



BROOKLYN PROSPECT

WINDSOR TERRACE MIDDLE SCHOOL

2020-2021

Windsor Terrace Middle School

**STUDENT AND FAMILY
HANDBOOK**

**Interim Site: 40 Flatbush Avenue Extension
8th Floor
Brooklyn, New York 11201**

www.brooklynprospect.org

Introduction	4
Mission	5
Core Values	5
Strategy	5
Welcome Message from Principal Gibson-Cooper	6
Parent Teacher Student Organization (PTSO)	7
Hybrid & Remote Learning	8
Attendance and Lateness	8
Arrival and Dismissal	11
Address or Custodial Changes	12
Gifts to Faculty/Staff	12
Requesting Academic Documents	12
Student Transportation	13
Dropping off Forgotten Items	14
Student Agendas & Monitoring Your Student's Progress	15
Calculator Scholarships	15
Curriculum, Enrichment and Services	16
Students with Disabilities	18
Individualized Education Plans (IEPs)	18
Accommodation Under Section 504 of the Rehabilitation Act of 1973 - "504 Forms"	19
Our Special Education Programs	19
Office Hours and Tutorial	20
Reading Hall and Math Lab	20
Advisory	20
All Access After-School	23
Library	25
Grading	26
Progress Reports and Report Cards	28
Promotion/Retention	29
	1

After-School Academy	30
Summer Academy	31
State Testing	31
Homework	32
Make-Up, Late and Vacation Work	34
Youth Development and School Culture (YDSC)	35
Positive School Climate	35
Discipline and Support	36
Class Removals and Morning Check-Ins	38
Physical Altercations	40
Lunchtime Expectations	42
Uniforms	44
Computer Use, Internet, and Personal Electronic Devices	46
Lockers	47
Student-Athlete Expectations	47
Health and Safety	48
Visitors	48
Emergencies, Drills, and Evacuations	49
Inclement Weather	49
Traffic and Student Safety	49
Student & Adolescent Health Examination Form	49
Prescription Medications	50
Medical Emergencies	50
Crutches and/or Wheelchairs	51
General Middle School Operations	51
Personal Items	51
Student Meals	51
Press /Media Inquiries	52
Videotaping and Photography	52

Financial Policy and Payments	52
Hybrid & Remote Learning Addendum	55
Introduction	55
Health and Safety	55
Building Safety and Security	60
Attendance	61
Arrival & Dismissal	61
General Information	62
Hybrid Academic Program Details	64
Student Supports and Expectations	65

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 grades kindergarten through twelfth.

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

As Prospectors, we share:



Curiosity

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



Care

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



Persistence

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



Passion

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

Strategy

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

Welcome Message from Principal Gibson-Cooper

We're extremely excited that you will all be joining us at Windsor Terrace Middle School! You are joining a community that values diverse perspectives and experiences and works hard to create a welcoming, inclusive, and antiracist environment for all.

Middle school is a time of great discovery and transition. Students enter sixth grade at the apex of their childhood years and move on from eighth grade deep in adolescence. We are a supportive and trusting learning environment from which our students matriculate into high school having made significant academic and social emotional growth.

Because we understand that our students' adult lives are directly influenced by their experiences during these teenage years, the Brooklyn Prospect Middle School program is designed to facilitate opportunities that ensure our students embody each of our core values: care, persistence, passion, and curiosity. Our students care deeply about the safety and wellbeing of themselves and each member in our community. Our students approach solving problems with determination, creativity and tenacity by exemplifying persistence. Our students tackle challenges with passion, and view them as an opportunity for continuous improvement. Our students lean into curiosity and ask questions when faced with difficult situations, and seek to understand others.

It is because of the adults in our community that our middle school students leave our building embodying our core values and as lifelong learners. From day one, our advisory curriculum and highly structured school routines place an enormous emphasis on learning organizational skills and antiracist, social emotional learning. Our small school environment and student-centered approach to teaching helps our faculty to carefully adapt to middle school students' broad spectrum of academic, social, emotional, and physical needs.

In closing, I leave you with this quote from Angela Davis, an activist and revolutionary who inspires me to be a lifelong learner and embody our core values, even in the most challenging times: **"You have to act as if it were possible to radically transform the world. And you have to do it all the time."**

I look forward to partnering with you as we help your middle school student realize the unique richness of what Brooklyn Prospect has to offer.

Sincerely,



Kiersten Gibson-Cooper
Middle School Principal

Parents as Partners

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 advisor is the first point of contact for families. The school administration welcomes meetings with families once the teacher or advisor has been approached.

Volunteers are welcome partners in our school. If you are interested in volunteering at BPCS, please contact your PTSSO officers by email – wtdmsptso@brooklynprospect.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.

Hybrid & Remote Learning

For the 2020-21 School Year, policies and procedures which will be adjusted to remote or hybrid learning have been outlined in the **Hybrid & Remote Learning Addendum**. All other policies and procedures will remain consistent with the Windsor Terrace Middle School Student & Family Handbook and Brooklyn Prospect Policy Handbook.

Attendance and Lateness

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

If a student will be absent from school, a parent should notify the school as early as possible on the day of the absence. Earlier, written permission is both welcomed and encouraged. If a student is absent and a parent has not notified the school of the absence, the school will make every effort to contact the parents on the day of the absence. Parents should ensure that accurate contact information is on file at the school by notifying the school of any changes in address, phone numbers and emergency contact numbers.

Reporting an Absence

Parents must contact the WTMS Program Office either the day of the absence by 8:40am, or, if possible, prior to the absence by:

- **Calling: 347-889-7041, ext. 1025**
- **Email: wtdmscoordinator@brooklynprospect.org**
- **PLEASE COMMUNICATE:**
 1. **STUDENT'S FULL NAME**
 2. **GRADE**
 3. **REASON FOR THE ABSENCE**

Excused Absences

Students should request make-up work from their teachers for all excused absences within three days of the absence to receive full credit. The school will determine whether an absence is excused for purposes of making up classroom work and examinations. Examples of excused absences include:

- Illness or medical appointment
- Death in the student's immediate family
- Family emergency
- Observance of an established religious holiday*
- Required court appearance
- Educational opportunity
- School business

*Please note that absences due to observance of an established religious holiday do not negatively impact eligibility for perfect attendance awards.

Unexcused Absences

Teachers are not obligated to provide make-up work or accept missed assignments for a grade when an absence is unexcused. At their discretion, they may do so.

Chronic Absenteeism and Late Arrivals

Attendance is essential to learning. Students who are chronically absent are less connected to the school community, experience a fragmented curriculum, and have higher levels of academic failure. Chronic absenteeism is defined as missing 10% or more of official school days. Chronic lateness is defined as being late 10% or more of official school days. Chronic absenteeism and chronic late arrivals can lead to the student being retained in his or her grade, even if the student has passed his or her classes.

Note: Late arrival to school is defined as arriving after 8:15am (for 6th graders) or 8:40am (for 7th & 8th graders).

Action Steps for Chronic Absenteeism:

- If a student is on the path to chronic absenteeism, a dean or counselor will hold a meeting with student, parents, and Advisor to develop an Attendance Action Plan. The staff member will hold regular meetings with the student to support improved attendance.
- If attendance does not improve with the Action Plan, the student and family will be referred to the Director of School Culture and Principal for further intervention.

Class Lateness and Cutting

Being on time to each class shows responsibility and reliability, two skills that are invaluable as students progress in school, go to high school, and get ready for college. We want to ensure our students make every moment count throughout the school day. Class lateness is defined as:

- Not being in your class line, ready to enter quietly, when the late bell rings and your teacher welcomes you in.
- Coming into class after the late bell, without a note from the staff member you were working with.
- **Note:** Being more than 15 minutes late to class is considered a class cut/absence.

Consequences for Consistent Lateness or Cutting Class:

- Referral to the Deans office.
- Class lateness 3 times in a week will result in being assigned a lunch detention and parent notification.
- Chronic class lateness will result in a mandatory parent meeting at school and assigned lunch detention(s).
- Cutting class will automatically result in a lunch detention and parent email and may result in suspension or Saturday detention.

Early Sign-out Procedures

The following is the procedure for early dismissal. If you have questions about the process, please reach out to the WTMS Program Office at 347-889-7041, ext. 1025 or email wtmscoordinator@brooklynprospect.org.

Steps:

1. Parents call the WTMS Program Office at 347-889-7041, ext. 1025, or email wtmscoordinator@brooklynprospect.org, or present a handwritten, signed note to the WTMS Program Office prior to dismissal. Please include the date and time, a daytime phone number for confirmation, and dismissal instructions (for example: student may be dismissed on his or her own or will be picked up by a parent or designee).
2. The student will receive an early dismissal note, which will be presented to their classroom teacher at the time noted. It is the student's responsibility to be aware of their dismissal time.
3. The student will sign out at the Main Office, handing in his or her early dismissal note at that time.
4. The WTMS Program Office will mark students as excused or absent based on the same guidelines as our general attendance procedure.

Note: No matter how the early dismissal is communicated to the school, students leaving early must come to the WTMS Program Office to receive an early dismissal note. Students will not be allowed to dismiss unless an early dismissal note is presented at the Main Office.

If excessive early dismissals have a negative impact on school performance, school staff will reach out to discuss the issue. In such cases, principal approval may be required for all further early dismissals.

Late Sign-in Procedures

Any student arriving for class after their scheduled time should report directly to the Main Office (reception) for a late pass.

It is the student's responsibility to:

1. Print their name in the late sign-in book at the Main Office.
2. Bring the office pass they receive to class and hand to the teacher.

***All names in the late sign-in book are used to verify school-wide attendance. If the student does not write his or her name in the late sign-in book at the Main Office, he or she will be marked absent.**

Arrival and Dismissal

Arrival Procedure

Students should enter through the Brooklyn Prospect Charter School main entrance, located on 40 Flatbush Ave Extension in between Chapel St. and Concord St.

Arrival Times

- **6th grade:** 8:15AM (students must be in their advisory seat by 8:15 AM each day or they will be marked late)
- **7th/8th grade:** 8:40AM (students must be in their seat by 8:40 AM each day or they will be marked late.)

Breakfast will be served in the Commons (cafeteria) from 7:45am until 8:35am. All students must be in their seats promptly when classes begin. As students enter the school building, they should proceed directly to the Commons. Students are then dismissed from the Commons to their homeroom. We ask that parents not accompany a student to the cafeteria or to his or her classroom unless prior arrangements have been made with the teacher.

Dismissal Procedure

Students exit from the side of the building on Chapel Street towards Jay Street.

