

*“Resilience, Respect, Responsibility”*

Walter Francis White School  
PS 41  
411 Thatford Avenue  
Brooklyn, NY 11212  
Tel (718) 495-7732  
Fax (718) 346-2141



Remmy Kulsum  
Assistant Principal

Dr. Laura Onwuka  
Principal

Shauna Green  
Assistant Principal

# Parent/Family Handbook

**“Reaching for the STARRRS”**

**School Year: 2023-2024**



**School Contact Information**

**Dr. Onwuka, Principal**

**S. Green, Assistant Principal**

**R.Kulsum, Assistant Principal**

**Phone-718-495-7732**

**(School Directory will direct you to the appropriate personnel)**


**Fax: 929-305-3561**

**“Reaching for the STARRRS”**

***Students That Are Resilient, Respectful and Responsible***

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## School's Mission & Vision Statement

Vision	Mission
<p><i>Cultivating compassionate global leaders who use technology to create, problem-solve, and respond to its community's varied needs.</i></p> 	<ul style="list-style-type: none"><li>• Shifting scholar's mindset from consumers of technology to producers and creators</li><li>• Exploration of the needs of their community and the resources within their reach</li><li>• Providing exposure to local and global issues</li><li>• Fostering collaboration and creativity through the use of digital learning tools</li><li>• Implementing a continuous improvement cycle</li><li>• Providing mentorship [Knowing every student well]</li></ul>

### Entering DOE Buildings

All parents must show identification when entering the school and sign-in at the security desk in the main entrance. Parents are not permitted to enter the cafeteria, auditorium or gym during breakfast and/or morning line-up. If there is a need to speak to an administrator, parents must enter through the main entrance and sign-in. Parents are not permitted to walk children to class, visit teachers unannounced or walk to any area of the school without a visitor's pass and/or an escort. Parents must then report immediately to the main office, complete a Parent Intake and Referral Form and wait for the appropriate staff member. All parents are expected to conduct themselves in a reasonable and approachable manner and refrain from loud, aggressive, and unacceptable behavior. Everyone entering the school is expected to complete a Daily Health Screening and temperature checks (CDC Guidelines).

### Hours of Operation:

***Breakfast is in the classroom. Breakfast begins at 8:20 am and ends at 8:35 am. The school day begins at 8:20 am.***

**Students dismissed at 2:40 PM** from the main exit, the exit on Osborne St. and from the auditorium. Only K-2 students are dismissed through the Cafeteria. The doors will open at 2:30 for parents to enter to pick up K-2 students (Teachers are required to verify pick-up with parent signature).

**Breakfast and Lunch-** Breakfast will be served from **8:20 am – 8:35 am** in your child's classroom each day. Lunch will be served based on your child's grade and parents will not be allowed in the cafeteria.

**Grades K-2 – 10:35 AM- 11:25AM**

**Grades 3-5 - 11:27AM - 12:17PM**

If your child has any food allergies or dietary restrictions, please provide a note indicating the food substance and child's reaction to the school nurse, your child's teacher and the main office. Children may bring lunch to school. Please do not bring lunch in for your child during the day. This disrupts the operation of the school.

- **Attendance and Lateness-** Students are expected to be in school every day. Excused absences (such as medical illness, death in family) require a note from home or from the doctor. These notes can be delivered directly to the main office or given to the child's teacher. Chronic absenteeism will result in an attendance consultation. Students who are late (after morning line-up at 8:20 am) are required to sign-in and receive a late pass. Chronic lateness can result in an attendance consultation as well. Serious attendance and lateness issues pertain to educational neglect. In addition, late and absent students miss critical information/instruction and are likely to struggle in their classes. Please inform the main office of any serious concerns so that we may work with you to resolve any difficulties.
  - **Pupil Transportation-** Students with IEPs may be eligible for yellow bus service. Please contact Assistant Principal Green regarding any questions or concerns with this matter. Metro cards are distributed to eligible students from the main office. Please check with the main office regarding eligibility.
  - **Uniform policy** – PS 41 is a uniform school. Students are required to wear burgundy polo shirts and tan pants/skirts. **All students are expected to wear the school uniform every day.** If they do so they will be rewarded with Class Dojo points. Students who fail to follow the uniform policy can/will be excluded from school activities, lunch recess, and school trips. Uniform shirts are available for purchase in the main office.
  - **Usage of Cell phone and Electronic Items** – **The use of cell phones and personal electronic items is strictly prohibited at PS 41.** These items may not be used at any time for any reason without direct
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teacher/supervisor permission. Students must turn in phones to the main office at the beginning of the school day. If a student's phone is visible and/or in use, it will be confiscated by a staff member.

