



Manhattan School for Children  
P.S. 333

Family  
Handbook  
2021-2022

Claire Lowenstein, Principal  
Kerry Powers, Assistant Principal

153 West 93<sup>rd</sup> Street New York, NY 10025 - Tel: (212) 222 1450- [www.ps333.org](http://www.ps333.org)

## **A MESSAGE FROM OUR PRINCIPAL**

Dear Families,

Welcome to Manhattan School for Children! Our mission is to be a caring community of lifelong learners, with collaborative teaching in a workshop model where students are doing most of the talking and heavy lifting of their learning. Teachers are facilitators and coaches. Inclusion is intentional and we want to de-standardize curriculum to allow access for all learners.

MSC's educators and families have worked to build and maintain a school community in which students of different racial/ethnic, socio-economic, as well as physical and academic abilities, come together to celebrate multiple ways of knowing the world and each other. Our student-centered, pedagogical focus and instructional program is unique and grounded in the philosophy of a "community of learners." We believe that all children are gifted in multiple ways.

- Children learn by doing
- Children learn at different rates, using different strengths and different learning styles
- Children learn about the world in an integrated way
- Children learn when they feel good about themselves
- Children learn when their families are active participants in their school

### **Our School Wide Goal:**

- To continue to know every student well with a cultural lens, as well as an academic perspective to strengthen equity and access across the school.

### **Social Emotional Goals:**

- All K-8 classroom teachers are continuing to implement a school-wide consistent SEL programs: Responsive Classroom for creating rules, routines and structures for transitions, language in the classroom and second step lessons for emotional regulation, impulse control, and conflict de-escalation.
- To Strengthen Equity and become an antiracist school

### **Comprehensive Education Goals:**

By June 2022:

Math achievement will increase 5%

Math achievement will increase 5% for Subgroups:

Black, Latinx, SWD(Students with Disabilities)

ELA achievement will increase 5%

ELA will increase 6% for Subgroups:

Black, Latinx, SWD (Students with Disabilities)

We value our Parent Coordinator, Malaka Banks, she is a great resource for families. You may reach out via email at [mbanks5@schhols.nyc.gov](mailto:mbanks5@schhols.nyc.gov). Our new PA presidents are Barrett Martin and Rachel Connors Phillippe. They continue to work tirelessly to strengthen our school community. Reach out to her at [CoPres@friendsofMSC.org](mailto:CoPres@friendsofMSC.org) with questions, and inquiries about joining a committee. For the most up to date information on PA activities, check our website under "get involved" for upcoming PA meetings and events.

### **Executive PA Committee for Friends of MSC**

PA Co-Presidents: Barrett Martin and Rachel Connors Phillippe

PA Co-Vice Presidents: Nadia Murray Goodman and Rahsaan Harris

PA Co-Treasurers: Margo Beth Fleming and Adams Pinckney

PA Co-Secretary: Liz Green and Danielle Alden

We are excited to be back in person full time. It is going to be a wonderful and successful year.

Best,

Claire

<b>2021-2022 Staff</b>
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**Principal: Claire Lowenstein**