Monday, Tuesday and Friday	Wednesday and Thursday
Dismissal at 3:50 PM	Dismissal at 2:50 PM

All students must be off campus no later than 4:05pm on Monday, Tuesday & Friday and 3:00 pm on Wednesday & Thursday, unless they are participating in the All Access After-School Program. For the safety of each student and general security of the school community, loitering around Brooklyn Prospect is not permitted. Once dismissed, all students should exit through the doors leading to Chapel Street towards Jay Street and should proceed immediately to their destination.

At dismissal, students should walk calmly through our neighborhood. Students should not run, yell or otherwise cause a disturbance for our Downtown Brooklyn neighbors. Any student whose behavior does not reflect well on the Brooklyn Prospect community at dismissal will be referred to the Deans and may be asked to complete Service in Action to restore the relationship with the community.

To ensure the safety and well being of each student, parents are asked in the sixth grade to fill out dismissal instructions stating whether or not the child can be dismissed on his or her own or must be dismissed to a parent or caregiver for the start of the school year. Please inform your student's advisor and the WTMS Program Office in writing of any short or long-term change that occurs to your student's previously submitted dismissal routine. If you are delayed in picking up your student, please call the Main Office. Students not picked up on time will wait to be picked up at the Main Office. In such situations, the person picking up the child must report to the Main Office in-person to pick up the student.

After November 1, all students will be dismissed on their own unless families communicate other arrangements. The default for all seventh and eighth graders is that they will be dismissed on their own each day starting the first day of school.

Address or Custodial Changes

Please notify Brooklyn Prospect immediately of any changes to address, phone numbers, custodial arrangements, authorized pick-ups, or any other contact information by emailing wtmscoordinator@brooklynprospect.org.

Gifts to Faculty/Staff

Parents are welcome to show their appreciation to the faculty with gifts under \$50 (the limit set in our charter governance). The PTSO also organizes faculty appreciation breakfasts twice a year, and many families enjoy participating. Gifts are by no means expected or required.

Requesting Academic Documents

If families would like a copy of certain key documents, they may email wtmscoordinator@brooklynprospect.org.

Most of the documents listed below are distributed during Advisory or during other events. Email wtmlscoordinator@brooklynprospect.org if a student misses the original distribution day or if another copy is needed. Please allow 2-5 business days for processing.

The following documents may be requested via email:

- Progress Report
- Report Card
- Replacement MetroCards
- Replacement lunch cards
- State Test Scores/Regents Scores
- Individual Score Report

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. If you have questions regarding transportation, please email the Middle School Office at wtmlscoordinator@brooklynprospect.org with your request.

Transportation and MetroCards are 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.

Eligibility Guidelines

For questions about your student's MetroCard eligibility once regular services resume, you can read the table below or visit <https://www.schools.nyc.gov/school-life/transportation/bus-eligibility>.

Brooklyn Prospect students are expected to uphold their in-school commitments during their travel to and from school. Transportation Safety procedures will be reviewed with all students several times throughout the year during Advisory.

Distance from Residence to School				
GRADE	Less than 1/2 mile	1/2 mile or more, but less than 1 mile	1 mile or more but less than 1.5 miles	1.5 miles or more
6 (orange)	Transportation not provided (Not eligible)	MetroCard Only	School Bus or MetroCard	School Bus or MetroCard
7 & 8 (green)	Transportation not provided (Not eligible)	MetroCard Only	MetroCard Only	MetroCard Only

MetroCard Replacement Procedure

If a student needs a Replacement MetroCard, please follow these instructions:

1. Request a metrocard!
 - a. The student may come to the WTMS Program Office before school or during their lunch periods to sign up for a replacement MetroCard.
 - b. Students may email wtmscoordinator@brooklynprospect.org to request a new MetroCard.
2. The student should come to the WTMS Program Office at dismissal **that same day** to pick up their replacement MetroCard.
3. For additional questions, contact the WTMS Program Office by email wtmscoordinator@brooklynprospect.org or by phone at (347) 889-7041 x 1025.

Dropping off Forgotten Items

Our faculty and staff members' days are packed with educationally-focused activity, and so Brooklyn Prospect is unable to deliver forgotten items to students during school hours. Such items include:

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

Brooklyn Prospect asks parents to help students to be prepared in advance of the school day and to abstain from dropping forgotten items at the school during the school day.

Student Agendas & Monitoring Your Student's Progress

All students will be provided with a BPCS Student Agenda (organizer/planner) at the beginning of the school year to assist them in keeping record of class announcements and assignments. Students are expected to record their assignments in their agendas at the beginning of each class. Parents are encouraged to check student agendas nightly for assignments. Limited quantities of replacement agendas are available in the WTMS Program Office.

Calculator Scholarships

Eighth grade students who qualify for free/reduced lunch may see the WTMS Program Office to purchase a graphing calculator at a one-time, school-subsidized rate of \$25.

Curriculum, Enrichment and Services

Curriculum Structure

In order to plan and support student learning most successfully, the curriculum at Brooklyn Prospect Middle School is guided by the Common Core Curriculum State Standards. In addition, we attempt to put the students' learning in context - either by connecting to our students' lives or by examining a global situation to which the learning could apply - and to contextualize the learning by connecting it to big ideas in the content area or to transdisciplinary concepts.

The Common Core Curriculum State Standards

New York State (NYS), joining states across the nation, has recently adopted a new, more rigorous set of standards to guide schools' curriculum. These standards, known as Common Core 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 new Common Core aligned ELA and Math state tests, given in grades 3-8 are designed to measure student mastery of the Common Core standards.

Reading and Writing Curriculum

BPCS literacy teachers foster a genuine appreciation for literacy habits that empower all BPCS students on their path to the International Baccalaureate Diploma Programme (IB DP) and college. Students understand that reading, writing, and discussion are conduits to learning about content, identities, cultures, and peoples. Through reading, writing, speaking, and listening, literacy classrooms cultivate critical thinking, independence, and the tools students need to have a voice in our world.

Our students are **readers**. Teachers choose rich, challenging, and culturally relevant texts across genres that speak to the diversity of human experience and connect to the lives of students. These texts can be whole class whole novel experiences or book club study. In novel-based or book-based units, teachers often supplement larger works with short stories, articles, poems, excerpts and embedded non-fiction. Through the chosen texts, we seek to foster students' ability to analyze how authors use language to create meaning and effect through regular close reading practice. Teachers also guide students toward an understanding of the relationship between context, audience and purpose. All students engage in both shared and independent reading. If students' foundational reading skills need reinforcement, we provide students with support through Reading classes that build reading skills (phonics, fluency, comprehension, and vocabulary) and teach comprehension strategies so that students can think critically about their reading and excel with grade level texts.

Teachers emphasize an implicit approach to **vocabulary** instruction by modeling higher level speech, providing regular exposure to readings in students' proximal levels of development, and modeling context clues strategies. We explicitly teach and purposefully review word parts, tier 2

academic, and tier 3 content-specific vocabulary, knowing that students learn words best through multiple exposures and conceptually linked word relationships. Every student engages in weekly vocabulary study of tier 3 words in advisory or homeroom in addition to vocabulary development that happens in each of our courses.

Our students are also **writers**. They write to think and to learn and develop the skills to express themselves with an understanding of audience and purpose. Because writing skills require extensive practice and refinement, Brooklyn Prospect provides a balance of low-stakes writing opportunities each week that help students develop their voice and expand their thinking as well as “high-stakes” writing tasks that are creative, narrative, informational, and analytical in nature. Teachers empower students to write with the conventions and mechanics of Standard English, while honoring varying home literacies and languages. As students develop as writers, we guide students to give and receive concrete, constructive feedback that students are able to implement, knowing that revision is an ongoing part of the writing process. Finally, students develop artful argumentative writing using textual evidence to support their claims, to reach varied audiences and to achieve varied purposes.

Math Curriculum

Brooklyn Prospect has adopted the *Illustrative Mathematics*¹ (IM) 6–8 Math curriculum. This curriculum was designed to engage in problem-based mathematics learning that sparks discussion, perseverance, and enjoyment of mathematics. Students learn math by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Students master mathematics while making connections between concepts and procedures.

The IM materials used in Brooklyn Prospect classrooms carefully and deliberately engage students in all three aspects of rigor: conceptual understanding, procedural fluency, and applications. For conceptual understanding, we always help students understand the why behind the how. Concepts are built gradually upon experience with concrete contexts. We take procedural fluency to mean solving problems expected by the standards with speed, accuracy, and flexibility. Practice is built into tasks whose purpose is to give students the opportunity to practice applying a concept or using a procedure, as well as warm-ups that revisit prior skills or prime students to use a skill in a new way in that day’s lesson. Additionally, a practice problem set is provided for each day’s lessons that asks students to practice new material from that day and review materials from earlier lessons and units. Application means applying mathematical or statistical concepts and skills to a novel situation. Most units end with a culminating lesson that gives students an opportunity to do just that.

Science Curriculum

Brooklyn Prospect has aligned our science curriculum to the Next Gen Science standards. Students engage in hands-on and minds-on learning that balances exploring new concepts through reading

¹ This section is adapted from <https://www.illustrativemathematics.org/curriculum>

and discussion, testing their own theories, and exploring real world and global applications of the scientific concepts they study. Across the three grades, students have a multitude of opportunities to conduct inquiry-based experiments. As do scientists, students at Brooklyn Prospect engage in regular reading and writing in science classes, and they learn to record experimental results by writing up rigorous and refined lab reports.

Humanities Curriculum

Brooklyn Prospect's Humanities classes are active spaces in which students discover history through reading, analysis, discussion, debate and thoughtfully designed activities. Our curriculum has been largely influenced by our partnership with Facing History². Through rigorous historical analysis combined with the study of human behavior, the Facing History approach heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy.

Students with Disabilities

The Brooklyn Prospect Student Support Services department ("SSS") supervises, coordinates, and monitors school-wide special education services and documents. SSS is committed to providing students with disabilities the services that maximize student participation in the general education classroom. 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").

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 documented learning differences. BPCS believes that with high quality instruction, and individualized special education support, every student that stays with us through high school can graduate with a Regents' diploma, and participate in rigorous International Baccalaureate (IB) coursework.

Individualized Education Plans (IEPs)

If your student has an IEP or you believe your student would benefit from being evaluated for an IEP, please notify the Student Support Services Coordinator, Donna Ellis, at wtsiepcordinator@brooklynprospect.org.

² This section adapted from <https://www.facinghistory.org/why-facing-history>

IEP Case Manager

Every student with an IEP is assigned a case manager each year. Our case managers ensure that IEPs are implemented effectively so that students receive appropriate support by:

- Communicating with teachers about student needs
- Responding to parent questions and inquiries
- Attending IEP meetings

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

If your student has or needs a 504 plan, please notify the Student Support Services Coordinator, Donna Ellis, at wtsiepcordinator@brooklynprospect.org at least two weeks prior to the start of school. All 504 forms must be renewed annually by December 1st, though it is far preferable for 504 renewals to be made prior to the start of the school year.

