



2020-2021
Elementary School
STUDENT AND FAMILY
HANDBOOK

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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,

A handwritten signature in blue ink that reads "Daniel K. Rubenstein". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Daniel Kikuji Rubenstein
Chief Executive Officer, Prospect Schools

Mission

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

Core Values

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

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

As Prospectors, we share:



Curiosity

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



Care

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



Persistence

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



Passion

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



Vision

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



Welcome Letter from the ES Principal

Dear Brooklyn Prospect Family,

We are so excited to have you join our community. We hope the summer months have allowed each of you to have some downtime with family. We write today to welcome all new Brooklyn Prospectors and to send warm greetings to our returning families. We have spent the past 6 months responding simultaneously to a pandemic and to civil rights movements, all of which have impacted our lives in so many ways. In the spirit of hope and resilience, know that you are joining a community that believes in the power of connection, empathy and strong, innovative academics. We look forward to partnering with you to continue to make school a positive experience

The wonderful thing is that the growth of our program into a 13-year option for our families, one infrequently available to public school students in New York City, is complete. With a continuous program guided from Kindergarten to grade twelve by the International Baccalaureate's renowned program, Brooklyn Prospect offers boundless academic opportunities. This year, we look forward to continuing to build the traditions that make Brooklyn Prospect not only a fine educational institution but also a warm, memorable and joyful experience for all.

Warm regards,

A handwritten signature in black ink, appearing to read "Folake Akinola-Pinard".

Folake Akinola-Pinard
Elementary School Principal



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. The school administration meets regularly with the organization. Annually each PTSO elects a leadership team called “Officers.” On a school by school rotational basis, one PTSO leader serves on the Brooklyn Prospect Charter School Board of Trustees.

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 for 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. The PTSO generally hosts 4 annual PTSO meetings and periodic family coffees with the principal throughout the school year. The goal of these meetings is to 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. BPCS, a public school, receives per pupil funding less than that of traditional district schools, 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 equal charter school.

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 teacher (elementary school) or advisor (middle/high schools) 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 campus PTSSO officers by email (dtptso@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.



Attendance and Lateness

For modified Attendance procedures for school year 2020-21, please refer to the Student & Family Handbook Addendum at the end of this handbook.

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

When a student is chronically absent or tardy, a member of the school team may schedule a meeting with the parent or guardian to identify potential remedies. Students missing more than 2 days due to illness will be required to present medical evidence.

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

Reporting an Absence

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

Phone: 718-772-7634 or Email: escoordinator@brooklynprospect.org

Please communicate:

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

Excused Absences

- Death in the student's immediate family

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

Unexcused Absences

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

Chronic Unexcused Absences

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

Long Term Absence

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

Tardiness



Classroom doors open to students at 8:05am and we encourage families to bring their children to school at that time. Any student arriving in their classroom after 8:21am will be marked tardy. Tardiness disrupts both the student's learning and the entire classroom community.

When a student arrives at the building after 8:20am our security guard on the first floor lobby will distribute Tardy Passes to each student entering the building. Parents are responsible for bringing their student to the 8th floor and dropping them off at the front desk. No families should be riding the elevator to the 9th or 10th floors; students will take the stairs to their classrooms once they have handed in their tardy pass to the Front Desk Coordinator.

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

Excused Tardies

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

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



ARRIVAL & DISMISSAL PROCEDURES

For modified Arrival & Dismissal Procedures for school year 2020-21, please refer to the Student & Family Handbook Addendum at the end of this handbook.

Arrival Procedures

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

Kindergarten through 3rd grade students entering the building may ride the elevator up to the eighth floor and 4th-5th grade students take the stairs. All students should proceed directly to their classrooms. Please note that only Kindergarten families are allowed to ride the elevator with their student. To avoid hallway congestion, students and families who are riding the elevator up, should line up in the gymnasium to wait for the elevator. A DTES staffer will help direct groups onto the elevator. All non-kindergarten families are asked to drop students off in the gym. This will aid the facilitation of a quick arrival for all students. Parents that are taking part in morning classroom activities are allowed to ride the elevator up with their student.