- o First offense: Same day return to student
- o Second offense: Same day return to student
- o Third offense: Return to student on the next Talk w/the Teacher Tuesday
- o and will be returned only to the parent during The first offense willn order to safely and readily enforce this policy, Teachers will store collected phones in Ziploc bags labeled with your child's name. These bags will be placed in containers and locked up securely throughout the day. Phones will be returned at the end of the day. Students who fail to adhere to this policy are subject to phone confiscation. (See attached Cell Phone Policy.)

- **Bullying and Fighting, Harassment and other Offenses** –All students are expected to behave as “STARRR” students and treat others with respect. Bullying, threatening and harassment behavior are unacceptable and will not be tolerated. Fighting will result in suspension. If your child feels that he/she is the victim of bullying/harassment actions, please speak with your child's guidance counselor, Ms. Lino or Ms. Stevens.
  - **Student Discipline Procedures** – All students are expected to behave in a manner that is conducive to learning for all students. Failure to do so will result in the imposition of consequences based on the NYC DOE discipline code. The range of consequences is based on the level of the misbehavior. All students will bring home a copy of the Discipline Code. Issues/concerns that cannot be addressed with the classroom teacher will be referred to the Guidance Counselor.
  - **Usage of Social Media** – Use of social media in school is strictly prohibited unless authorized by a teacher or administrator.
  - **Behavioral Crisis De-Escalation/Intervention and Contacting 911** –Every effort will be made to address the needs of a child in crisis. Staff training will take place this fall on how to address concerns/issues of children that act out in a violent/dangerous manner. The school will explore all options before calling 911 for student outbursts. In order to be able to effectively de-escalate situations, the school must have the support of the family. Please inform us and work with us if this is a concern for your child. Inform the teacher, ensure that the school always has current and multiple working phone numbers. Please make certain someone is always available to come to the school in an emergency.
  - **Security in the Schools** – School Safety agents are in the school to promote a safe and productive educational environment. Safety agents are required to follow specific guidelines and rules established by the NYC Police Department and the DOE. It is their job to monitor all visitors in the school, require identification and insure that visitors report directly to the main office. Visitors are not permitted
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anywhere else in the building without an escort. Parents and students must respond to directions given by the School Safety Agents at all times.

- **Search & Seizure-** Personal (and metal detection) searches of students, their belongings and their lockers shall be conducted by School Safety Agents (SSAs) on behalf of the principal/designee as follows:
  - A. Search of Students and their Belongings (e.g. book bags, clothing)
    1. If there is reasonable suspicion to believe that a student has violated or is violating the law or school rules and regulations, the principal/designee must be so advised. If it is determined that a search is warranted, the principal/designee shall direct the SSA to bring the student to a location designated by the principal/designee.
    2. Once the student has been brought to that location, the principal/designee shall advise the student that the principal/designee has reasonable grounds to believe the student has violated or is violating the law or school rules and regulations.
    3. The principal/designee must be present while the search of the student is conducted.
    4. Prior to conducting a search, the principal/designee shall ask the student whether the student has anything in his/her possession which he/she is not permitted to have in school. If the student acknowledges that he/she is in possession of contraband, the principal/designee shall ask the student to remove the object from the student's person or belongings.
    5. If the student declines to remove the item or indicates that he/she is not in possession of any contraband, the principal shall direct the SSA to search the student. To the maximum extent possible, if the search involves contact with the student, the search shall be conducted by a SSA of the same sex as the student being searched.
    6. If the School Safety Agents (SSA) conducting the search finds an object which he/she believes may be evidence of the student having violated a law or school rule and regulation, the SSA shall ask the student to remove the object. If the student refuses to remove the object, the SSA shall remove it.
    7. In the event of an emergency which requires immediate intervention to protect the safety and security of the school community or any individual, the SSA may search a student provided the SSA has reasonable suspicion to believe that a student has violated or is violating the law or school rules and regulations. Once the emergency situation is under control, the SSA shall immediately take the student to the principal/designee and advise the principal/designee of the situation.
  - 8. **Under no circumstances shall a strip-search of a student be conducted. - CR A432**
  