Our Special Education Programs

At BPCS we offer three major programs of Special Education support in the middle school:

- **Integrated Co-Teaching (ICT):** Subject area teachers and learning specialists are paired in all four core subjects everyday. They work to make sure that all students receive an individually rigorous education by balancing the general education grade level curriculum with the accommodations modifications and goals outlined in student IEPs. Students with an ICT designation on their IEP also engage in independent reading and/or math lab under the guidance of a special educator.
- **Special Education Teacher Support Services (SETSS):** Students who receive SETSS services can receive them in conjunction with an ICT placement or as a stand-alone support. SETSS services are most often provided in a pull-out model, with students pulled from their Arts & Athletics electives, advisory (6th grade only), Reading Hall, or Math Lab room. For any student who receives SETSS 4-5 times per week, some services will be rendered through push-in supports in the child’s Math, Science, ELA, or Humanities courses.
- **Office Hours with Learning Specialists:** In addition to the school day supports provided in the programs above, BPCS also offers all middle school students with documented learning differences the chance to meet with highly qualified learning specialists before or after school nearly every day of the week.

Related Services: Students whose IEPs mandate that they receive counseling, OT or speech/language services receive these services on site as a pull out from one of their classes.

Other related services can be arranged through a Related Service Authorization, either outside of school or (on a case-by-case basis) at the school.

Office Hours and Tutorial

Across all three grades, teachers at Brooklyn Prospect offer teacher-led office hours. These sessions are open to all students who want additional help or challenge. At times, students may be mandated to attend office hours. Individual teacher office hours can be found on the middle school Classroom Pages, which can be accessed via the community portal on the school's website (www.brooklynprospect.org) or at <https://sites.google.com/a/brooklynprospect.org/wt-middle-classroom-pages/>

Reading Hall and Math Lab

Reading Hall: To ensure that all students grow as readers and develop a love of reading, BPCS carves out consistent, dedicated windows of time in which students are able to read books or other print materials of their choice during the school day. This time, and regular conferencing with teachers and peers about their reading, allows students to become immersed in their books such that they will develop a lifelong love of reading and want to continue reading at home. In addition, students are expected to read for 20 minutes each night, even on evenings that they had Reading Hall during the day.

Math Lab: In order to provide extra practice in a personalized learning model, all students attend Math Lab. Math lab utilizes online platforms, such as Freckle, to assign students work at the right level of challenge. Math Lab is also used for intervention and enrichment opportunities.

Advisory

The Brooklyn Prospect advisory program pairs individual adult members of the Brooklyn Prospect Community with small groups of 11-15 students. The goal of the advisory program is to help each student reach his or her fullest potential within an inclusive and supportive community. To do this, advisory is built around three main objectives:

1. provide each child and family with an advocate who knows them well
2. provide students with thoughtfully designed experiences to develop social and emotional competencies within a small peer group
3. provide opportunities to develop and strengthen cognitive and learning skills – to learn how to learn

To achieve these objectives, advisory combines activities, discussions and reflections to help students develop open minds, persistence in learning, caring attitudes towards the world and people around them and the ability to reflect and think critically about themselves and their world. The advisory curriculum is geared to develop students' interpersonal, intrapersonal and

organizational skills, provide students the opportunity for career exploration and help students succeed as individual members of our global community.

Major Goals:

Provide opportunities for students to establish supportive connections with other members of the Brooklyn Prospect community:

Advisees will:

- have a strong and consistent relationship with the advisor and the peer group,
- build positive peer relationships that appreciate differences and affirm unique cultural identities,
- have easy and regular access to academic advice from an advisor who actively monitors the advisee's progress,
- engage regularly in goal-setting and self-assessment,
- develop study and organizational skills that will support academic success,
- work towards developing their interests and passions,
- work with advisory curriculum which strengthens their social and emotional skills,
- learn to advocate for themselves and deal effectively with adults.

Advisors will:

- get to know advisees as students and as individuals,
- proactively reach out to advisees at least 1x/week to check-in on their academic and social-emotional wellbeing,
- be the first point of contact for families when questions arise about the program or the student's experience and needs,
- facilitate social-emotional learning through evidence-based 6-8 curriculum,
- provide oversight of and coaching around academic goals and major projects,
- foster an inclusive and safe space through Advisory Circle and other activities,
- help advisees see the connection between success in school and options for the future.

Desired Outcomes:

Advisory activities strive to produce students who embody Brooklyn Prospect's core values of curiosity, respect, persistence and passion. We believe that a foundation of strong social-emotional learning and positive relationships enables all students to equitably engage in the work of bringing these values to life. Because advisories have no more than 15 students per advisory, our Advisory program supports academic success and a positive school culture through targeted development of these skills:

Self-Awareness

- Identifying personal, cultural and linguistic assets

- Identifying prejudices and biases towards people different from oneself
- Understanding the connections between one's emotions, social contexts, and behavior
- Demonstrating an accurate self-concept based on one's strengths and challenges
- Identifying when help is needed and who can provide it

Self-Management

- Regulating one's emotions and behaviors in diverse contexts and with people different from oneself
- Motivating oneself to set and achieve goals

Social Awareness

- Establishing healthy interactions across diverse communities
- Embracing diversity and taking the perspective of people different from oneself
- Demonstrating empathy for people similar and different from oneself

Relationship Skills

- Relating to people similar to and different from oneself
- Communicating clearly and effectively
- Resolving conflicts peacefully
- Building, establishing and maintaining healthy and positive relationships

Responsible Decision-Making

- Behaving responsibly in personal, academic, and community contexts
- Problem-solving effectively
- Making constructive and respectful choices that consider the health and wellbeing of oneself and others

Scheduling a Conference

If a parent or guardian wishes to have a conference to discuss the student's academic achievement, behavior or overall well-being, a good first step is to schedule a meeting through the student's advisor. A full list of faculty and staff can be found on our website at www.brooklynprospect.org or by visiting our Community Page at: <https://sites.google.com/a/brooklynprospect.org/wt-middle-classroom-pages/> Parents may also email other teachers directly at any time.

All Access After-School

The BPCS After-School Program offers Brooklyn Prospect students educational enrichment and recreational activities free of charge. Every day after classes students will have the opportunity to explore their interests while realizing new ones.

SAMPLE DAILY SCHEDULE	
3:05 - 3:45	Academics/ Study Hall
3:45 - 4:00	Snack
4:00 - 6:00	Clubs & Activities

***Students are automatically enrolled in Advisory/Academics and Study Halls. Clubs are optional.**

Each student must have a completed and updated Enrollment Form on file with BPCS before they becomes active in the program. Each club will have an established maximum capacity. If a program is full, students will have the opportunity to participate in alternative activities.

Sample Club Options

- *Sports & Games:* Soccer, Basketball, Parkour, Martial Arts & Robotics
- *Education Enrichment & Leadership:* Student Ambassadors, National Junior Honors Society, Safe School Ambassadors & Student Council
- *Arts:* Dance, Band, Theatre, Filmmaking & Graphic Design

After-School Program Emergencies, Drills, and Evacuations

In accordance with state and city regulations, the Brooklyn Prospect After-School Program will participate in regularly scheduled fire and evacuation drills.

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

St. James Cathedral Basilica
250 Cathedral Place
Brooklyn, NY 11201

After-School Program Illness

In the case of an urgent medical situation, 911 will be contacted. If a student becomes ill, the student should inform a club leader that they are not feeling well. If the club leader determines that

the student is too ill to remain in the class, parents/guardians will be called, and the student will be dismissed to report home in accordance with the dismissal instructions from the parents/guardians. Students may be immediately sent home if any of the following symptoms are exhibited:

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

Parents must arrange for their student to be picked up immediately if the student is being sent home. Your student may return to the program 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.

After-School Program Attendance Policy

Students must attend school during the school day in order to participate in the After-School Program. If you anticipate your child being repeatedly absent for any reason, please email wtmsafterschool@brooklynprospect.org, ccing wtmscoordinator@brooklynprospect.org. All students who participate in the after-school program must sign in daily.

End of After-School Program Pick-up

Students will be dismissed by class and will exit through the doors leading to Chapel Street towards Jay Street and should proceed immediately to their destination.

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

If a student cannot be dismissed on their own, designated adults are required to sign each participant out on the attendance sheet. Staff may ask for a picture I.D. if they are unfamiliar with an authorized adult signing a participant out.

After-School Early Dismissal

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

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

All students leaving early must sign out in the After-School Office and must leave the campus immediately after signing out.

After-School Program Behavior Expectations

The After-School Program is fully aligned with the behavioral procedures and expectations of the school day. Students will receive a behavior contract at the beginning of each school year that must be signed and returned. Students are expected to conduct themselves in a safe and responsible manner. Families will be contacted if behavioral expectations are not met.

Library

The Windsor Terrace Middle School Library currently houses over 10,000 books. The circulating collection consists of fiction, nonfiction, and graphic novels, and the school has an extensive network of classroom libraries, which house books that can be checked out in the classroom, via the teachers, and returned to those same classroom libraries. The library is open prior to Advisory daily, and is also open during each MS recess period.

Library Behavior

The library is a place for quiet study and reading. No food, drinks or use of cell phones are allowed in the library. Students may only check books out for themselves and are not allowed to check out books for other students. Group work is permitted, provided that students maintain a low and reasonable volume. Students who do not respect these rules will be asked to leave the library.

Lost or Damaged Books

Parents will be billed for lost or damaged books as the school will need to re-order that book. Payments can be made through TeacherEase.

Grading

WTMS Grading Policy 2020-2021

Updated August 2020

Brooklyn Prospect's Middle Schools aim to have a grading policy that reflects the following guiding principles³:

- **Grades accurately describe a students' level of mastery.** The purpose of grades is to reflect students' mastery of content and reflect their performance and academic growth. For classes that are meant to support students' academic growth, such as Literacy Support and SETSS, a students' level of mastery will look different.
- **Grades evaluate students based on their content knowledge and mastery, not their circumstances such as their home environment, structural inequities, or behaviors.** We do not include subjectively interpreted behaviors, such as the level of student's "participation" or "work ethic." Grades are determined based on their demonstration and mastery of course content, and we do not use grades to reward compliance.
- **Grades help cultivate our core values of passion and persistence in our students.** We emphasize and reward learning rather than penalize it. Students have opportunities to re-submit work that does not yet reflect mastery or that could be improved with revision or additional study. All assignments that students retake or revise receive the full new score, rather than an average of the original and the new score.
- **Our grading policies and expectations are clear and transparent to students and families.** We create explicit descriptions of what constitutes a demonstration of content mastery through rubrics, checklists, and criteria for success. We simplify grade books and expand the methods of assessments to generate more accurate feedback and reporting about each student's learning relative to the expected outcomes.