**Assistant Principal: Kerry Powers**

**Business Manager: Tatiana Hoover**

**Parent Coordinator: Malaka Banks**

**Teachers K-5**

K-01 Julia Delehanty

K-02 Gerri Ann Garrellick

K-03 Kysha Young & Alba Panzera

101 Ya'arah Pinhas

102 Lara Starr

103 Lynn Part

104 Nicolette Wilson & Catherine Liu

201 Sejal Sheth

202 Karen Dunner

203 Carly Wurman & Rachel Samuels

301 Michele Tyndal

302 Stephanie Bush

303 Danielle Fendrich & Nichole Makarius

401 Elizabeth Rivera

402 Katelyn Bornholdt

403 John Speedling & Rachel Moskowitz

501 Kelly Provost

502 Gabriel Zuger

503 Hilary Kaden & Fara Goodman

5th/6th Grade Tech: MaryAnn Schmidt

**Teachers 6-8**

ELA - Gillian Bashaw

ELA - Matthew Lyons

ELA - Alaina Storck

Math - Wyatt Knaster

Math - Sing Chang

Science - Margarita Lavidés

History - Doug LaFlamme

ICT - Heather Hecht

ICT - Raphael Tomkin

ICT - Brian Wayne

ICT - Patti Kelly

ICT - Celeste Perez

**Clusters K-8**

Art/Drama Kris Casey

Science/Greenhouse Shakira Provasoli

Dance - Nadia Lesy

Music – Shelley Carver

P.E. Gym – Dinko Kacarevic

P.E. Gym/APE - James Brostowski

**Para Professionals**

Eunice Canela  
John Casiano  
Delilah Cepeda  
Veronica Campuzano  
Drew DeBarros  
Alba Fermin  
Araceli Flores  
Elvin Garcia  
Heidi Harding  
Montiya Jenkins  
Akil Marsh  
Karel Miles  
Natasha Muriel  
Adriana Rosario  
Rehka Rashada  
Pedro Perez  
Rosemary Pina  
Ysabel Quinones  
Lisa Reme  
Miguel Ruperti  
Carisma Taylor  
Ana Terrero  
Danielle Tiboni  
George Warner

IEP Teacher – Amy Bernard  
SBST School Psychologist – Alison Weitz  
SBST Social Worker – Diana Roman  
SBST Family Worker - Jenny Chang  
Social Worker/Respect for All Liaison/Mandated Counseling – Alison Esses  
E.S.L. – Katy Bowen  
Pupil Personnel Secretary – TBA

**Occupational Therapy**

Mary Anthony            Deb Fisher  
Elana Askarim

**Physical Therapy**

Jonathan Bronsky            Elaine Mar            Anne Lyn Gador

**Speech Therapy**

Jamie Diamond            Erica Drexler            Amanda Mcquillan            Stacey Roth  
Erica Smolowitz

**School Aides**

Maxima (Xiomara) Almonte

Lorraine Phillips (Supervisor School Aide)

### **History**

Manhattan School for Children was founded in the early 1990s through a cooperative effort of parents, teachers and staff members of NYC's Community School District 3. It is a school of choice, open to children who are zoned for District 3. Since that time, MSC's educators and parents have worked to build and maintain a school community in which students of different racial/ethnic, socio-economic, as well as physical and academic abilities, come together to celebrate multiple ways of knowing the world and each other.

### **Teaching and Collaboration for Differentiated Instruction**

Over the years MSC teachers came to realize that our children have many different educational backgrounds and learning styles. Though teachers strove to provide a rich environment where children could be actively involved in their learning and in "learning by doing," there were still students who experienced difficulties learning. MSC teachers maintain balanced reading and mathematics programs. In addition to explicitly teaching mathematical concepts and number facts, we involve children in hands-on and cooperative problem solving. Likewise, our literacy curriculum involves students in real (purposeful) reading and writing.

### **Building A Community of Learners**

*As you go through the life cycle, every stage of life has to add something to the possibility of being able to obey the Golden Rule-- Erik Erikson "Treat Others the Way You Want to Be Treated" (cited in Charney, Teaching Children to Care).*

Our most important responsibility is teaching children to live by the Golden Rule -- to respect themselves and others in their classroom communities, school, neighborhood, city and country. Using many of the lessons and routines outlined in The Morning Meeting Book, MSC classroom teachers have built classroom communities in which children can articulate and live up to the expectation of being treated with fairness and respect. Students learn to treat each other the same way as they articulate goals and declarations for the year, and create a do-able list of classroom rules and expectations that facilitate learning and are based on the Golden Rule.

### **Birthdays and Holidays**

**The MSC community has families from many different cultures and traditions. Some families in our school community do not celebrate holidays and birthdays because of religious or cultural beliefs. Therefore, we do not celebrate holidays, birthdays or decorate the school or classrooms for holidays, nor do we hold holiday celebrations.**

We have the tradition of honoring children in the classroom community by making sure that each child has a "Special Day." Each child selects a special day at school for celebration. Consult with the families in your class in planning for the "Special Day." Reminder, special day snacks that are dropped off should be already prepared in individual portions.

### **Social Emotional Learning**

As part of our continued mission to teach children to care and maintain a positive learning community it is important for students to respect themselves and others. Our social emotional curriculums are: Responsive Classroom and Second Step.

Both curriculums are a research and evidence-based approach to education that fosters safe, challenging, and joyful classrooms in schools, kindergarten through eighth grade. It supports educators to become more effective in three key domains.

- “Engaging Academics Teachers” creates learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.
- “Positive Community Teachers” nurtures a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- “Effective Management Teachers” creates a calm, orderly environment that promotes autonomy and allows students to focus on learning.

