat setting in the dryer until completely dry
- Air Dry: Lay the mask flat and allow it to completely dry. If possible, place the mask in direct sunlight.

Additional Personal Protective Equipment (PPE)

Though not required for students throughout the day, additional PPE, including disposable gloves, will be available for students and staff as needed.

Handwashing

Routines will be created to ensure that students wash their hands several times per day, including upon entering the building, before and after eating, before and after bathroom use, after coughing or sneezing, and before and after any necessary touching shared items. The preferred method of hand sanitizing is washing with soap and water for at least 20 seconds, but alcohol-based hand sanitizer will be available for students when hand washing is not possible.

The building will be stocked with soap and paper towels. Hand sanitizer will be available for student use under the supervision of staff members.

Daily Screening

Please see our [Prospect Schools 2020-2021 Reopening Plan](#) for the most up-to-date information.

Protocol for Isolation of Sick Students/Faculty

We encourage all individuals experiencing symptoms of COVID-19 to receive COVID-19 testing when possible. We ask that parents/guardians share the results with school administrators who will maintain confidentiality.

Protocol for Notification of a Positive COVID Case in the School Community

If a student or staff member tests positive for COVID-19, WTES will follow the protocol for notification outlined in the Prospect Schools Back to School Blueprint.

Water Fountains

In the interest of health and safety of all of our students, the spout on all water fountains will be covered to prevent individual student use. Students will have access to the bottle-filling stations only on water fountains. **We strongly encourage all families to send their students to school each day with a reusable water bottle.**

Shared Spaces

To support social-distancing and health and safety, shared spaces will be closed to students, including the main office area on the 8th floor, teachers' lounges, and other spaces not assigned to specific classes/pods.

Building Safety and Security

Visitor Policy

Limiting Access to the Building

For the foreseeable future, Prospect Schools will limit on-campus access to all visitors in an effort to cut down on unnecessary unintended transmission of COVID-19. This restriction will apply to parents, who must conduct any meetings with school-based personnel via phone or video conferencing.

Emergency Procedures & Drills

All emergency, drills and evacuation procedures will be followed in accordance with CDC and DOH guidelines. In case of emergency, social distancing rules may be relaxed in order to ensure the physical safety of students in and out of the school building. Once it is safe to do so, social distance and other COVID safety procedures will be renormed and followed by all community members.

Attendance

Daily student attendance in both remote and in-person learning is essential and Brooklyn Prospect will support families to record student attendance every day.

Attendance for Remote Learning

- Each day, DTES students or their parents/guardians will “check-in” for attendance in TeacherEase using E-Learning sign-in. Please enter attendance for your student **10am** by following these quick steps:
 1. Go to www.TeacherEase.com and click “Login”
 2. Select “Log In with Google”
 3. Login with your students’ BPCS Gmail credentials (the same email and password used to access Google Classroom)
 4. Click the green “Check-In” button in the “E-Learning Check-In” box that pops up immediately.
 5. Click “Done” and you’re all checked in!

Please see step-by-step instructions in [this guide](#). The DTES operations team will follow up with faculty and families as needed to confirm attendance.

Attendance for On-Site Learning

Teachers will take attendance for all students each morning during in-person learning.

Arrival & Dismissal

Arrival for In-Person Learning

Student arrival for students engaged in in-person learning will be staggered to limit the number of students transitioning at once. Procedures will be modified to support social distancing.

Arrival Expectations

- All students must be accompanied by a parent/guardian until admitted into the building.
- Only students will be permitted to enter the building during arrival; parents/guardians must depart once students are admitted.
- All students, parents/guardians, and staff must wear face masks throughout arrival.
- Social-distancing is required at all times when possible, including when waiting to enter the building.
- All students will receive temperature checks to enter the building. If a student has a fever of 100 degrees or higher, the student will not be permitted to enter the building and must depart with their parent/guardian.

Prospect Schools encourages at-home health screening prior to arrival at school, including temperature checks and monitoring for symptoms of illness. All students who are sick or showing symptoms of illness must remain at home.

Please see additional information regarding health and safety expectations for students in the above “Health & Safety” section of this addendum.

Dismissal for In-Person Learning

Student dismissal for students engaged in in-person learning will be staggered to limit the number of students transitioning at once.

All students must wear face masks/coverings for the duration of dismissal. Procedures will be modified to support social distancing.

General Information

Field Trips

Following CDC recommendations, we will not have in-person field trips until further notice. Virtual trips can take place. This is due to the immense challenges that would arise in trying to maintain the same health and safety procedures.

Student Transportation

To best support the health and safety of our community, Brooklyn Prospect will not offer student busing through the NYCDOE Office of Pupil Transportation (OPT) this school year, except for students requiring accommodations in their individualized education plans (IEPs) or with other such required accommodations.

Students who meet OPT requirements will be eligible to receive MetroCards in lieu of student busing. To request transportation services, you should have already notified Brooklyn Prospect via your enrollment packets. If you have not yet done so, please email Ms. Molina at escoordinator@brooklynprospect.org with your request.

Transportation and MetroCards are provided by OPT. Eligibility guidelines are set by OPT and are not determined by Brooklyn Prospect. Brooklyn Prospect will make necessary adjustments to services provided by the NYCDOE to ensure the health and safety of the full Prospect Schools community.

Uniform Policy

In order to align with the other Prospect Schools in our network, WTES will follow the following policy in regard to uniforms:

Our uniform policy will remain the same as in previous years, with students expected to follow the dress code outlined in the appropriate section of the Student and Family Handbook during both in-person and in remote classes. Regarding uniform expectations for remote classes, students will be able to wear their Brooklyn Prospect polo shirts to encourage consistency throughout the school community.

Food Service

To support containment and social distancing, students will eat meals in their assigned classrooms. As usual, all students will be able to bring their own lunches or can receive free SchoolFood breakfast and/or lunch from our food service team.