Quarter System

Brooklyn Prospect students receive one grade per course and that grade is communicated via a report card at the end of each semester. Starting this year, each semester will be broken into 2 quarters that will average together for the semester grade. Please note some important points to the quarter system:

- Semester 1 = Average of Quarter 1 and Quarter 2; Semester 2 = Average of Quarter 3 and Quarter 4.
- Semester grades are the only grades that will appear on transcripts and be used to inform summer school and promotion decisions. Quarter grades will appear on report cards, but not on final transcripts.
- Grades will reset at the start of each quarter.

³ These guiding principles are adapted from Joe Feldman's *Grading for Equity*.

Semester One Dates		Semester Two Dates	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tuesday, Sept. 8 - Friday, Nov. 6	Monday, Nov. 9 - Friday, Jan. 29	Monday, Feb. 1 - Friday, April 9th	Monday, April 12 - Friday, June 25

Starting in the 2020-2021 School Year, Windsor Terrace Middle School will no longer have effort and achievement grades. Instead, we will be moving to a system that values the qualitative feedback from instructors on formative assessments and uses summative assessments to calculate final grades. The application of feedback from formative assessments is directly linked to a students' performance on summative assessments.

Formative Assessments	Summative Assessments
<p>Formative assessments improve teaching and learning simultaneously. Teachers can help students grow as learners by actively encouraging them to self-assess their own skills and knowledge retention, and by giving clear instructions and feedback.</p>	<p>Summative assessments evaluate student learning, knowledge, proficiency, mastery, or success of an objective, standard, or learning target. A summative assessment should be used in conjunction and alignment with formative assessment.</p>
<p>Formative assessments have <u>no numerical value in the grade book</u>. In other words, they will not be given a score (no formal "grade" is assigned i.e. 8/10 or 5/10). Instead, only qualitative, or written, feedback will be given to the student.</p> <p>They are always entered as either:</p> <ul style="list-style-type: none"> • H = "Handed In" • M = "Missing" <p>If an assignment is coded as "handed in", this means the assignment has been turned in by the student. Please review Google Classroom and/or TeacherEase for qualitative feedback on what was handed in. For instance, an assignment is marked as "handed in" even if it may have been partially complete, or there may have been errors in their work.</p> <p>If an assignment is missing, this means the assignment has <u>not</u> been handed in by the student, or the assignment was handed in fully blank.</p>	<p>Summative assessments will comprise students' grades. Because summative assessments evaluate student learning, knowledge, proficiency, mastery, or success of an objective, standard, or learning target. This means they comprise students' grades to more accurately analyze and communicate a student's level of mastery in a course.</p> <p>Grades for summative assessments are always entered as a percentage. For example, a summative assessment may be out of 12 points. If the student's score was a 9/12, the percentage of 75% would be entered into the grade book.</p> <p>The weights and frequency of various summative assessments vary by department. Because each course has its own unique content and objectives, the weights and frequency of summative assessments will vary. This determination will be made in collaboration with the teachers and Department Head, and be communicated to families.</p>

	Literacy Support Classes and SETSS
--	---

Because these courses are meant to support the growth and development of students who may be behind grade-level in reading and/or math (for SETSS classes), summative assessments will be based upon the individual goals for each student.

Missing or Unmastered Summative Assessments:

Brooklyn Prospect provides a variety of ways for students to demonstrate mastery in their work and expects and encourages students to seek mastery and work towards excellence.

- When a summative assignment is missing, a grade of 45% is entered with the code “Missing”.
- When a grade below 55% is earned (revealing that the material has not yet been mastered), a grade of 55% is entered, and the actual grade is entered as a comment.

Opportunities for Improvement:

All summative assessments can be retaken or resubmitted to demonstrate improved mastery, regardless of the initial grade that the student received on the assignment. Before retaking or resubmitting the assessment, students submit a “Reflection for Learning” to their teacher.

All assignments that students retake or revise receive the full new score, rather than an average of the original and the new score. We do this to instill the mindset that mistakes are a part of the learning process and to build our students’ persistence and resilience. If students put in the work to ultimately show mastery, we want their grade to reflect that effort.

The deadlines for retaking assessments and for late work are as follows:

- The last dates for resubmissions of summative assessments will be one week before the end of the grading period (end of the quarter).
- If a student was absent and missed crucial summative assessments, they should arrange a time to make up the assignment with the teacher.

Progress Reports and Report Cards

Windsor Terrace Middle School operates on a quarter system. Each school year consists of four quarters (Q1, Q2, Q3, and Q4). Grades from Q1 and Q2 are averaged to calculate the student’s Semester 1 final grade. Grades from Q3 and Q4 are averaged to calculate the student’s Semester 2 final grade.

Progress Reports

Progress reports enable teachers and parents to monitor students’ academic progress between report cards. Progress reports are issued to students in advance of Parent/Advisor conferences in the fall and spring, and are sent home in students’ backpacks along with a reflection and

goal-setting sheet. Parents must review and sign the progress reports, and return them to the student's advisor.

Report Cards

At the end of each semester, a report card is mailed to parents outlining the student's academic grades. Report cards are mailed out in early February for the first semester and a few days after the last day of school for the second semester.

Brooklyn Prospect issues a final grade for each semester. No overall final grade for the year is printed on report cards, although an unofficial "final grade" is available in TeacherEase.

Promotion/Retention

Brooklyn Prospect Windsor Terrace Middle School uses a comprehensive credit system to ensure accountability for academic success in all subject areas and to provide struggling students the opportunity to master content standards before the summer months.

To be promoted to the next grade, students must:

- Earn at least one credit per semester or two credits per year in Humanities, Science, Language Arts and Mathematics (full-year courses that meet every day are two credits per year),
- Earn a minimum of 10 of a possible 13 credits each school year,
- Pass the New York State tests by meeting the promotion cut score set by the state (Note: Scores may be used to inform promotional decisions but are never the sole factor in a promotional decision)

Course	# of Credits Available (per year)
Mathematics	2
English Language Arts	2
Humanities	2
Science	2
Arts (Musical Theater, Art)	1
Physical Education (Dance, Physical Education)	1
Advisory	1
Language	2

Students who do not earn the minimum credits in a given semester have opportunities to recover the credit.

Eighth graders can recover credit from the fall semester in the After-School Academy. There is no opportunity to recover credit from the spring semester of eighth grade. Students whose promotion is in doubt due to failure in the spring semester will be scheduled for Promotion in Doubt meetings.

Sixth and seventh graders can attend Summer Academy in order to fulfill the criteria for promotion. Students will be notified at the end of first semester and in early June if they are required to attend Summer Academy due to failing grades. Students can also be invited to the Academy if teachers feel that additional time with the material would benefit the student.

A student who receives a level one on the New York State tests in ELA or Math will be invited to attend the course during the Summer Academy).

Promotion for Students with IEPs

Unless alternative criteria for promotion are specified in the students' Individual Education Plan, any student with an IEP is subject to the same promotion criteria as students in the general education program.

Retention

When a student is identified as being at risk of retention, parents are notified and the student is provided additional supports to improve their performance. Such opportunities may include, but are not limited to, parent-advisor meetings, classroom accommodations, and enrollment into a tutorial or after-school course. Ongoing assessment of student progress is a part of each intervention. Promotion in Doubt meetings are held in May and June of each school year to ensure that parents are included in discussions of possible retention.

After-School Academy

The After-School Academy courses, offered for English Language Arts, Humanities, Science and Math, provide support for eighth grade students who receive a failing grade during the first semester and/or students who want extra support mastering content standards. Students may enroll in a maximum of two courses per year. In order to receive credit for a course, a student may not miss more than 2 course sessions. Any student who has received a failing grade in English Language Arts, Humanities, Science or Math and chooses NOT to attend the After-School Academy for credit recovery may be retained. After-School Academy courses for credit recovery are not available to middle school students enrolled in Regents courses such as Algebra.

Summer Academy

Summer Academy is designed to provide the re-teaching of essential content and skills at the 6th and 7th grade levels. It also provides students with the opportunity to make up credits required for promotion to the next grade level.

Eighth graders can recover credit from the fall semester in the After-School Academy but there is no Summer Academy for eighth graders. There is no opportunity to recover credit from the spring semester of eighth grade. Students whose promotion is in doubt due to failure in the spring semester will be scheduled for Promotion in Doubt meetings.

Students who meet the attendance, effort and grade expectations of Summer Academy are promoted to the next grade. Students who do not meet the requirements of Summer Academy must participate in Promotion in Doubt meetings to determine whether they will be retained.

State Testing

As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the current testing framework has not been released for the 2020-21 school year. We will update families on guidance we receive regarding testing.

The following are some criteria Prospect Schools is considering in developing our plan for assessments in the 2020-2021 school year:

- Focus on pre-assessment and embedded formative assessments to inform instruction
- Building in time and opportunities for educators to collaborate and plan for the creation of pre-assessments
- Considering the testing accommodation needs of students, regardless of context
- Utilizing a suite of assessment tools that can be utilized in various instructional models, remote, hybrid and in-person
- Developing a strategy to determine those students who are in need of academic intervention services in accordance with the NYSED Department's guidance and plan to provide in-person, remotely, or in a hybrid model.

Ultimately, if there are New York State Assessments for the 2020-21 school year, your family does have the option to opt out of testing. If your family does decide to opt out of state testing, please provide written notice to the principal, who will request a phone conversation with you regarding your decision.

Homework

For the 2020-2021 school year, both our hybrid and remote-only models, students will be assigned asynchronous lessons on Google Classroom in lieu of “traditional” homework. Because the bulk of student learning takes place during live in-person or Zoom lessons, the purpose of asynchronous learning is to support student learning and enduring understandings from live lessons. Essentially, asynchronous learning serves as “homework.” Asynchronous lessons should not take students more than ~30-45 minutes per subject to complete.

Purpose

Teachers at Brooklyn Prospect are committed to providing meaningful and relevant homework activities each night. Homework is designed to supplement, support, and extend learning at home, reinforce classroom instruction, help students develop resourcefulness and work independently, and involve parents in the learning process that takes place at school.

Homework assignments include:

- Practice exercises to reinforce principles, skills, concepts, and information taught in the classroom.
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to new situations
- Creative activities to integrate many skills toward the production of a response or product

Time

Students should expect to see an increase in the amount of homework required in middle school as compared to elementary, and in high school as compared to middle school. Though assignments are often differentiated to match students’ individual needs, the amount of time needed to complete assignments varies according to the individual student’s needs, capabilities and motivation. If students are bringing no work home, or an excessive amount, parents should contact the student’s advisor to discuss the student's progress.