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

Late Sign-in Procedures

Any student arriving to school after his/her scheduled time **MUST** be brought to the 8th floor front desk by a parent or guardian. Once their attendance has been marked, students must proceed to their classroom on their own. Tardies will only be excused due to doctor appointments or family emergencies. A note, signed by the student's doctor or parent, must accompany the student upon their arrival to school. To avoid further disruption, parents and



guardians may not walk their late student to the classroom. Please refer to the “Attendance” section for more details on tardiness.

Dismissal Procedures

Regular Dismissal Times

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	2:45pm	2:45pm	2:45pm	2:45pm	2:45pm
1st & 2nd	3:40pm	3:40pm	1:30pm	3:40pm	3:40pm
3rd, 4th, & 5th	3:50pm	3:50pm	1:30pm	3:50pm	3:50pm

Kindergarten students will be dismissed at 2:45 pm. All Kindergartners must be picked up from their classrooms by 3:00 pm, unless attending BPCS’s After School Program.

During 1st – 5th grade dismissal (M-F), parents and guardians are to gather in the cafeteria (located in the basement) and wait for their student’s class to arrive. Parents and guardians may not leave the cafeteria with a student until the student’s teacher has checked him/her off the class roster. Students will only be released to adults listed on the family’s TeacherEase account. Please note that 1st-5th graders will have a staggered dismissal.:

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

Early Dismissals (Grades 1-5)

Parents, guardians and caregivers who are picking up students early must notify the school through our “Change in Dismissal Request Form” by 12pm, no exceptions. Please note that the latest you can pick up your student from school prior to regular dismissal is 3:20pm on Mondays, Tuesdays, Thursdays, and Fridays and 1:20pm on Wednesdays. Parents, guardians or caregivers must come to the 8th floor and sign out the student at the front desk, and may not pick up their students from their classrooms. If a parent arrives to school past 3:20pm for an early pick up, the security guard will ask you to wait until regular dismissal time.



If your student has a recurring early dismissal due to an external afterschool program, please be sure to provide us with a **letter from the program confirming their attendance**. Remember, students that get picked up early on a recurring basis will still need to be picked up by 3:20pm. Parents, guardians or caregivers must come to the 8th floor and sign out the student at the front desk, and may not pick up their students from their classrooms.

Late Pick-ups

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

Students who are not picked up from the cafeteria within fifteen minutes of their scheduled dismissal time will be placed in afterschool. Families will then be charged the cost of one after school class. In such situations, the adult must report to the 8th floor front desk to pick up their student.

Student Dismissal Routine

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

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

Change in Dismissal Routine

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

Families who do not have Internet access may call in their student's change in dismissal at our main line (718.722.7634) by 12:00 pm on the date of the change.

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

- Early Dismissal
 - Only parents, guardians and approved caregivers will be allowed to pick up elementary school students. On the day of the early pick-up, the parent or guardian authorized to pick up the child must sign into the building at the



main desk and also sign the student out at the reception desk on the eighth floor.

- The latest early pick up time is 3:20pm, no exceptions made. Any parent, guardian or approved caregiver that arrives past 3:20 will need to wait for their student in the cafeteria until regular dismissal at 3:40pm or 3:50pm.
- Playdate
 - When families have scheduled a play date between two students, both families must notify the program coordinator via the Change in Dismissal Request Form. **We will not release a student to another parent without confirmation of the scheduled play date from both parties.**
 - Due to restrictions and safety policies set by the Office of Pupil Transportation (OPT), students who take the bus home and have a playdate, may only ride the bus home with their playdate if both students are on the same bus route.
- Afterschool
 - When a student is scheduled to, but will not attend an after school class, families must notify the school via the Change in Dismissal Request Form and provide alternate arrangements for dismissal.
 - Families must also notify the school when their student will attend after school with an external program, but is not normally scheduled to. Students will not be released to external programs without written confirmation from a parent or guardian.
- Busing
 - When a student is scheduled to, but will not ride the bus home, families must also notify the school via the Change in Dismissal Request Form and provide alternate arrangements for dismissal.
 - Families must also notify the school if a student is to be placed on the bus home, on a day when he/she is not normally scheduled to ride the bus.
 - Please note that students can only ride their OPT assigned bus route home.
 - OPT will not allow students to ride the bus with scooters or bicycles in their possession. If your student is scheduled to take the bus home, please do not send him/her to school with a bicycle or scooter

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



After School Program (ASP)

For updates on the after school program at the elementary for school year 2020-21, please refer to the Student & Family Handbook Addendum at the end of this handbook.