### **Morning meetings (K-5), Advisory (6-8)**

- K-5 classrooms begin each day with a morning meeting to promote an environment of trust, academic growth, and positive behavior
- 6-8: Advisory: Using The Responsive Advisory Meeting Book 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grade students participate in Advisory meetings that allow for students to connect to the teacher, our school, and to each other. 8<sup>th</sup> grade as a part of their Legacy, design a service project to give back to the MSC Community.
- The emphasis is to teach children to take care of themselves, each other, and the school environment so that everyone can learn at his/her best.
- Students set goals for their own learning and take responsibility for reaching these goals.

### **Classroom Rules-Class Delegates & School Wide Rules Congress & Grade Delegates**

During morning meeting (K-5), Advisory (6-8) during the first weeks of school:

- Teacher helps students set goals for the year, often beginning by sharing her/his own goals (Hopes and Dreams)
- Teachers work with students to create 5 classroom rules (They are generated from students’ ideas. Students make a poster of the rules and display it prominently in the room.
- Each class chooses two delegates to represent them at a grade-level school wide congress. The job of the delegates at each grade-level to meet at rules congress to discuss all the classroom rules for their grade and select three to five upon which all could agree.
- School-Wide Delegates: Two delegates from each grade will be selected from among these representatives for monthly meetings with Claire.

### **Social Emotional Goals:**

- By June 2022, all K-8 classroom teachers are continuing to implement Responsive Classroom for creating rules, routines and structures for transitions, language in the classroom and second step lessons for emotional regulation, impulse control, and conflict de-escalation.
- To combine and implement our SEL curriculums: Responsive Classroom and Second Step Social emotional curriculums across the school consistently.
- All Second Step lessons are taught in Morning Meeting and Advisory.
- To Strengthen Equity and become an antiracist school
- For teachers to take on leadership roles

Town Hall - Town Hall Meets twice monthly (K-3, 4-8)

Month	Theme
September	Hopes and Dreams: What do I want for myself for the year? What do I want for my MSC Community for the year? What can I do to make myself and the MSC Community the best it can be?
October	Growth Mindset and Goal Setting: Skills we need to be good students, friends and MSC Community Members
November	Gratitude: How we show gratitude in ourselves, our classrooms, our community and the importance of understanding gratitude. Does this connect to Second Step lessons?
December	Empathy & Emotion Management: How to identify our feelings and how they affect our reactions and interactions with others?
January	Respect for All - Anti-Bullying: Using the skills we learned from Second Step about empathy - What does it mean to be an empathic community member? Upstander, inclusive, kind.
February	Respect for All - Respecting Differences: How can we learn about and respect each other's differences? No One Eats Alone Day.
March	Emotion Management & Empathy: We feel feelings in our body. Learn, understand and identify our feelings
April	Problem Solving, Confidence and Peer Pressure: What are Problem Solving Skills? What is confidence? How to build confidence in ourselves and our friends. What is peer pressure? How can we make good decisions and be true to ourselves?
May	Conflict & Conflict Resolution: What is conflict and what are ways we can resolve conflict peacefully and appropriately?
June	Celebrating Accomplishments and Celebrating Legacy

**MSC Discipline Policy:** At MSC, when dealing with discipline issues, we use the Responsive Classroom approach. This emphasizes teaching children to take care of themselves, each other, and the school environment so that everyone can learn at his/her best. There is a strong emphasis on students setting goals for their own learning and taking responsibility for reaching these goals. To be successful academically and socially, children need to learn cooperation, assertion, responsibility, empathy, and self-control.

**Rules and Logical Consequences**

- The teacher and students create rules for the classroom that will allow everyone to do his/her best.
- When students break the rules, there are clear and non-punitive consequences that help them learn from the mistake. The approach teaches responsibility and self-control.

**Contacting Family**

- When a student begins to show a pattern of behaviors that interrupt his/her learning or the learning of others, teachers contact family
- Teachers maintain anecdotal records and consult with administration and guidance to create a support plan.
- Teachers will remove a student from class only if the student is consistently disrespectful and disrupts learning and contacts family.
- Teachers are responsible for contacting families if students show a pattern of absence, or lateness, do not have homework, are not prepared for school, and/or disrupt learning for two consecutive days.
- Teachers are expected to keep a log or record of all significant communication with families.