Responsibilities of Faculty

- Assign relevant, challenging and meaningful homework that reinforces classroom learning and is appropriate for middle school students.
- Give clear instructions and make sure students understand the purpose of the assignment and the expectations for quality work before leaving class. Homework assignments must be posted on the board daily in each class.
- Communicate homework assignment and expectations to parents and students through the BPCS Classroom Pages & individual Google Classroom pages.

- Give feedback and/or correct homework so that students comprehend their level of understanding of the learning.
- Avoid assigning homework due dates which fall the day after a religious holiday.
- Modify assignment expectations based on student needs..
- Communicate with other teachers regarding project due dates and tests.

Responsibilities of 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.
- Promoting a positive attitude toward homework.
- If necessary, monitoring student's organization and daily homework assignments.
- Being supportive if a student gets frustrated with difficult assignments and helps students work to find the answer, not just get it done.
- Reviewing Google Classroom to stay well informed about what is happening in the classroom.
- Congratulating your student on their hard work when merited.
- Encouraging the student to speak with their advisor if the student is regularly struggling to complete homework assignments in the prescribed time period.
- Checking TeacherEase to monitor your student's grades and progress.

Responsibilities of Students

- Write down assignments in the BPCS Student Agenda or other appropriate student organizer.
- Be sure all assignments are clear and ask questions if necessary.
- Check the Google Classroom or contact a classmate if unsure of assignment. The next step is to communicate with the subject area teacher the following school day.
- Set aside a regular time for studying.
- Work on homework independently whenever possible, so that it reflects student understanding and skill level.
- Make sure assignments are done according to the given instructions and completed on time and with quality.
- Be sure work is completed in accordance with the BPCS Academic Honesty Agreement.

Make-Up, Late and Vacation Work

Make-Up Work

A student who has been absent and whose absence is excused is permitted to make up the work missed. Except for in-class summative assessments, they may be excused from the work they missed. An absent student may make arrangements with teachers within one week of their return to school. Students must make up all in-class summative assessments that are missed. If the student does not arrange a time within one week of missing the assessment, the teacher may arrange a make-up at any time. Children with a case manager for chronic attendance will create a structured schedule to ensure assessments are made up.

Late Work

Summative assessments should be turned in when they are due. When a summative assessment is missing, the teacher will enter a 45% in the gradebook and follow up with the student to ensure that they complete it. The last dates for resubmissions of summative assessments will be one week before the end of the grading period (end of the quarter).

Students have opportunities to make up homework/effort assignments within two class meetings of the time they were due. For homework assignments, if no work is submitted, a zero (out of 5) will be recorded. Homework assignments that are turned in late will receive a score of 4 out of 5 if they are fully complete.

An extension for any assignment may be granted at teacher discretion. Students in need of an extension should make their request at least 24 hours before the due date.

While we will default to the above late work policy for our 2020-2021 school year, **these policies are subject to change based on evolving external factors and to best meet the needs of our students and their academic and social-emotional growth in the context of hybrid learning.**

Vacation Work

Teachers may assign homework over extended breaks such as Thanksgiving, winter break, mid-winter break, spring break, and summer vacation. 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.

Youth Development and School Culture (YDSC)

Please note: The statements below are intended to act as a guide to families and students. The disciplinary practices outlined below are 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.

(<https://www.brooklynprospect.org/community/>).

Positive School Climate

Brooklyn Prospect, Windsor Terrace Middle School is committed to ensuring a positive school climate, grounded in equitable practices, where everyone feels welcomed, expected, respected, and safe. Our school culture policies are designed to provide every student with the sense of belonging and the productive learning environment they need to thrive at school. We uphold high expectations for positive behavior for all students, and consistently apply proactive supports and interventions when needed. We recognize middle school as a time of increasing independence when students transitioning into adolescence benefit from the support of caring adults as they learn from mistakes, navigate challenges, and build personal responsibility. Our School Culture team of counselors and deans use daily practices that support students' growth in key social and emotional skill areas, with additional personalized support for struggling students. The positive school climate at BPCS is based on upholding community responsibilities.

Student Commitments:

- We show up - Attend school until dismissal at the end of the day. Strive for 100% attendance!
- We're on time - Arrive at school on time. Move quickly and quietly through the halls and be ready to enter the classroom at the start of each period before the sound of the late bell.
- We're prepared - Bring all books and supplies required for each class, including Agenda Book, completed homework, and a personal book for Reading Hall.
- We are engaged - Engage in behavior that promotes learning, by following the instructions of school staff and by fully participating in educational discussion and activities.
- We are respectful - Show respect for self and others through words and actions. Help to make sure everyone feels welcomed, included, and safe in our school.
- We are a caring community - Keep classrooms, hallways, bathrooms, school property, and surrounding areas clean and in good condition. Respect our neighbors and their property at all times.

- We value our community - We expect students to carry out the above responsibilities and all other policies of our school. Any behavior that violates these expectations is considered inappropriate and will result in a school based response.

Counselor

Students are able to access a counselor or social worker in our middle school. The School Counselors supports high school readiness and selection process. Counselors and social works support students' social and emotional development and contribute to academic success by:

- Helping students overcome any academic or attendance obstacles.
- Checking in when a student is having a tough day or needs help solving a problem.
- Upholding the Dignity for All Students Act by intervening in mean and biased behaviors to prevent bullying and harassment.
- Providing short-term individual counseling, when determined appropriate by the school.
- Providing group counseling on issues that are important to middle school students, when determined appropriate by the school.
- Connecting students and families to community resources when needed, including additional mental health supports.

Dean Team

Our Deans help all students uphold our behavior expectations by:

- Actively supervising the Commons and hallways to ensure safe and respectful behavior.
- Responding to violations of our attendance/lateness policy, uniform guidelines, and personal electronics rules consistently and fairly.
- Intervening in inappropriate behaviors fairly and without judgment.
- Upholding the Dignity for All Students Act by intervening in mean and biased behaviors to prevent bullying and harassment.
- Supporting student accountability through the class removal and morning check-in processes.
- Helping to keep the peace by resolving conflicts and de-escalating situations.
- Recognizing student accomplishments and Upstander actions!

Discipline and Support

Brooklyn Prospect beliefs and values that guide the discipline policy and help all students uphold our Core Values:

- Building respectful relationships is foundational to a positive school-learning environment.
- Consistent proactive interventions support a positive learning environment: Faculty, staff, students and parents have a responsibility to prevent problems before they arise through clear expectations and routines.
- Students perform best in a warm, and consistent classroom.

- Interventions with ongoing support and collaborative problem-solving teach students to self-correct inappropriate behaviors and assume responsibility for their actions.
- Predetermined rewards and bribes often undermine the development of an internal sense of responsibility.
- All students can be successful.
- Students should be given opportunities to repair harm they have caused, reflect on the impact of their actions on others, and restore their relationships.
- Intervention practices led by skilled Deans can help students develop key social/emotional skills.

We believe it important that all community members understand Brooklyn Prospect’s school culture disciplinary practices described below, including our tiered system. Based on the “Response to Intervention” (RTI) model, students who are struggling to uphold their responsibilities and meet school behavior expectations will be supported with a personalized plan developed collaboratively by the team. When teachers, counselors, deans, and parents work together as a team to support positive behavior, students are better able to navigate disciplinary situations that may come up. Our collaboration helps to build accountability, independence, and confidence in students.

Behavior Interventions, Tracking and Communication

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

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

Conduct Cuts and Class Removals (Grades 6-12)

Using the Ladder of Consequences, teachers uphold established behavior expectations that ensure a productive, safe and calm classroom environment where everyone can learn. The system is designed to consistently ensure that students understand what is expected and are given the opportunity and support to self-correct the misbehavior. The data collected for number of conduct cuts/community violations or class removals is used to identify when students are in need of escalated tier 2 behavior interventions. Implementation of this system differs from middle to high school in order to be developmentally responsive.

- Verbal Warning: The teacher restates expectations and checks for understanding, providing a chance for students to re-direct themselves.
- Teacher Conference: This is an opportunity for a quick collaborative conversation around the problem behavior resulting in a plan for how the student can change.
- Conduct Cuts, grades 6-8 only – Despite redirections, a warning, and a conference, student is still misbehaving, and so a conduct cut/community violation is given to the student. The teacher logs the incident and communicates to parents and the school culture team.

- Class Removal/Send Out – The student has continued the misbehavior, further disrupting class, and demonstrating a need for personalized intervention. The student is referred to the dean who leads an intervention that supports social/emotional growth and personal accountability while prioritizing readiness to successfully return to class. In order to minimize loss of instructional time, students are supported to re-enter the classroom as soon as they are ready. In some instances, a student may not demonstrate readiness, or have engaged in an unsafe behavior, and further intervention may be needed.

Class Removals and Morning Check-Ins

Every student has the right to learn in a safe and productive classroom. If a student continues to disrupt the learning of others through off-task or unsafe behaviors, they will be removed from class. In addition to not meeting classroom expectations after receiving a conduct cut, a student may be immediately removed from class for any of the following inappropriate behaviors:

- Engaging in bullying or harassment, including using hate speech/symbols.
- Cursing or yelling at a teacher or classmate.
- Any physical altercation (pushing, hitting, slapping, kicking, “playfighting”).
- Escalated conflict with a peer that includes posturing or threatening to fight.
- Unsafe behavior such as throwing objects, standing on desks, misuse of items.
- Intentionally damaging or defacing school property.
- Violation of technology use policy, including going to inappropriate sites or engaging in cyberbullying through the school email.
- Pretending to shoot guns through gestures or drawings.

What happens when a student has been removed from class?

Although a student may be feeling pretty upset, it is very important that they follow the directions the Dean gives and calmly transition to the Deans Office. While there, the Dean will guide the student through an accountability and reflection process that includes the following:

- A mindfulness moment to become aware of their feelings and to manage them.
- Talking about what happened and how their behavior impacted self and others.
- Talking about alternative ways to handle the situation and make better decisions.
- With the Dean, calling their parents to notify them of the incident.
- If possible, transitioning successfully back into the classroom without further incident.

NOTE: For extreme behavior the Dean may assign the student a lunch detention or refer the situation to the YDSC Department Head and Principal for a possible suspension.

What is a Morning Check-in?

After a class removal, the student continues to demonstrate accountability by showing up on time for their mandatory morning check-in the next day. The student is expected to report to the Deans Office at 8:30am. During their meeting, the following will happen:

- Further reflection about the incident that led to the class removal (especially if the student was not ready to do this right after the incident).
- Setting goals for a fresh start and a positive day with better decision-making.
- In some cases, a facilitated restorative conversation with the teacher.