The BPCS After School Program runs every full school day of the year. There is no after school program on scheduled early dismissal days, school holidays, and other days as posted on the school website. In the event of inclement weather or public emergency, we close the program and communicate to parents in a timely manner. Typically we follow the DOE in regards to cancellations.

There is space in the after school program for every student in need of programming. However, we reserve the right to refuse after school service to any family found to be in violation of program rules as outlined in our ASP Family Handbook.

Registration

Registration for the after school program occurs before each semester. After school and camp accounts must be in good standing in order to register for our after school program. Students and families are expected to follow the same expectations as the day school program regarding communication, interaction with faculty/staff, and building policies.

Drop Ins

In the event that a family requests that a student stays for after school, the parent/guardian is asked to fill out our change in dismissal form by 12:00pm on the day requested. A student's placement as a Drop-In will be at the discretion of the After School Director, although we aim to offer families the enrichment class of their choice. The fee is \$30 and students may be picked up until 6:00pm



Curriculum and Services

Curriculum Structure

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

The Common Core Curriculum State Standards

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

International Baccalaureate (IB)

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

ES Program and Curriculum

Social-Emotional Learning Program

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

Students who graduate from the BPCS Elementary program learn how to manage their emotions, control their reactions, cultivate an awareness of others' feelings, and obtain skills to problem-solve and make responsible decisions. Our program combines the *Responsive Classroom* approach with our school-based program to create a curriculum for social-emotional learning in the classroom. This combined with the *IB Learner Profiles* -- 10 attributes that describe a broad range of human capacities and responsibilities that go beyond academic success -- support the social-emotional growth and culture at BPCS Elementary.

BPCS students strive to be:

Caring

Student definition:

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

Risk-Taker

Student definition:

I am brave and courageous. I trust in myself and stand by my opinions and beliefs. I take on a challenge even though I may fail. I am willing to try new things without worrying about the outcome.

Open-Minded

Student definition:

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



I am understanding and value others' thoughts. I listen to the thoughts and ideas of others. I value the similarities and differences of my peers. I learn from other cultures, points of view, and traditions.

Thinker

Student definition:

I am decisive. I take action to solve problems and decide the best plan of action. I use critical and creative thinking skills to find the best solutions. I make decisions that are in the best interest of others. I help to solve problems.

Reflective

Student definition:

I am self-aware. I think about my actions and feelings. I can identify my strengths and see my mistakes as a chance to improve. I am able to see how my choices will affect those around me.

Principled

Student definition:

I am honest and fair. I show respect to others and take responsibility for my own actions. I act with integrity and honesty. I tell the truth (even when it's hard) and treat others with dignity.

Inquirer

Student definition:

I am curious and an explorer. I ask questions to better understand my surroundings. I independently use my research and evaluating skills to find answers. I have a love of learning that I share with others.

Balanced

Student definition:

I am well-rounded. I make choices that take care of all of me. I grow my mind, take care of my body, and express my feelings. I am aware of my needs and balance my mind, body, and feelings.

Communicator

Student definition:

I am a speaker and a listener. I use my words and actions to share my thinking. I consider other perspectives. I share and receive ideas and information in more than one way. I collaborate well with others, by listening and speaking, to help find solutions.



Knowledgeable

Student definition:

I am informed. I know about the world and am curious about new topics and ideas. I make connections between what I know and new information. I share a love of learning with others. I know there are many more things to learn.

Academic Program

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

Literacy

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

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

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

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

² The United Nations Educational, Scientific and Cultural Organization



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

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

Mathematics

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

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

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

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

- Providing students with open-ended math challenges that have multiple solution methods. These challenges are rigorous, relevant and encourage complex thought.
- Providing daily chances for students to represent their math knowledge in a variety of ways.