**Continued Disruptive Behavior:**

- The teacher schedules a meeting with the assistant principal and Guidance Counselor, the student in order to address the behavior by engaging the student in intervention and prevention strategies.
- are contacted a meeting is often set up between all parties

**Responding to Misbehavior Steps**

Goal: Stop misbehavior as quickly and simply as possible so the teacher can continue teaching and students can continue learning.

**Updated Steps to Responding to Misbehavior**

<b>MINOR-</b> Level 1 , 2, 3- DOE Citywide Behavioral Expectations)	<b>MAJOR</b> – Level 4, 5- DOE Citywide Behavioral Expectations)
Using profane language or gestures	Throwing things
Uncooperative /Non compliant behavior	fighting or putting hands on another in an aggressive or harmful behavior
Ignoring directions distracting sounds	Bullying and biased based behavior
Engaging in verbally rude or disrespectful behavior	Cyberbullying
Leaving the classroom without permission	Stealing
Distracting movements/gestures	Repeated minor infractions
Ignoring routines	Seriously dangerous or violent behavior
Abuse/misuse of materials	
Physical horseplay	

**Response to minor infractions: Mask Enforcement/Social Distancing**

We are continuing our “*Responding to Misbehavior*” response to infractions protocol. That will include mask enforcement and abiding social distancing requirements.

STEP 1: Non-verbal redirect- a look, a nod, brief eye contact, a tap on the shoulder, teacher moves closer to the student

(This is a reminder to the student to stop. If it continues, we go to the next level - see Step 2.)

STEP 2: If the behavior continues, Verbal redirect

STEP 3: If a student continues to misbehave, the student is then removed for the rest of that period. The parent will be called. A meeting is scheduled with the parent and assistant principal.

STEP 4: If behavior continues, a parent will be asked to pick up the student.

As part of each cohort rule creation, masks and social distancing will be included and posted in each classroom.

**Intervention Intake Referral Form:** At some point that day, staff fills out an intervention intake referral form. On the form, staff records the incident and chooses from the menu of additional guidance interventions.

**Response to Repeated Infractions and Major Infractions:**

Removal from classroom by teacher  
Principal Suspension (up to 5 days)  
Superintendent Suspension

**School Wide Signals**

All students, in all grades, should be familiar with and understand that the “hand in the air signal” means children should stop, look and listen. Classroom Signal: teachers establish and teach a classroom signal that will indicate to the students it is time to be quiet and focus on teacher directions or instruction. The auditory signal is nonverbal and should be followed by our all school wide visual signal, which is a straight, single hand in the air.

**School Forms**

At the start of the school year, students will receive several forms that need immediate attention.

1. Emergency Contact Form - Please fill out the front and back of the emergency contact form in blue/black ink and return it to school as soon as possible. It will be kept in the main office in case of an emergency. **This form must be submitted annually with current information.** You must list several people who can be contacted in the event the school cannot reach you.

**\*\*\*\* Your child cannot be released to anyone who is not listed on the Emergency Contact Form \*\*\*\***

2. Lunch Form - Every student must submit a lunch form regardless of whether the student will eat the school lunch.

3. Media Waiver Consent Form

**Social Distancing/Classrooms**

- Students will be physically distant throughout the day to the maximum extent possible.
- Desks in classrooms will be arranged in a staggered format, all facing the same direction and six feet apart.
- Throughout the school there will be signage indicating the six-foot distancing guideline.
- **Parents and caregivers will not be permitted to enter the building at arrival or dismissal.**
- **Visitors will not be permitted in the building during the school day.**
- All faculty meetings (divisional, grade level, curriculum) will be virtual, as will parent-teacher conferences, field trips, and congregate events.

**Student Circulation**

- Stairwells will be labeled with the use of one directional stairwells and single file travel patterns.
- Elevator use will be limited to individuals with special needs (2 persons per elevator), and face covering must be worn at all times.
- Face coverings must be worn at all times except while eating or drinking.

- Appropriate signage, directional markers and physical distancing guidelines, will be displayed on walls and floors throughout all travel routes.
- To reduce movement throughout the building, teachers will travel from class to class, with students remaining in the same room throughout the day to the extent possible.