NOTE: Failure to show for a morning check-in, or refusal to engage with the Dean through the process, will automatically result in a lunch detention and parent notification.

THE DIGNITY FOR ALL STUDENTS ACT POLICY

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.

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

Windsor Terrace Middle School will align with Title IX Sexual Harassment procedures and definitions outlined in the Brooklyn Prospect Policy Handbook, following response to behavior Interventions and restorative alternatives. Brooklyn Prospect does not tolerate sexual harassment by any of its students, either in school or online.

Respect for All Liaison

The Principal and Director 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 Windsor Terrace Middle School is Nandi Edouard (nedouard@brooklynprospect.org).

Physical Altercations

We are committed to being a nonviolent community where all members are working hard to resolve their conflicts peacefully. When a peer conflict escalates into hands-on aggression, it is considered to be a physical altercation. Pushing, kicking, hitting, punching, slapping, pushing past and tackling are all examples of physically aggressive behaviors.

Consequences for Involvement in a Physical Altercation:

- Immediate class/hallway removal and Deans referral.
- The students will be held out of class pending an investigation, parent notification, and agreement to be non-violent.
- Incident #1: Meeting with Dean or Assistant Dean. Parents and advisor will be notified. A Level 1 warning letter will be sent home with a required parent signature.
- Incident #2: The student will meet with the YDSC Department Head who will call parents and issue a Level 2 warning letter to indicate the seriousness of the behavior and possible disciplinary consequences. A detention or restorative alternative will be issued.
- Incident #3: A mandatory meeting will be held at school with the student, parents, YDSC Department Head, and advisor. The student will be placed on a Behavior Contract and issued lunch detention(s) or suspension.
- Further incidents will be referred to the Principal, pending suspension and/or recommendation for expulsion.

NOTE: The school may jump to any intervention step, including suspension, based on the severity of the incident. The school may also offer a restorative alternative, such as a mediation or project, in addition to or instead of a disciplinary consequence.

Detention

The School may choose to use detentions for Level One infractions, including:

- Unsuccessful class removal/send out
- Repeated uniform, dress code and/or personal electronics violations
- Leaving class without permission
- Failing to be in one's assigned place on school premises
- Disturbing or interrupting a class where one does not belong
- Cutting class
- Other incidents at dean's discretion

Response to Behavior Intervention (RtI)

When students struggle to meet the behavior expectations of the school, and their challenging behaviors do not respond to universal tier one interventions (conduct cuts, community violations, detentions, family outreach, educational activities), individualized behavior interventions will begin. The head of school culture will establish the thresholds for triggering a tier 2 intervention, and facilitate a process that includes the following:

- An assessment of the student's lagging thinking, social and emotional skills
- A wrap-around meeting using the collaborative problem solving model
- Close collaboration with case manager and student support services teams for students with exceptionalities on Individualized Education Plans (IEPs)
- Development and implementation of a tier two behavior plan to include personalized supports, appropriate accommodations, and clarified expectations and consequences

Students' progress on tier 2 plans is closely monitored. Those students not making significant progress, or who engage in a serious level three infraction will escalate to a tier 3 intervention. Led by the head of student support services, and in collaboration with the head of school culture, the following steps will be taken:

- Conduct a functional behavioral assessment (FBA)
- Convene a child student team
- Develop and implement a tier 3 behavior plan with escalated disciplinary consequences
- Consideration of review of placement or referral for special education evaluation

Restorative Justice Alternatives

When appropriate, the school culture team may use a restorative justice alternative to disciplinary action or in addition to a consequence such as suspension. The purpose of a restorative justice alternative is to promote personal reflection, repair harm that has occurred, and restore relationships that have been damaged. Through these processes, students are supported in taking true accountability for their actions and upholding their responsibilities as community members.

Restorative practices may include:

- Mediation to resolve conflict between two people
- Conferencing to resolve conflict within a small group
- Circle to repair harm within a larger group
- Circle to support a student's re-entry from suspension

Loss of School Privileges

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities. This also includes exclusion from participating on a sports team, as described in the Brooklyn Prospect Student and Family Handbook.

Suspension

Windsor Terrace Middle School will align with all suspension procedures outlined in the Brooklyn Prospect Policy Handbook, following response to behavior Interventions and restorative alternatives. Ultimately, the decision regarding student suspension up to the Principal and the Director of School Culture.

Long-term suspensions and expulsion will align with procedures outlined in the Brooklyn Prospect Policy Handbook and may include collaboration with the Network Director of School Culture and CEO.

Lunchtime Expectations

During lunch students must report to the Commons and the designated recess area, or go to the library. Students cannot hang out in the hallway during lunch or visit the nurse without permission. If students are found to be in a location other than the Commons, recess, or library during their lunch period without permission, it will be recorded as a class cut.

At recess we follow these expectations:

- Ask permission to leave recess area
- Use appropriate and affirming language
- Keep noise to a reasonable volume (level 3-4)
- Keep your hands, feet, and body to yourself
- Clean up all recess supplies when it is time to transition
- Be safe
- HAVE FUN

Response to Unmet Expectations:

- Repeat Instruction
- Sit out of recess
- Family Contact
- Detention
- Restorative project

In the Commons, we follow these expectations:

- Choose a seat and remain in it until your table is called
- Ask permission to leave the commons
- Your table should be clear (free of food, trash, etc) before leaving
- Reset tables to their original space and condition
- Use appropriate and affirming language
- Keep noise to a minimum (level 2)
- Keep your hands, feet, and body to yourself

Response to Unmet Expectations:

- Repeat Instruction

- Sit out of recess
- Family Contact
- Detention
- Restorative project

Our community values outside free play. The school will default to outside recess unless it is raining or when the temperature drops below 20 degrees. Please help your student plan ahead and dress accordingly.

The following rules apply for food and drink in the building:

- Gum, soda, or energy drinks are not allowed anywhere in the building.
- Only water in appropriate bottles is allowed in classrooms.
- Water bottles should be refilled in the morning and during lunch.
- Food is only allowed in the Commons at breakfast, lunch, or during snack. At the teacher's discretion, food may be allowed in classrooms under exceptional circumstances.
- Soda and candy are not allowed at lunch.

Teachers and school officials may ask a student to put away food or drink that violates these guidelines from a student or they may take the item from the student. Failing to hand it over will result in greater consequences. The teacher or school official is not obliged to return the food or drink to the student.

Uniforms

Brooklyn Prospect strives to offer a learning environment based on high expectations and inclusion of cultural and socio-economic diversity. This includes setting guidelines for how students dress and present themselves at school.

Students may not wear hats or headgear of any type in the building. Headphones (including ear buds) should not be visible in the hallways or classrooms. Headgear worn as part of religious observance or for health-related reasons is exempt.

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



(www.flynnohara.com)

We also have a partnership with Lands' End. Families can purchase uniforms and other school clothing by visiting www.landsend.com and using our Preferred School Number: 900177791 or searching for Brooklyn Prospect Charter School.

We encourage families to order uniforms as soon as possible, to allow for lead times in the busy season. You may also need to re-order mid-year as your student grows and uniforms become worn. Please call ahead for hours of operation.

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.

Separate uniforms are required for Physical Education (PE) and other school sports.

Uniform Guidelines

FOR ACADEMIC CLASSES:

- Tops - Students must wear a BPCS shirt everyday. This can be the uniform polo shirt with BPCS logo in white or green, the green PE t-shirt with white logo or any BPCS branded shirt. Shirts must be worn at least to waist of pants.
- Bottoms - black, grey or khaki bottoms worn at the waist. Leggings, sweatpants and athletic pants, shorts or skirts are fine.
- Sweatshirt - Students have options for what to wear over their polo or BPCS t-shirt in colder weather:
 - A sweatshirt with the BPCS logo (available from Flynn O'Hara), or
 - Any solid grey, hunter green, white, or black non-hooded sweatshirt, sweater, or fleece.

FOR PHYSICAL EDUCATION AND DANCE CLASS

- Green BPCS t-shirt with white logo.
- Black workout shirt (dance only).
- Black sweatpants or gym shorts with or without the green logo.

Please note:

- Students may wear special issue BPCS spirit t-shirts or Junior Honor Society t-shirts any day of the week.
- A BPCS top must be worn everyday under any sweater or sweatshirt.
- 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 flip-flops or slides are allowed due to their potential to cause accidents.
- 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.

Consequences for Being Out of Dress Code:

- Referral to the Deans Office.
- Call home to parent requesting a change of clothes brought to school or a change provided from donated uniforms.
- At the second violation in a marking period, the student is assigned a lunch detention and an email is sent home notifying parents of policy and consequence.

- At the third violation in a marking period, the student is assigned two lunch detentions and a formal warning letter is sent home to parents.
- Continued violations in a marking period will result in a mandatory parent meeting at school.

Computer Use, Internet, and Personal Electronic Devices

STUDENT INTERNET/COMPUTER USER AGREEMENT

Brooklyn Prospect provides its students with computers and electronic devices, internet access and school G-Suite accounts to help students improve their learning. Please reference the Brooklyn Prospect Policy Handbook for examples of appropriate and inappropriate use of school resources, including when at home.

Any violations of this user agreement may be subject to consequences including receiving a conduct cut/demerit, other school consequences such as detention or restorative justice project, losing account privileges, disqualification of computer/internet/account usage, etc.

Students and families will be held financially responsible and liable for any and all damage and/or destruction of Brooklyn Prospect property caused by or involving their student, including when a computer is assigned to a student.

Personal Electronics

Personal electronics (cell phones, headphones, smart watches, and iPads/tablets) are not allowed in our learning environment. Our policy is as follows:

- It is okay for students to have personal electronics out during breakfast in the Commons. Any music must be listened to through headphones and all online activity must be safe, respectful, and responsible.
- Before beginning the school day, students must turn off their phones and put them away in their bag. Phones should not be visible at any time during the day and should never be out in student's hands without permission.
- If a student needs to call their parents, they should use a school phone in the Deans office, Counseling office, or Middle School Office. Staff can also support them in calling from their personal cell phone while in the office.
- Students may not use their cell phone in the bathroom.
- It is okay for students to use personal electronics in class when allowed by a teacher for an instructional activity.
- Students may not have headphones on their head, in their ears, or draped around their neck, except as part of an instructional activity.

Consequences for Electronics Policy Violations:

- Staff direction to put phone away immediately.

- Refusal to put away or repeat violation immediately results in collection of the phone (or other device) by any staff member and referral to the Deans Office.
- At the second violation in a marking period, the student is assigned a lunch detention and an email is sent home notifying parents of policy and consequence.
- At the third violation in a marking period, the student is assigned two lunch detentions and a formal warning letter is sent home to parents.
- Students struggling to follow their school's policies for Electronic Devices may be placed on a tier two behavior intervention plan and/or have a temporary loss of privilege.
- Continued violations in a marking period will result in a mandatory parent meeting at school. The student will be required to turn in their cell phone (or other device) every morning to the Deans Office before beginning school.