- Providing students with the opportunities and vocabulary necessary to engage in mathematical discussions.
- Utilizing technology and a variety of tools to introduce, define, solve and represent mathematical content.

Curricular Responsibilities of:

Faculty

- Give clear instructions and make sure students understand the purpose of the learning experience and the expectations for quality work before leaving class.
- Promote the perseverance through difficult tasks and praise the effort of the students rather than their ability.
- Differentiate the learning experience for students with learning differences.
- Communicate with other teachers regarding project due dates and tests.
- Assign relevant, challenging and meaningful homework starting in Second Grade that reinforces classroom learning and self-management strategies for working independently.
- Involve parents if a pattern of late or incomplete work develops.

Parents/Guardians

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

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



Grading

Narrative Progress Reports

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

Family Conferences

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

Make-up Work

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

Break Work

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

Retention Policy

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



School Culture

Discipline and Support

For detailed information on Brooklyn Prospect disciplinary policies, please refer to the **Brooklyn Prospect K-12 Policy Handbook** found on our school website.

Responsive Classroom

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

The Responsive Classroom Guiding Principles are as follows:

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

Respect for All Liaison

The Respect For All Liaison at Downtown Elementary School (DTES) is Jenna Talesnick (jtalesnick@brooklynprospect.org).

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



areas of diversity, equity and inclusion. The Respect for All Liaison also serves as their school's Title IX Coordinator.

Dignity for All Students Act Reporting Form

DTES students, staff and families can use this form for anonymously reporting any possible incidents that violate the Dignity for All Students Act (DASA):

<https://docs.google.com/forms/d/e/1FAIpQLSciS1BgCrFMKr0ycs1Mlqo5tEAmGoPoB4VzA9dmwuxY3Cbwv/viewform>

For detailed information on Brooklyn Prospect disciplinary policies and support, please refer to the Brooklyn Prospect K-12 Policy Handbook found on our school website.



Students with Disabilities

The Brooklyn Prospect Student Support Services (SSS) department supervises, coordinates, and monitors school-wide special education services. The SSS team is committed to providing students with disabilities the services that maximize participation in the general education classroom, and promoting individualized, personal growth. To accomplish this, we are partnered with the Department of Education's Committee on Special Education (CSE) with the identification, evaluation and placement of eligible students in the least restrictive environment (LRE). The Department of Education also provides related services as mandated in a student's Individualized Educational Program (IEP).

Philosophy

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

Program and Supports

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

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

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



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

- The number of periods per week that the services will be provided and the subject of instruction (Math or ELA)
- The location of services- within the classroom environment or in a separate location.

Direct Instruction (Push-In Services)

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

Indirect Instruction (Pull-out Services)

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

504 Accommodations

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

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



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

Narrative Reporting

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

Annual Review

Each year, families of students with IEP's have the opportunity to convene with your child's school-based IEP team in conjunction with the Committee on Special Education (CSE) to review the preceding year's growth towards individualized IEP goals and the general education curriculum. Based on this data, the team will choose to continue, change, revise, or end your child's current program, write new goals, and collaboratively create the following year's IEP.

Supports and Accommodations

In general, students are provided with individualized supports and accommodations specified in their IEPs or 504 Plans, or when BPCS staff members identify a need for individualized support before a student undergoes evaluation and potential implementation of an IEP as outlined above. These include, but are not limited to:

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



- Paraprofessionals: Through an IEP, an aide is assigned to work one on one with a student to meet individual management needs, such as behavior management.

FAQs

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

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

2. What does an evaluation consist of?

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

3. How long does an initial evaluation take?

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

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

[DOE Standard Operating Procedures Manual](#)

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

Key Contacts

Inquiries regarding Student Support Services should be directed to campus coordinators as listed below:

Head of Student Support Services: Keeli Davis keelidavis@brooklynprospect.org

IEP Coordinator: Drew McCann dmccann@brooklynprospect.org

Director of Culture: Monique Sierra msierra@brooklynprospect.org



Technology & Personal Electronic Device Use Policy

As technology has made available extraordinary academic opportunities, it is critical that Brooklyn Prospect Charter School - Downtown Elementary ("DTES") provide its students with the tools for learning in the 21st Century. However, all members of the community must support appropriate technology use and respectful online norms, both in and outside of school. We believe integrating technology into instruction can enhance learning and cultivate individual student talents, and electronic devices must be used with care to continually enhance student learning, minimize distractions, and support community building.