### **Arrival/Dismissal Protocol**

#### **Arrival Protocol**

- Students should arrive by 8:20 am at their grade level designated area (see below.)
- Students are recommended to arrive with their own face coverings, and if they do not have a face covering, one will be provided before entering the school building.
- Students will line up single file line up with six feet markers and identified traffic patterns with directional markings.
- School personnel will be deployed strategically to assist students.
- Faculty, staff and students will follow a staggered arrival and dismissal protocol through three dedicated easily identifiable entrances/exits which will be labeled 1 through 3.
- Teachers will meet their cohort at their designated space and escort them into the building.
- Students will have the ability to collect breakfast (grab and go) at entry.
- Students must clean hands with sanitizer after entry and before entering class.
- Signage identifying the morning entry protocols will be posted at points of entry and within the lobby.
- Signage will be available in multiple languages, their assigned classrooms (six feet from one another)
- Parents/caregivers will NOT be able to take their child to their classrooms. Drop-off and pick-up will take place OUTSIDE the school building at designated areas.

#### **Dismissal Protocol**

- At 2:40 students will engage in physical distancing while exiting the building.
- School personnel will be deployed strategically to assist students.
- Teachers will escort their cohort out of the building through their designated exit.
- Designated points of egress will be labeled.
- The dismissal will be staggered and we are using the same exit as entrance.
- The yard will have physical distancing markers and directional signs.

#### **Arrival Schedule:**

##### **Entrance/Exit 1 (Big Yard and Little) Kerry, Carly, Dinko, Maxima**

8:20 a.m.

K01, K02, K03, K04 (Big Yard)

101, 102, 103, 104 (Big Yard)

201, 202, 203 (Little Yard)

##### **Entrance/Exit 2 (Front Entrance) Claire, Malaka, Lorraine**

8:20 a.m.

301, 302, 303

401, 402, 403, 501, 502, 503

3rd graders - Line up along the left of the front doors on 93rd Street (where middle school was lining up)

4th graders - Line up along the right of the front doors on 93rd Street (where 3rd gr was before)

5th graders - Line up along the right of the front doors on 93rd Street (where 4th gr was before)

### **Entrance/Exit 3: Front Entrance towards Amsterdam (Ben)**

8:20 a.m.

601, 602, 701

702, 801, 802

Dismissal Schedule: Starting at 2:20 Grades will dismiss through the same doors as for arrival.

### **Dismissal/Exit 1 (Yard) Kerry, Dinko, Carly, Maxima**

2:20 pm K01, K02, K03, K04, 101, 102,

2:20 pm 103, 104, 201, 202, 203

### **Dismissal/Exit 2 (Front Entrance) Claire, Malaka, Loraine**

2:20 pm 301, 302, 303 , 401, 402,

2:20 pm 403, 501, 502, 503

### **Dismissal/Exit 3: Front Entrance towards Amsterdam, through the Gym) Ben**

2:20 pm 601, 602, 701

2:20 pm 702, 801, 802

### **Elevators**

All classes are escorted by a teacher using the stairs for arrival, dismissal and travelling through the building. An assigned Para professional escorts a student who moves differently (uses a walker or wheelchair). A student must submit a doctor's note to Malaka for a temporary elevator pass.

**Attendance and Lateness:** Attendance is taken first thing in the morning. Students are expected to be in their classroom by 8:20am. Any student not present by 8:25 am is marked absent.

**Student Late Policy-** Student remains at SSA agent desk SSA agents calls the main office. A member of the main office comes down to the lobby, takes a temperature check and escorts the student to the classroom.

### **Visitor Policy- Visitors enter through front entrance**

SSA (School Safety Agent) agent stops the visitor

SSA agents calls the main office

A member of the main office comes down to the lobby, takes a temperature check and escorts if necessary.

### **Early Pick-Up**

If students are picked up early for any reason, families must go to the lobby and speak to the School Safety Agent. The safety agent will call the main office to notify of student early pick-up. A staff member will pick up the student from the classroom and bring he/she/they to the lobby where the family will sign out the student. Students will meet their family member in the Main Office. We encourage parents to make appointments (for example, dentist) out of school hours so that children do not miss any instructional time. \*\*\*\* **Students cannot be released to anyone who is not listed on the Emergency Contact Form \*\*\*\***

### **Fire/Evacuation Drills**

During Fire and/or Evacuation Drills:

- Teachers bring with them either a class list with emergency phone numbers or copies of their Emergency Contact Forms.
- Review often Fire Drill procedures with your class before the first Fire Drill.
  1. Students line up quickly and quietly.
  2. There is no talking.
  3. Students walk with their arms down by their sides
- Students with limited physical mobility do not leave the building; these students are escorted, by assigned staff members, to the Holding Room that are located on each floor (Rooms 300, 400, 500, and 610). In the event of a true emergency, all students will leave the building.