- **Positive Behavior Interventions and Supports (PBIS)** –students receive Class Dojo points for behaving in an appropriate manner. All students are expected to behave like “STARRRS” students and follow the four focused rules:
  1. **Follow directions**
  2. **Raise your hand before speaking or leaving your seat**
  3. **Respect your classmates and your teacher**
  4. **Keep hands feet and objects to yourself**

Students here at PS 41 are taught what being “Reasonable, Respectful and Responsible” looks like in each part of the school and throughout the day. Please encourage appropriate behaviors at home.

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- **School Nurse** – There is a school nurse on site every day that school is in session. The role of the nurse is to ensure students requiring medications, with asthma, severe allergies, diabetes or other chronic conditions, receive daily medical care. If your child suffers from any illness, please contact the nurse regarding appropriate medical documentation. The nurse is also part of the team that ensures that students have the appropriate immunizations and required physicals. The nurse assists with students who become ill or sustain injury during the school day. (Every effort will be made to contact a parent if either of these occurs. If phone contact cannot be made, a note will be sent home.
- **School Safety Plan Procedures**- There are required safety drills that must be practiced every year. These include bus drills, fire drills, soft lockdowns, sheltering in and evacuations. These drills are conducted so that students and staff will be able to respond quickly and effectively to an emergency situation. There are specific procedures that must be followed in each situation (real or practice) and we ask that all parents respect these guidelines when in the school building. In cases of evacuations, the emergency sites where students and staff will report to are as follows:

**Grades - K-5 - PS 41, 411 Thatford Avenue 718-495-7732**

- **Emergency Notification System** – in cases of emergency, School messenger will notify parents regarding the situation and specify any action that must be taken. It is imperative that we have a working number on file to contact you at all times. If you change your phone number please notify the main office immediately. Parents may enroll to receive emergency notifications by email, through the Notify NYC system which may be accessed at the following website. [www.nyc.gov/notifynyc](http://www.nyc.gov/notifynyc) or by telephoning 311.
- **Parent Emergency Contact Information** – For safety, medical and academic reasons, it is imperative that the school have correct contact information for the parent of every child, as well as emergency contacts. This information should be updated on an “as needed” basis. **Current, accurate phone numbers are the key to students’ well- being.** There *must always* be a phone number for the school to reach a parent or family member. The school phone system (School Messenger) will call the first number listed for every student, so please ensure that the first number on the blue contact card is the right one.

### **Resolving Parents Concerns**

**Addressing Concerns**- If any questions or concerns arise regarding classroom instruction, behavior, materials etc., The *first* person to be addressed should be the child’s teacher. Appointments/phone calls can be set up through the main office. In addition, every Tuesday afternoon from 2:40-3:20 p.m. shall be set aside for parent engagement. Please arrange to meet with your child’s teacher during this time or on a prep period. If the teacher

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is unable to provide needed information or resolution, the Parent Coordinator, Ms. Wilson can assist with addressing the matter through the appropriate staff.

### **Parent/Teacher Conference:**

We suggest you communicate with your child's teacher on an ongoing basis, however there are three designated days throughout the school year for Parent/Teacher conferences. One in the Fall, Winter, and Spring. This provides an opportunity for you to stay updated with your child's progress and address any concerns.

- **Requesting Information- A wide range of information can be provided either through the Main Office or through key staff members. Below the appropriate staff member is listed for providing information regarding particular items**

Parent Bill of Rights- Ms. Wilson-Parent Coordinator

Student Bill of Rights- (see Discipline Code)

McKinney-Vento Homeless Assistance Act (forms parents should complete, metro cards for parents, student uniforms, etc.) –Mrs. Yhun - Community Coordinator

Students with IEPs-Ms. Green(Assistant Principal), Ms. Cummings (psychologist)

Students Receiving ESL Services-Ms. Peritz-ESL Teacher

Confidentiality and Release of Student Records- Ms. Phillips-Johnson-Secretary

Freedom of Information Law (FOIL) Procedures- Ms. Wilson - Parent Coordinator

Filing Internal Complaints of Unlawful Discrimination/Harassment- Ms. Green

Arranging Appointments – Ms. Wilson, Ms. Phillips-Johnson-Main Office

Evaluations and IEPs-Rm 138-School Assessment Team-Ms. Cummings, Ms. Grant-Reason