Please be mindful of the following parameters for personal electronic device use:

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



result in the prescribed consequences outlined in the bullying/harassment section of this handbook and the BPCS Policy Handbook.

- Students may not use personal electronic devices to photograph other students or staff members without express permission from a faculty member.
- Personal electronic devices may not amplify music or sound from videos at any time or in any school space.

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



Building Safety and Security

For modified Visitor Policies and procedures for school year 2020-21, please refer to the Student & Family Handbook Addendum at the end of this handbook.

Limiting Access to Campus in School Year 2020-21

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.

Visitor Policy

Brooklyn Prospect requires that all visitors and parents (1) sign-in with and obtain a visitor pass from security at the entrance to our campus, and (2) check-in with the receptionist desk on the 8th floor. Passes must be worn in a visible location at all times while in the building. During non-drop-off hours, visitors should enter through the building's main entrance on Willoughby Street, located between Bridge and Lawrence Streets. This entrance is adjacent to the morning drop-off entrance.

In general, all members of the Brooklyn Prospect community should always be mindful of how their actions affect other community members.

Building Accessibility for Persons with Disabilities

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



Emergencies, Drills, and Evacuations

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

In the case of a fire or other emergency that requires an evacuation, Brooklyn Prospect's evacuation site is:

**St. Boniface Church
109 Willoughby Street
Brooklyn, NY 11201**

Inclement Weather

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

Safety

Brooklyn Prospect is committed to providing a safe learning environment conducive to student learning. As such, student safety is our highest priority. To report any unsafe or criminal behavior in or around the DTES campus, please contact our main office as well as the New York City Police Department's 84th Precinct, which services the area where our campus is located:

**NYPD
84th Precinct
301 Gold Street
Brooklyn, N.Y, 11201
Precinct - (718) 875.6811
Youth Officer - (718) 834.4581**



School Area Traffic Control

No Standing Zone

The New York City Department of Transportation installed a “No Standing” zone on Willoughby Street in front of the Brooklyn Prospect drop-off entrance. This zone is in effect on school days from 8:00-10:00 a.m. and 2:00-4:00 p.m. Vehicles MAY NOT stop and wait nor load and unload packages or merchandise in this area. However, Brooklyn Prospect community members may briefly stop to drop-off or pick-up passengers in this zone. Please be mindful that school buses will need access to this area to allow students to disembark. *(Note: The “No Standing” zone is subject to change as determined by the New York City Department of Transportation.)*

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



Student Health and Medication

Child & Adolescent Health Examination Form

All students entering New York City public or private schools for the first time must submit a report of a physical examination performed within one year of school entry within fourteen days (14) from the date a student begins at Brooklyn Prospect. If this initial examination is performed before the student is 5 years old, a second examination, performed between the child's 5th and 6th birthday, is also required. For new students, please have a licensed healthcare provider complete the attached [Child & Adolescent Health Examination Form](#), and submit this form to our school registrar no later than **September 15, 2020**.

Immunizations

All students are required to obtain immunizations as determined by the New York State Department of Health (NYSDOH). In spring 2015, the NYSDOH modified its school immunization requirements, effective September 1, 2015. Please review the [immunization chart](#), located on the DOE's [website](#) to ensure that your student meets, or is in progress to meet these requirements within fourteen days (14) from the date a student begins at Brooklyn Prospect. If your student is not 5 years old, the medical forms must be submitted upon enrollment, and an updated immunization record is due within 14 days of the student's fifth birthday. Any student whose medical forms are not up to date as described above, is not permitted by law to attend classes, after the 14 day window. For questions regarding the immunization requirements, please contact the NYC Office of Student Health at 347-396-4720.