### **School Days**

- Snow days: Any student attendance day that cannot be delivered in-person (e.g. due to inclement weather) will become a fully remote instructional day. School staff would be expected to provide and students would be expected to participate in remote instruction on this day.
- Unexpected school closings for health or other reasons will be announced on [www.ps333.org](http://www.ps333.org), staff will receive an email, an email blast will be sent to family and staff and it will be publicized via phone trees maintained by Class Parents.

### **2021-2022 School Calendar:**

<https://www.schools.nyc.gov/docs/default-source/default-document-library/parent-facing-calendar-2021-22-ac>

### **Bathroom Usage: Leaving the Room (Bathroom, Water, Hallway)**

There will be signage regarding hand washing and physical distancing displayed.

#### **Grades K-2**

- Must use a pass (uniform pass is used in each classroom)
- Students move their picture card to show the teacher they are in attendance as a part of their morning routine.
- Students move their picture card to the restroom slot when a student takes the pass.
- Students must have a pass when leaving the room.
- Teacher keeps track of who is out of room (in an event of emergency)
- Teachers keep track to know how long students are out of room for safety reasons.

#### **Grades 3-8**

- Must use a pass (uniform pass is used in each classroom)
- Students must sign in and sign out
- Must limit number out of room at one time
- Teacher has a system to know who is out of room (in an event of an emergency)
- Teacher has a system to know how long students are out of room (for safety reasons)

### **Lunch**

K students eat lunch in their classrooms.

1<sup>st</sup> – 8<sup>th</sup> students eat lunch in the cafeteria.

Grab-and-go meals will be available for breakfast each day, though students will also be permitted to bring their own lunch.

- After eating, students and staff will wipe down the area where they ate their meal. Every evening,
- Division of School Facilities staff will be cleaning the entire building with COVID-19 approved disinfectant.
- Students will NOT be able to go outside for lunch.

**Snack**

In order follow CDC guidelines and to ensure safety, below is our policy for snack: Students can bring their own individual snack and keep it in their backpack. They can eat it when they are hungry and while they are working. Breakfast is available for all students every morning. Students should grab a breakfast and that can be their snack. At this time, we cannot have communal snack and snack cannot be shared.

**Isolation Room**

- If a student exhibits symptoms of COVID-19, they will be escorted to the Isolation Room by a staff member.
- The student will be evaluated by the nurse in the Isolation Room.
- If the student is found to have COVID symptoms, the students will be escorted to the Isolation Room (Rm 303). An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building until they can be picked up by a guardian.
- When an ill student has been picked up, the Isolation Room will be closed and a deep cleaning must be performed before it can be used again.

**Health Information**

More health information will be shared with families as a Health and Safety Document.

It will include the following:

- Symptomatic Student/Staff Member at School
- Returning to School after showing symptoms
- Positive COVID-19 Case
- Returning to School after COVID-19 exposure
- Contact tracing
- School Closures

**NYC TEST + TRACE and DOHMH INVESTIGATION & CONCLUSIONS**

Conclusion of Investigation	During Investigation (for at 24 hours)	After Investigation
One confirmed case	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days

At least two cases linked together in school, same classroom	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
At least two cases linked together in school, different classrooms	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined for 14 days Additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
At least two cases linked together by circumstances outside of school(e.g., acquired infection by different setting and source)	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
At least two cases, not linked but exposure confirmed for each outside of school setting	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
Link unable to be determined	Close school building, transition to remote learning	

### **Bathrooms**

**Adults must use ONLY bathrooms designated as "Adult Bathrooms."** There are 3 adult bathrooms at MSC, they are located on the third floor by the greenhouse, on the 5<sup>th</sup> floor in the main office, Room 503, and one is located in the basement gym office.

### **Cell Phone Policy**

Student cell phones are required to be turned off and put away at all times when students are in the school building. This includes time at lunch in the cafeteria, in the gym, and during recess.

There are times during the school day that a student may ask for permission to use his/her cell phone - sometimes to take a photo of the assignment on the board, sometimes to work on a specific task for a project. It is at the teacher's discretion to approve use.