Discharging Students and Safety Transfers- Discharge-Ms. Phillips-Johnson, Safety Transfer-

Promotion and Graduation Policy – Guidance Counselor, Ms. Mooney; Assistant Principal, Ms. Green

### **Organizations and Committees**

The Parent Teachers Association (PTA) – is one way by which parents, teachers, and staff can collaboratively participate in the life of the school. Parents join the PTA at the beginning of the school year. Children will bring home an envelope containing information on how to volunteer in the school. Parents also volunteer to become part of our School Leadership Team (SLT). Various activities take place during the school year and include student/parent trips, parent workshops (Parent Café), family nights, fund-raising, etc. We also urge parents to share their time, energy, skills, and experience by contacting the parent coordinator and PTA president. Our PTA office is located in room 102.

### **After School Program**

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- **K-5 Italian American Civil Rights League’s Elementary School After School program will provide a range of activities (TBD). It is open to all elementary school students and operates Monday through Friday from 2:40 - 5:40 PM**

### **Obtaining Additional Information**

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- **PS 41 App (Google and Android)** - Our school app allows families and students access key information regarding our school calendar and daily activities at the touch of a button. Download our app and stay connected!
- **School Calendars-** A monthly calendar will be sent home each month. It will contain key dates and information. Additional calendars will be posted on the parent information board in the main hall. For additional information, please make a request through the main office.
- **School Bulletin Board** –located in the main hallway across from the office. This board will have information regarding monthly CEC meetings, PTA calendar, SLT calendar, School Assessment Calendar as well as additional information for parents. Much of this information will also be posted in the hallway where students are dropped off for breakfast.
- **School Messenger Service**-this is the schools automated phone call system. It will call home for updates, family nights and other important information. It will also call if your child is absent from or late for school. **Please make sure the most current number at which you wish to receive these calls is listed first on your child’s emergency contact card.**
- **Community Coordinator Contact Information-** Mrs. Yhun is located in the main office of the school and is available throughout the day. She can be reached at 718-495-7732 extension 1443.
- **Parent Coordinator Contact Information-**Ms. Wilson is located in the main office of the school and is available throughout the day. She can be reached at 718-495-7732 extension 1440.
- **District Office** – the District Family Advocate is available to provide additional support to families. Ms. Page Best-Hardy is located at 1784 Park Place (bet: Howard and Saratoga Ave.) Brooklyn, New York 11233. She can also be reached at 718-240-3651 or 646-831-1783.
- **DOE Website**-<http://schools.nyc.gov> The website has a great deal of information that is valuable to all families.

Notes:

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## **Special Education**

### **What Should I Do If My Child Needs Support?**

At PS 41 supporting all students is important to us. If you believe that your child may require special education services, it is important that you ask the right questions. You may speak to your child's current teacher to learn more about the supports available within the general education setting. In many instances, that is the only kind of support your child needs. However, we can offer support including instructional intervention, reading remediation programs, and counseling. It is possible to adapt your child's general education program without special education services.

Response to Intervention or RTI is an instructional approach used by schools to ensure that all students have equal access to high quality, rigorous instruction that is matched to their needs.

RTI works to improve student performance by identifying struggling students and providing necessary support or interventions.

### **What's Next If My Child Needs Additional Support?**

If Response to Intervention (RTI) strategies have been implemented and you have talked with your child's teacher and school, you may still feel that your child needs additional support. In that case, you may refer your child for a special education evaluation, which is a series of evaluations to determine if your child has a disability. You can make a referral for a special education evaluation at any time.

### **What can I expect from an Initial Evaluation?**

An initial evaluation to determine if your child has a disability must include:

- A comprehensive psycho-educational evaluation that looks at what your child knows and how he or she learns
- A social history of your child's developmental and family history, often from birth to present
- An observation of your child in his or her current educational setting
- Other tests that may be appropriate for your child, such as speech, language, functional behavior assessments or assistive technology, if requested
- Assessments that include a review of school records, teacher assessments, and parent and student interviews to determine vocational skills and interest for students age 12 and older.