As of June 13, 2019, NY State no longer allows religious exemptions from mandated vaccinations. This means that if your child was previously granted a religious exemption, and is exempt from receiving vaccinations, this exemption is no longer valid and the student will need to show proof that they have received the required vaccination(s). The deadline for a student that is not currently vaccinated to come into compliance is **Tuesday, September, 2020**. Please review the DOE's [website](#) for more information or contact the NYC Office of Student Health at 347-396-4720.

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 families and will administer daily medications as prescribed. Only the school nurse is permitted to administer a (required) prescribed medication. If your student is on prescription medication that must be administered during the school day, the medication must be accompanied by an original copy of a [Medication Administration Form](#) completed by a physician, and be brought directly to the school nurse by a parent or a legal guardian in the original container, as dispensed by a registered pharmacy. **Under no circumstances will medications be sent home with the student.** Students experiencing non-emergency medical situations will be sent or escorted to the nurse for treatment and, when necessary, families will be contacted to retrieve their student.

Medical Emergencies

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

The Brooklyn Hospital Center
121 DeKalb Avenue, New York, NY 11205
(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 order to properly treat your student, the school nurse must be provided with an original copy of a Medication Administration Form (MAF) (Asthma, Allergy and Non-Allergy). These forms can be found online at the New York City Department of Education [website](#). In addition, please notify the school's administration about the nature of the condition.

School Illness

If a student becomes ill during the school day, the student should inform a teacher that s/he is not feeling well. If the teacher determines that the student is too ill to remain in class, the student will be sent 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. Your student may return to school once the child has been free of a fever for 24 hours, the symptoms have dissipated, or once a medical doctor has cleared him or her to return to school.

Emergency Forms

Please ensure that you annually communicate an updated emergency/authorized contact list and phone numbers for your student. Parents should inform us immediately by emailing DTESRegistrar@brooklynprospect.org and escoordinator@brooklynprospect.org if telephone numbers or other information on the student's emergency contact list changes. The information on this form is vital for the safety and well being of your student.

Crutches and/or Wheelchairs

A physician's order is required if your student needs crutches, a wheelchair and/or elevator usage while at school. After clearance from the principal's office, limited mobility students may use the elevator to assist with movement to classes. For access to the elevator, please use the main entrance. Please make all arrangements with the principal prior to arrival at school, as a staff member must be present in the elevator. Brooklyn Prospect Charter School's Downtown Campus is a fully handicapped accessible building.



General Information

For modified policies on Field Trips, School Transportation, and School Uniforms for school year 2020-21, please refer to the Student & Family Handbook Addendum at the end of this handbook.

Field Trips

- General field trip permission is given via our Field Trip form, provided to families in their enrollment packet.
- Non-recurring field trips will be announced at least three days in advance.
- Families who would like to opt out must provide notice in writing and pick up their student/keep them home on the date of the field trip.

Address Changes

Please notify us immediately of changes to address, phone numbers or any other contact information, via email to DTESRegistrar@brooklynprospect.org. If you move and a change in address takes place, please also send us an updated proof of residency (usually a copy of lease or utility bill).

Gifts to Faculty/Staff

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

School Meals



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

All families, regardless of income, must complete a School Meals Form each year. Please complete the form online at <http://nyc.applyforlunch.com>

Menu

Each month’s meal menu will be update on TeacherEase. You can also visit www.schoolfoodnyc.org to view the menu.

Allergies

If your child suffers from a food-related allergy (e.g tree nuts) and will be participating in the school lunch program, please submit the necessary documentation (MAF) as well as medications to the school registrar. Additionally, please inform your child’s teachers and/or e-mail the studentmeals@brooklynprospect.org of these allergies.

Student Transportation

Frequently Asked Questions

1. Who determines if my child is eligible for bus transportation?
 - o The Department of Education’s **Office of Pupil Transportation (“OPT”)** determines who is eligible. Please note that this is a DOE agency and consequently BPCS has no say in determining OPT policies.