If a student uses his/her phone without express permission while in the building during the school day, the phone will be confiscated, given to the main office and parents will be notified. Similarly, if a student's phone goes off during class, the phone will be confiscated, given to the main office and parents will be notified. The phone will not be returned to the student. A parent will have to pick up the phone at his/her earliest convenience. Until then, the phone will be securely stored.

### **Teacher Communication**

The school staff is happy to meet with you when you need to address your child's school needs. In order to set up a meeting, please send an email to the teacher. Teachers are not able to speak to parents during instructional time.

Consistent communication contributes to student's success in school. Forms and notices go home from many sources. For example, teachers may send weekly letters; there are weekly email blasts, emails/notices with news from PA.

### **Communicating with Families / Family Meeting Form**

Consistent and timely communication with families is critical. A best practice is to communicate via email as an easy and efficient way to share student progress, concerns, observations as well as celebrations. At MSC, our goal is to respond within a one to two-day period. Improving communication mechanisms in our school with families is essential to making our community run smoothly.

**Google Classroom:** A best practice for our whole school as an extension of the in person classroom for students and families.

- Posting a weekly K-5 classroom newsletter,
- Posting a 6-8 weekly news
- Sharing information about the curriculum,
- Posting upcoming events
- Posting about field trips
- Posting celebrations of learning
- Posting digital feedback

### **Communicating Standardized Test Results to Families**

NYC Schools account allows families access 24hrs a day to student data:

<http://schools.nyc.gov/RulesPolicies/StudentRecords/NYCSchools>

### **Progress Reports & Grading Policy**

Progress reports for grades K-8 will go out to families four times a year (November, January, April and June).

#### **K-5 Grading Policy**

STARS report card performance levels:

4= Excels in Standards

3= Proficient

2= Below Standards

1=Well Below Standards

#### **6-8 Grading Policy**

STARS report card percentages:

65% Mastery assignments:

30% - Published writing pieces and projects, posters, reports

20% - Formative Assessments (tests and quizzes)

10% - Bi-monthly notebook checks

5%- Student Work Showcase Share

25% In-class assignments and Homework  
10% Contributing Factors: participation, organization

**Re-do policy:** Per MSC policy **Redo and Retakes Done Right by Rick Wormeli** (Wormeli, R, 2011) Wormeli, Rick. "Redos and retakes done right." *Educational Leadership* 69.3 (2011); students may re-do mastery-designated assignments to improve their grade. Students may earn up to half of the points they missed the first time up to a score of 90%. For example, if a student initially earns a 70, she may earn up to 15 additional points.

All 6-8 grades can be checked by students and families at any time through our Google Classroom online platform.

### **Homework - K-8**

- All students will read nightly for a length of time determined by their teacher. Daily reading will be recorded in a reading log.
- Additional homework will be assigned at the discretion of the teacher.
- MSC teachers will not assign homework packets.

### **Curriculum Overview**

**Reading and Writing:** We are a Teacher's College Reading and Writing program (TCRWP) school. Our teachers follow the units of study and are provided instructional coaches from Teachers College (K-8). It is a workshop model with a mini lesson, independent or small group work (during that time teachers are assessing by conferring or teaching in a small group and then a share.

**Math:** Our math curriculum is Engage New York Math Modules, K-5 Math Solutions, and CMP3 (6-7), Regents Algebra (8<sup>th</sup>). Students are encouraged to communicate their mathematical thinking with drawing models, numbers, equations and words.

**Social Studies:** We follow The NYCDOE K-8: Passport to Social Studies program that integrates the Common Core Learning Standards (CCLS) and the New York State K-8 Social Studies Framework to support strong social studies teaching and learning.

**Science:** We follow the Greenhouse Project core curriculum (we wrote the curriculum and we are the The Sun Works Center for Environmental Studies—the flagship Greenhouse Project Science Laboratory) where students are learning cutting-edge technology that connects science and the environment through sustainable urban farming. Grades 6-8 take Challenge Based Modules intensive, short-term interdisciplinary courses developed around real-world challenges. 6th and 7th grade science uses the Amplify Science curriculum. This new phenomena-based curriculum for grades K–8 is aligned to the New Generation Science Standards. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. 8th grade uses the Regents Living Environment curriculum.

### **Celebrations of Learning**

K-8 Celebrations of Learning and middle school student work showcases in each classroom community are celebrations of learning for children, their teachers and families. The teachers may organize publishing celebrations after a unit of study, project exhibitions and/or math showcases.