Lockers

In accordance with COVID-19 health and safety procedures, all students will be assigned a space in their cohort classrooms at the beginning of the year in which to store coats, extra materials and personal items. Students should keep personal items in their assigned storage space. Students are not permitted to exchange storage spaces. The school is not responsible for items lost, stolen, or damaged in storage.

Students will be allowed to access their storage spaces during the following times:

- Before school
- After school
- As approved by a teacher or school official

Student-Athlete Expectations

Based on COVID-19 and recommended guidance by the New York State Department of Health, we will not have athletics until further notice. If athletics resume, the following expectations are to be upheld by all student-athletes, in accordance with any additional health and safety requirements from state and city guidance.

Student-athletes are positive role models within our school and the community. Athletics are seen as an opportunity to improve sports skill set, develop relationships and get in optimal physical shape. A "good sport" knows that athletic competition builds character and shapes lifetime attitudes. Students, in turn, experience additional educational leadership benefits that come from participation in sports. Integrity, fairness, and respect are inherent principles of good sportsmanship.

As an athlete at Brooklyn Prospect, sportsmanship goals should include, but are not limited to:

- Following the rules set by the coaches and the school.
- Participating enthusiastically.
- Exhibiting pride in their team and school.

- Accepting responsibility as a role model for others.
- Supporting other sports and middle school teams.
- Playing with dignity and grace, regardless of winning or losing.

A student athlete acts as a spokesperson during athletic competitions. Family and friends, opposing fans, the local community and the media, view student actions. Displaying good sportsmanship will show the most positive things about the student and our school.

Student athletes are students first. There are very specific behavioral and academic expectations students must meet during the school year in order to participate on a team. Ultimately, the decision for a student to remain on or be removed from a team is up to the Principal and the Director of the After School program.

Academic Prerequisites for Athletic Performance:

In order to play on a team, students must be on track for promotion and passing all of the following classes with a minimum grade 65% or higher: Math, Science, ELA, and Humanities. The final decisions are left up to the discretion of the Principal and After School Program Manager.

Behavioral Prerequisites for Athletic Performance:

Students are expected to remain in good behavioral standing in order to participate in team athletics. Students may be suspended or removed from practice, games or teams due to behavior resulting in class removals or school suspensions or chronic lateness or absences (chronic lateness or absenteeism is defined as being absent or late more than 10% of the time).

Health and Safety

Visitors

The safety of all students in the facility is of utmost importance to our school community. Accordingly, Brooklyn Prospect maintains a policy that all visitors, including parents, sign in and receive a name tag that must be worn at all times when in the building. Parents and visitors of middle school students should enter the Windsor Terrace Middle School campus through the building's main entrance on Flatbush Ave Extension, between Chapel and Concord Streets. Parents and visitors will be required to sign in at the security desk before proceeding to the Main Office, where our Operations Coordinator will ensure appropriate direction is given.

For wheelchair access, visitors may use the main entrance. Visitors should let the Operations Coordinator or Security Officer know that access to the elevator is needed, and appropriate assistance will be provided.

Emergencies, Drills, and Evacuations

In accordance with state and city regulations, Brooklyn Prospect will participate in regularly scheduled evacuation drills. In the case of a fire or other emergency that requires an evacuation, the primary evacuation site is:

St. James Cathedral Basilica
250 Cathedral Place
Brooklyn, NY 11201

Inclement Weather

Typically, Brooklyn Prospect follows New York City Department of Education's school closing schedule for weather emergencies including snow days. To provide clarity, families will receive a phone call via the school's automated "One Call" system. A message will also be placed on our website in case of a weather-related school closing. Please always confirm that BPCS is closed by checking our website (www.brooklynprospect.org).

Traffic and Student Safety

Student safety is the highest priority of Brooklyn Prospect Charter School. Traffic and student safety is coordinated with the 84th Precinct in District 13 at 301 Gold Street, (718) 875-6811. To report any unsafe or criminal behavior, please call the Youth Officer at the 84th Precinct in District 13.

Parents are encouraged to conduct periodic fire drills at home to ensure that all family members are familiar with the plan to be followed in the case of an emergency.

- **Given the presence of students, please drive slowly and with caution upon approach to our campus.**
- **Vehicles must remain in a single file line, allowing for the safe passage of other vehicles.**
- **The flow of traffic will be monitored and changes will be made to this policy as necessary throughout the school year.**

Student & Adolescent Health Examination Form

Within fourteen days (14) from the date a student begins at Brooklyn Prospect, we must have, on file, a completed, signed medical form for each student. 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 T-dap immunization record upon enrollment, and an updated immunization record is due within 14 days of the student's eleventh birthday. Any student in non-compliance will be excluded from attending classes.

Students entering the 7th grade must also have one dose of the Meningococcal conjugate vaccine (MenACWY). An updated immunization record is due upon the start of the 7th grade or within 14 days of the student's twelfth birthday. Any student in non-compliance will be excluded from attending classes.

In accordance with New York State Law, Brooklyn Prospect will no longer accept religious exemptions and all prior school year religious exemptions will no longer be recognized. Students are now required to get the vaccinations from which they were previously granted religious exemption or may be excluded from school beginning on the first day of classes.

Prescription Medications

During school hours, there is an onsite 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 a completed medical administration form ("MAF") 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. The requirement that medications be administered by the school nurse may impact student participation in field trips in some cases.

Medical Emergencies

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

The Brooklyn Hospital Center
121 Dekalb Ave, Brooklyn, NY 11201
(718) 250-8000

Extreme Allergies or Emergency Medications

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

School Illness

If a student becomes ill during the school day, the student should inform a teacher that they are not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent or escorted to the nurse.

Students may be immediately sent home if any of the following symptoms are exhibited:

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

Parents must arrange for their student 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.

Crutches and/or Wheelchairs

A physician's order is required if a student needs crutches, a wheelchair and/or elevator usage while at school. The student will sign a student elevator contract which is found at the Security Desk After clearance from the Program Office team, students with limited mobility may use the elevator to assist with movement to classes. Families should notify the school prior to the student's arrival on campus by emailing wtdmscoordinator@brooklynprospect.org. Entrance to the building for elevator use is through the main entrance. Brooklyn Prospect Charter School's Windsor Terrace Middle School Campus is a fully handicapped accessible building.

General Middle School Operations

Personal Items

The school is not responsible for lost, stolen, missing, or damaged personal items. Students must take the precaution of storing valuable items in their classroom storage spaces or on their person. All personal belongings such as clothing, books, backpacks, sports equipment, etc. should be clearly labeled with the student's first and last name. Items turned in will be kept in the Lost and Found in the Commons, and unclaimed items will be periodically donated.

Student Meals

Brooklyn Prospect partners with NYC Department of Education's SchoolFood to offer free breakfast and lunch to all students, regardless of family income level. SchoolFood 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. SchoolFood's balanced meal selections meet precise nutrition standards which align with, and many times exceed, USDA standards. For more information about SchoolFood'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. No food should be consumed outside of the commons unless it is part of a school-sanctioned activity.

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

Press /Media Inquiries

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

Financial Policy and Payments

Throughout the year, parents will be required to submit payment for items such as replacement books, field trips or other special events (if they resume this Spring). Payment must be rendered for items to be received. Students and families may also be held financially responsible for damage and/or destruction of school property caused by or involving their student.

Making a Payment

View Your Account Balance

Please log on to [TeacherEase](#), on the left side of your screen go to 'Miscellaneous' then 'Fees' then from the drop down box select the account you wish to view, for example 'Lunch' or 'Field Trips'. Then you will see a screen with detailed charges.

Credit Card Payments

To pay by credit card please log on to [TeacherEase](#), on the left side of your screen go to 'Miscellaneous' then 'Fees' then select the account you wish to make payment on, for example 'Field Trips' or 'Replacement Textbooks'. You will be able to view your balance and then be directed to make a payment with a credit card.

Check or Money Order

To pay by check or money order, please make out the check to Brooklyn Prospect Charter School. Your student's name and what the payment is for, must be written on the check or money order, please place the payment in a sealed envelope labeled Attn: WTMS Fees. Please drop off all checks or money orders at the Main Office.

Any check returned unpaid for any reason is subject to a \$25 fee to be paid in cash to cover administrative costs of collection. If a family has three checks returned unpaid during the student's enrollment at Brooklyn Prospect, the family will no longer be permitted to purchase items or pay fees by check. At that point money orders will be the only acceptable method of payment.

Non Payment and Collections

In the event of non-payment, end of year certificates are held until payment has been received by the school. Late payments could result in late fees.

BPCS reserves the right to assign outstanding, unpaid account balances to a collection agency. If payment is not received within a specified timeframe, the accounts are first placed on hold. If an outstanding balance remains after a series of communications, BPCS makes one last attempt to collect payment prior to assigning the accounts to a collection agency.

Once an account is assigned to a collection agency, all communication by the parent/guardian must be made through the collection agency. Credit agency accounts are reported to credit bureaus.

Parents/guardians are responsible to reimburse BPCS for fees of any collection agency, which may be based on a percentage of the debt up to a maximum of 40% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in the collection efforts. All payments must be made directly to the collection agency; BPCS cannot accept direct payments once an account is placed with a collection agency. The account is considered paid in full when the total debt is paid. Please contact the Program Office at wtmscoordinator@brooklynprospect.org with any general questions.

Official BPCS School Policies can be found in our Policy Handbook, located on our website (www.brooklynprospect.org).

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

Hybrid & Remote Learning Addendum

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 WTMS 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 hybrid & remote learning. Anything not covered in this document will follow our regular procedures as outlined in the WTMS Student and Family Handbook.

Health and Safety

Brooklyn Prospect may continue to adjust safety and health procedures in partnership with local, state, and federal guidance, the CDC, and other public health offices.

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 WTMS, 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, WTMS 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 $\frac{1}{2}$ 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 disinfect 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 for a record of the spaces cleaned. The cleaning log will be kept in the Main Office and it will be maintained, completed and stored daily. The 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. Students and staff may be asked to exit certain classrooms and offices to ensure that social distancing is able to occur safely.

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 mixing between cohorts. If any items must be shared between students, they must be regularly cleaned and disinfected between use by students.

Access to Technology, Expectations & Guidelines

Brooklyn Prospect provides its students with computers and electronic devices, internet access and school G-Suite accounts to help students improve their learning. Please reference the Brooklyn Prospect Windsor Terrace Middle School Student & Family Handbook for examples of appropriate and inappropriate use of school resources, including when at home. **For the 2020-21 school year, all students will have use of a chromebook for in school and out of school learning.**

Please reference the Brooklyn Prospect Policy Handbook for examples of appropriate and inappropriate use of school resources, including when at home. Students should adhere to the same expectations in and out of school time.