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

Grade Level	<u>Distance Code A:</u>	<u>Distance Code B:</u> 0.5 mile or more,	<u>Distance Code C:</u> 1 mile or more, but	<u>Distance Code D:</u> 1.5 miles or more
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	Less than 0.5 mile	but less than 1 mile	less than 1.5 miles	
Kindergarten	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 1	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 2	Not Eligible	School Bus or MetroCard	School Bus or MetroCard	School Bus or MetroCard
Grade 3	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 4	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 5	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

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

3. How do I apply for bus service?
 - You should have already notified BPCS, via your enrollment packets, if you would like your child to be considered for transportation services. If you have not yet done so, please email Ms. Molina at escoordinator@brooklynprospect.org with your request.
4. Do I have to request bus service for my child every year?
 - No. If your student is still eligible, his/her transportation services will roll over to the new academic year.
5. Are we guaranteed bus service once we meet the requirements above?
 - Students are not guaranteed a bus stop. The OPT makes all bussing decisions and may not assign a bus route to a student for a number of reasons.
6. What if my student has transportation accommodations on their IEP?
 - Please contact our Program Manager, Ms. Molina (amolina@brooklynprospect.org).



7. When can I find out which bus route my child has been assigned?
 - o Families should contact the OPT Customer Service Center to find out their child's bus stop. OPT Customer Service Center: (718) 392-8855, M-F: 6:00 a.m. to 7:00 p.m

Uniform

At Brooklyn Prospect, we aim to serve a diverse group of learners in an inclusive and creative environment. In order to foster a positive learning community with students from a wide-range of racial, ethnic and socio-economic backgrounds, we expect our students to demonstrate respect for all community members through modest attire.

Students may not wear hats or headgear of any type in the building. Headphones (including earbuds) are not allowed in the hallways or classrooms. Religious observance and health-related headgear is exempt, with appropriate documentation submitted to Ms. Molina (escoordinator@brooklynprospect.org).

[Flynn O'Hara](#), Cookie's and [Lands' End](#) are the "official" uniform providers for Brooklyn Prospect. All required clothing can be purchased over the phone and through their websites. You may purchase the BPCS polo in-store at Flynn & O'Hara, while Lands' End uniform pieces can be viewed and ordered online. Cookie's BPCS polo in-store must be ordered over the phone or online. Please see our vendor information below.

In addition to these options, iron BPCS Uniform Patches are available for sale at the school. Our PTSO also hosts a number of gently used uniform sales throughout the academic school year.

Flynn O'Hara

[Order Online!](#)
Phone: (800) 441-4122
Email:
atyourservice@flynnohara.com
www.flynnohara.com

Cookies Department Store

[Order Online!](#)
(877) 942-6654
www.cookieskids.com
Code: BPCS

Lands' End

[Order Online!](#)
Phone: (800) 963-4816
www.landsend.com
School Code: 900177791

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



When ordering on Cookie's website, please be sure to click the "school uniform" tab, scroll down and enter BPCS in the "Find Your School" box to connect to our school specific site. Don't forget to enter BPCS once more at checkout for free shipping on orders over \$25.00.

All students are required to arrive at school in full uniform. 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.

Dress Code:

- Regulation polo shirt (white or green, long or short sleeves) with Brooklyn Prospect monogram (available at Land's End, Flynn O'Hara, and Cookies).
- Solid color trousers, shorts, shorts, skirt, skort, or drop waist jumper (navy and khaki are encouraged). While our uniform providers do carry these items, students are welcome to wear any brand of trouser, shorts, skort, or drop waist jumper.
- Jumpers that cover the regulation polo must have a school logo embroidered on the chest.
- Students may also wear:
 - Regulation black sweatpants with green logo (only at Flynn O'Hara).
 - Regulation sweater with logo (Land's End and Flynn O'Hara). This item is optional, however, polo shirts may only be covered by this sweater.