### **Students Who Have Never Received Special Education Services: Initial Consent**

If your child has never received special education services, you must give consent for the recommended special education services before they will be provided. You will be asked to indicate your consent at the bottom of the

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**Prior Written Notice** and return it to the address listed. If you do not consent, your child will remain in general education without the recommended services.

**Withdrawing Consent for Special Education Services:**

Any time after consenting to special education services, you may withdraw your consent for the special education services specified in your child's IEP. The request must be in writing. When consent is withdrawn, it is for all special education and related services specified in your child's IEP. This includes recommendations for specialized transportation, assistive technology, program modifications, testing accommodations and the need for modified promotion criteria. Children who have been recommended to participate in alternate assessments are no longer eligible to participate in the alternate assessment program. You may not withdraw consent for only a portion of the special education and related services. In situations where you disagree with only some of the IEP recommendations, a CSE meeting can be arranged to review the student's IEP or you may use the due process procedures.

When a parent withdraws consent for special education services, the school based or district CSE is not required to convene a CSE meeting or develop an IEP for your child. The school based or district CSE is not required to amend your child's education records to remove any references to his or her receipt of special education and related services because of the withdrawal of consent.

**If your child has been deemed as eligible for special education they will be classified under one of the following disabilities.**

**Disability Classifications Below is a list of classifiable disabilities:**

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Learning Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Your child will be evaluated as indicated above and given an IEP (individualized Education Plan). See below for an explanation of the contents of an IEP. The IEP contains detailed information about your child and the education program designed to meet his or her unique needs.

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**The Contents of the IEP:**

The IEP must contain information about your child and the educational program designed to meet his or her unique needs. This information includes:

**Present Levels of Performance** — The IEP must indicate how your child is currently doing in school. This information usually comes from evaluation results, such as classroom tests and assignments; individual tests given to decide eligibility for services; or during reevaluation and observations made by parents, teachers, related service providers and other school staff. Current performance includes how the child’s disability affects his or her involvement and progress in the general education curriculum.

**Measurable Annual Goals** — These are goals your child can reasonably accomplish in a school year. Goals may be academic, address social or behavioral needs, relate to physical needs or address other educational needs. The goals must be “measurable,” meaning it must be possible to measure whether the student has achieved the goals. For students participating in alternate assessment, the goals are broken down into short-term objectives or benchmarks.

**Recommended Special Education Programs and Services** — The IEP must list the special education and related services to be provided to your child.

**Participation with Students without Disabilities** — The IEP must explain the extent to which your child will participate with non-disabled children in the general education class and other school activities. If a child is not permitted to attend lunch, school trips or assemblies with the rest of the school, it must be noted on the IEP.

**Participation in State and District-wide Assessments** — The IEP must indicate whether your child will participate in state and district wide assessments. It should also include any accommodations your child will need during the administration of these tests. If your child will not participate in state and district-wide assessments, the IEP must state how your child’s progress will be measured, including participation in the New York State alternate assessment program. **Please be aware that students who are participating in alternate assessment are not eligible to receive a Local or Regents diploma.**

**Promotion Criteria** — Beginning in Grade 3 through 5, if your child is participating in state and citywide tests, the IEP must specify whether your child will be held to the same promotion standard as all students or whether your child will have modified promotion criteria. If modified promotion criteria are recommended, the IEP must describe the criteria.

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**Dates and Places** — The IEP must indicate when services will begin, how often they will be provided, where they will be provided (in the classroom or some other school location) and how long they will last.

**Reporting Progress to Parents** — The IEP must indicate how your child's progress will be measured and how you will be informed of that progress.

## **2022-2024 Family Handbook**

We have received the PS 41 Student-Family Handbook. As scholars and parents/guardians, we will work together to support and abide by the ideals and regulations outlined in this document. Please return your signed copy to your child's teacher by Friday, October 1, 2021.

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**StudentName (Print):** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

As a Scholar of P.S 41 I promise to do the following to support my own learning:

- ✓ Come to school prepared to learn
- ✓ Maintain high self-expectations
- ✓ Attend school and arrive on time every day in accordance with the school's schedule
- ✓ Complete all class and homework assignments on time
- ✓ Present top quality work
- ✓ Read every night
- ✓ Wear school uniform every day
- ✓ Follow school and class rules
- ✓ Treat other scholars, parents/guardians and staff with respect

**Student Name(Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

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