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.

If your student may have any issues using PPE or may need special accommodations, please reach out at wtsmscoordinator@brooklynprospect.org so that we can best support your student in all of our facilities.

Handwashing

Routines will be created to ensure that students wash their hands several times per day, including 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

At-Home Screening

All students, families, and staff must perform daily at-home screening before departing for school and should not report to the school building if any of the following criteria apply:

- Been knowingly in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19.

- Tested positive through a diagnostic test for COVID-19 in the past 14 days.
- Experienced any symptoms of COVID-19 in the past 14 days, including::
 - Fever of 100.0°F or higher or chills,
 - Cough, shortness of breath or difficulty breathing,
 - Fatigue,
 - Muscle or body aches,
 - Headache,
 - Loss of taste or smell,
 - Sore throat, congestion or runny nose,
 - Nausea or vomiting,
 - Diarrhea
- Traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Temperature Checks to Enter the Building

All students and staff will have their temperature taken before entering the building and will not be permitted to enter if presenting a temperature at or above 100.0. Prospect Schools will not record or track student and/or staff temperatures or other health information.

Protocol for Isolation of Sick Students/Faculty

If a student or staff member presents with symptoms of COVID-19 at school, WTMS will follow the isolation protocol outlined in the Prospect Schools Back to School Blueprint, which may include the following procedures:

- Prospect Schools may communicate cases to the Department of Health and ensure that they can take appropriate contact tracing measures.
- Prospect Schools may inform relevant stakeholders, while taking measures to protect the privacy of students and staff members.
- The cohort that is affected will transition to remote learning for 14 days, if required by the DOH.
- If another person in the same residence of the student or staff member is diagnosed with COVID-19, that student or staff member should not attend school in-person.
- If someone is contacted via contact tracing and told that they have been in contact with someone who has tested positive, and are told to quarantine, they should do so.

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, WTMS 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, teachers' lounges, and other spaces not assigned to specific classes/pods.

Building Safety and Security

Visitor Guidelines

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.

To ensure safety and social distancing practices, we will be moving to a completely virtual structure for all family meetings, unless in-person contact is deemed necessary by the school administration. If you would like to schedule a meeting with a faculty or staff member, please contact the MS Program Office in advance at: wmscoordinator@brooklynprospect.org.

Emergencies, Drills, and Evacuations

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 distancing 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, WTMS 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 WTMS 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

- 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 Billing & Library Fees

As of July 2020, we have reviewed all SY 19-20 Field Trip and Library Books charges in Teacherease.

- Families with a surplus in their account can:
 - Expect to receive a reimbursement check in the mail by the end of July.
 - Request a transfer of funds to a sibling account
 - Request a transfer of funds to a different student account
- Cancelled 2019-20 Trips will be forgiven & all payments refunded
- SY 19-20 trips that occurred prior to closing in March 2020 & artbooks will still be rolled over on student accounts.
- Library books & Mandarin textbooks that were in student lockers or at home can be returned when we return to in person schooling. The charge will remain in Teacherease until the book has been returned to the school.
- If your family’s financial status has changed this past school year, please reach out to wtmlscoordinator@brooklynprospect.org to adjust your account appropriately.

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, WTMS 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 school team. Faculty members will take all precautions when distributing lunch and will provide students with hand sanitizer before and after they eat.

Recess

Recess and free-time are an essential part of adolescent development. We will have indoor recess with opportunities for students to strengthen their social skills with the appropriate social distancing measures.

Hybrid Academic Program Details

All students will have the opportunity to receive in-person instruction 2x/week.

- Students rotate in-person instruction by cohorts. (A-D cohorts attend Mon/Thu; E-H cohorts attend Tue/Fri)

	Monday	Tuesday	Wednesday: Campus closed for sanitation, cleaning, and faculty meetings.	Thursday	Friday
In-Person Instruction Days:	6: A-D 7: A-D 8: A-D	6: E-H 7: E-H 8: E-H	Small Group Tutoring + Staff PD / Meetings <ul style="list-style-type: none"> • 8:30-8:55: Grade Level Gathering • 9:00-10:00: SETSS / Teacher Office Hours • 10:00-4:00: Independent Work Time (Asynchronous Lessons on Google Classroom) + Breaks 	6: A-D 7: A-D 8: A-D	6: E-H 7: E-H 8: E-H
Remote Instruction Days:	6: E-H 7: E-H 8: E-H	6: A-D 7: A-D 8: A-D		6: E-H 7: E-H 8: E-H	6: A-D 7: A-D 8: A-D
Async Lessons (Lessons on Google Classroom)	Async Lesson B: Due @ 8 PM	Async Lesson A: Assigned @ 8 AM	No Async Lessons Assigned or Due	Async Lesson A: Due @ 8 AM	Async Lesson B: Assigned @ 8 AM

All students will receive direct instruction for each course 2x/week.

- For each grade, the following courses will be offered in-person: Math, Humanities, Science, and ELA.
- The following courses will be offered live, remotely: World Language / Reading, and Arts / Athletic.

Grade-Level	In-Person Classes*	Remote Classes
6th Grade Programming	Math, Humanities, Science, ELA	<ul style="list-style-type: none"> • World Language (Spanish or Mandarin) / Reading • Arts / Athletics: Art, Dance or PE
7th Grade Programming	Math, Humanities, Science, ELA	<ul style="list-style-type: none"> • World Language (Spanish or Mandarin) / Reading • Arts / Athletics: Musical Theatre, Dance or PE
8th Grade Programming	Math, Humanities, Science, ELA	<ul style="list-style-type: none"> • World Language (Spanish or Mandarin) / Reading • Arts / Athletics: Art or Musical Theatre, Dance or PE

*For students that are unable to attend school for in-person instruction, they will have the option to receive an exclusively remote education.

Grading and Assessment

Student work will be submitted and graded via Google Classroom. Students and families will be able to access their child's most updated grades for each course via TeacherEase, and can refer to Google Classroom for assignment-specific feedback.

Homework & Asynchronous Lessons

The bulk of student learning takes place during live in-person or Zoom lessons. The purpose of asynchronous learning is to support student learning and enduring understandings from live lessons. Essentially, asynchronous learning serves as "homework." Asynchronous lessons should not take students more than ~30-45 minutes per subject to complete.

Asynchronous lessons are assigned at the end of the direct instruction lesson cycle, and due two days after they are assigned to provide students with enough time to complete the assignment. Please refer to the chart below for the asynchronous lesson schedule*:

	Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous Lesson Assigned (Lesson on Google Classroom)		Assigned: Asynchronous Lesson A @ 8 AM			Assigned: Asynchronous Lesson B @ 8 AM
Asynchronous Lesson Due Date for Students (Lesson on Google Classroom)	Student Due Date: Asynchronous Lesson B @ 8 PM			Student Due Date: Asynchronous Lesson A @ 8 PM	

*Our asynchronous lesson posting schedule is subject to change based on a variety of evolving internal and external factors.

Student Supports and Expectations

DASA Policy / Student Behavior

Our DASA policy will remain the same for both in person and remote sessions. Please refer to our DASA policy listed in the Brooklyn Prospect handbooks for more information.

Student Well-being and Support

Counseling

We will be moving to an in-person counseling structure as much as possible. However, we will be continuing virtual counseling sessions for students who are not able to participate in person.

Trauma-Informed Practices

In order to ensure the safest transition back to school, we will be using a trauma-informed lens in our approach. As always, your students' social and emotional wellbeing is our priority. We will have practices in place to allow for healing and growth.

Trauma-Informed Guiding Principles

In our trauma-informed lens to our approach to reopening, we'll be using the following guiding principles in all of our student interactions as defined by Wolpow et al. (2009)

1. Always empower, never disempower.
2. Express unconditional positive regard.
3. Maintain high expectations.
4. Check assumptions, observe, and ask questions.
5. Be a relationship coach.
6. Provide guided opportunities for helpful participation.

Social Emotional Learning (SEL)

The equitable social emotional growth of our students is integral to their academic growth. One of the specific strategies we will be using to implement a trauma-informed lens is through the integration of social emotional learning (SEL). SEL is a practice our school has infused into our program over the past five years. To ensure the full development of students' social emotional skills, we will be shifting to a model where SEL is integrated into each and every one of our courses: Math, Humanities, Science, ELA, World Language, Reading, Arts, and Athletics.

Family Engagement

We want to ensure that all of our family communicating is clear and accessible to all of our families. Outline below, is our tiered approach to communication to ensure that communication is clear, concise, and predictable for families and students. Our goal is to keep families up to date and to invite them in as partners in their students' education.

Tiered Touchpoints

<p>Tier I <i>Universal Communication: All students receive these communications and points of contact.</i></p>	<p>Tier II <i>Students who have an IEP and/or are struggling academically and/or social emotionally receive these communications and points of contact.</i></p>	<p>Tier III <i>If the aforementioned interventions have not been successful, students will receive the following forms of communication and points of contact.</i></p>
<ul style="list-style-type: none"> ● Family Update from Principal, Program Office, and Afterschool Programming <ul style="list-style-type: none"> ○ Information, updates, and action items impacting the entire grade ○ Important dates and announcements. Including, but not limited to, school culture events and activities, registration deadlines, etc ● Advisor: Check-in 1x/week 	<ul style="list-style-type: none"> ● Case Manager: Check-in 1x/week or more (as needed) ● Advisor: Check-in 2x/week ● YDSC Support (Behavior or Academic Intervention) 	<ul style="list-style-type: none"> ● YDSC Support (Behavior or Academic Intervention) ● Counseling supports
<p>Tier I Threshold:</p> <ul style="list-style-type: none"> - Students who have a 70 or lower in any of the following courses: Math, Science, ELA, and Humanities for at least 2 consecutive weeks remain in Tier I, and the advisor should provide their advisee with guidance in getting support from the content teacher 	<p>Tier II Threshold:</p> <ul style="list-style-type: none"> - Student under 65 in 2 or more of the following courses: Math, Science, ELA, and Humanities for 2 consecutive weeks, or - Consistently under 65 in 1 of the following courses: Math, Science, ELA, and Humanities after 3 weeks of Tier I Intervention, or - Student has significant social emotional needs identified by a school counselor 	<p>Tier III Threshold:</p> <ul style="list-style-type: none"> - Student continues to be lower the 65 in 2 or more of the following courses: Math, Science, ELA, and Humanities by mid-semester or after 1 month of Tier II Intervention - Student has significant social emotional needs identified by a school counselor, and Tier II interventions have not been successful