PLEASE NOTE:

- Students do not change for physical education.
- A BPCS regulation polo must be worn under jumpers and overalls.
- Shorts **must** be worn underneath skirts and dresses.
- Leggings, jeggings, or tights are considered undergarments and, if worn, must be accompanied by pants, skirts or shorts and must be dark green, navy, khaki or black colored.
- Shorts, skirts, skorts, (and any slits) must be no higher than two inches above the knee.
- Pants may not be too loose or too tight.
- Hoods may NOT be worn inside the building; this includes hats or other types of headgear (includes boys and girls). Only head coverings as part of a religious belief or medical need will be allowed.
- All pants, shorts, skirts, and skorts must be worn at the waist. While shirts are not required to be tucked in, a belt is required if pants, shorts, etc. DO NOT remain at the



waist. Trousers, shorts, etc. must be solid, and cannot have stripes, logos, imprints, etc.

Dropping off Forgotten Items

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

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

Personal Items

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

Press /Media Inquiries

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

Videotaping and Photography

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



Official BPCS School Policies can be found in our 2015-16 Policy Handbook, located on our website: www.brooklynprospect.org.

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

Appendix: Student & Family Handbook Addendum - DTES Re-Opening Plan

Introduction

The health and safety of our students and staff is our first priority and will require significant modifications to many of our policies and procedures this year. All DTES 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.

Health and Safety

Cleaning Protocol

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

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

Steps for Cleaning and Disinfecting

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

Areas for Routine Cleaning and Disinfection

- High-touch surfaces will be regularly cleaned and disinfected throughout the day, including:
 - Light switches
 - Handrails
 - Doorknobs and handles
 - Countertops
 - Faucets
 - Toilets & bathroom fixtures
 - Bathroom stall doors & locks
 - Elevators and elevator buttons
 - Shared telephones
 - Shared computers, keyboards, and mice
 - Shared touch screens

- Classroom tables and chairs will be cleaned and disinfected at least once per day; any classrooms shared between pods will be thoroughly cleaned and disinfected before the next pod uses the space.
- HVAC system will be checked and filters changed regularly
- Floors will be swept and mopped at least once per day
- Trash will be removed at least daily and emptied when full
- Cleaning and disinfection of bathrooms at least 4x per day and at the end of the school day

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

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

Social Distancing, Classroom Set-up, & Minimized Sharing

Social Distancing

Social distancing will be reinforced throughout the school day, supported by training for students and staff and signage throughout the building. All students, staff, and visitors should maintain 6 feet of distance from other individuals whenever possible. When



social-distancing is not possible or when it is likely that individuals will not be able to maintain social distancing, masks must be worn.

Classroom Set-Up

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

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

Minimized Sharing

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

Face Masks

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

Face Mask Availability

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

CDC Guidance on Use and Care of Face Masks

How to Wear Your Mask

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

How to Wash your Mask

- Machine Wash
 - You can include your reusable cloth face mask in your laundry
 - Use detergent and the warmest appropriate water setting
- Hand Wash:
 - Prepare a bleach solution by mixing: 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water **OR** 4 teaspoons household bleach per quart of room temperature water
 - Soak your mask in the bleach solution for 5 minutes
 - Rinse thoroughly with room temperature or cool water

How to Dry Your Mask

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

Additional Personal Protective Equipment (PPE)

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

Handwashing

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



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

Daily Screening

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, DTES will follow the isolation protocol outlined in the Prospect Schools Back to School Blueprint (https://docs.google.com/document/d/1QHQnyxXpLWFpcnV37QaunRYFyc-WWm8ydHKZ_q8JO5k/edit).



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, DTES will follow the protocol for notification outlined in the Prospect Schools Back to School Blueprint (https://docs.google.com/document/d/1QHQnyxXpLWFpcnV37QaunRYFyc-WWm8ydHKZ_q8JO5k/edit).

Water Fountains

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

Shared Spaces

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



Building Safety and Security

Visitor Policy

Limiting Access to the Building

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

Emergency Procedures & Drills

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



Attendance

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

Attendance for Remote Learning

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

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

Attendance for On-Site Learning

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

Arrival & Dismissal

Arrival for In-Person Learning

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

Arrival Expectations

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

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

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

Dismissal for In-Person Learning

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

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



General Information

Field Trips

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

Student Transportation

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

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

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

Uniform Policy

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

Food Service



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

After School Program

We will not offer after school programming until further notice. This is due to the significant challenges that would arise from conducting the program within our health and safety measures.