This is a culmination of all the work the students have learned throughout the course of the unit. Teachers will establish a protocol that allows all students who have published to share and that also allows families to understand the importance of listening and responding.

### **First Person Language**

MSC families, students and staff should strive to use person-first language when referring to members of our community who have special needs. How do you use person-first language? Simply say the person's name or use a pronoun ("he" or "she") rather than using the disability as an adjective to describe the person. For example, no one at MSC should ever refer to a child as a "wheelchair kid." Instead, say, "Tom uses a wheelchair." If you don't know a particular student's name, say, "He uses a wheelchair." Why is person-first language important? It places the focus on the person rather than the need, reminding everyone that **human beings are defined by who they are and not by their abilities or limitations.**

### **Lost and Found**

We will not have a lost and found bin due to COVID safety.

## **HEALTH ACCOMMODATIONS**

If your child is in need of any type of medical accommodation during the school day, we must have an Authorization Form on file. If your child is in need of any of the following services, please go to our website, [www.ps333.org](http://www.ps333.org), to download and print the appropriate form, complete it and file with our school nurse on the first floor.

There are four types of request and authorization forms:

- Medication Administration Form (MAF) should be completed only for requests involving administration of medication for students. For cases of asthma, providers may attach an Asthma Action Plan with the MAF. Use of nebulizers on school trips can be cumbersome, please consider prescribing inhaler and spacer whenever possible.
- Provision of Medically Prescribed Treatment Form (Non-Medication) should be completed when requesting special procedures such as bladder catheterization, postural drainage, tracheal suctioning, gastrostomy tube feeding, etc. This form may be used for all skilled nursing treatments.
- Diabetes Medication Administration Form should be completed for students with Diabetes who require any of the following: glucose monitoring, insulin and/or glucagon administration.
- Request for Section 504 Accommodation(s) Form should be used when requesting special services such as a barrier-free building, elevator use, testing modification, etc. This form should NOT be used for Related Services such as occupational therapy, physical therapy, speech and language therapy, counseling, etc. that is properly addressed and provided by a student's Individualized Education Program (IEP).

### **Medical Examinations**

Each kindergarten and first grade student – even students who attend kindergarten at MSC – and all newly admitted students must have a medical examination. An official New York City health form, with its record of vaccinations and medical history, and the Child & Adolescent Health Examination Form must be completed and signed by your doctor. **Once school starts you will have two weeks to return the Health Form to MSC.**

### **Immunizations**

The New York City Department of Health and Mental Hygiene issues School Admission Immunization Requirements. The law requires that all students in grades K must show proof of having received a complete medical evaluation and present an immunization record. As of June 13, 2019 NYC no longer allows religious exemption from mandated vaccinations. For more information, please visit:

<https://www.schools.nyc.gov/school-life/health-and-wellness/immunizations>

### **Medication**

The nurse will not administer medications or treatments without doctor's orders stated on a 504 Form. This includes both prescription and over-the-counter medications. The form must be completed by a physician, signed by a parent and given to the nurse.

### **Injuries**

A doctor's note is required for any child who comes to school wearing a splint, cast or other appliance. A note is also required for any restrictions on physical activities.

### **Allergies**

You should obtain a **Form 504** from the school office on the fifth floor (503). This form must be completed by your child's pediatrician and returned to MSC so that your child's allergic condition is officially noted. You will need to get a new copy of the form and have your child's doctor complete it each year that your child attends MSC.

If your child has specific allergies or medical concerns, please make sure that you talk with his or her teacher to ensure that proper precautions are taken. Teachers cannot accept responsibility for medication regimes or for administering medication, though they will work with you to help ensure that your child's needs are met. MSC does not maintain nut-or-dairy-free zones, but teachers will do their best to accommodate food restrictions and to help parents develop a food allergy action plan. It may also be necessary to notify a school administrator, depending on the severity of the allergy. Please make sure the school has the most up-to-date contact information and, if necessary, a copy of your child's health history.

<https://www.schools.nyc.gov/school-life/health-and-wellness/staying-healthy/allergies>

### **Illness**

If your child becomes ill during the day, a member of the school staff will call you and request that you come to get him or her as soon as possible. In the event that you cannot be reached, the school will contact the person you identified on your emergency card to act as your backup. Children who are ill **MUST** be picked up and cannot remain in school.

### **Lice**

Head lice do not pose a health hazard, transmit disease, or indicate poor hygiene, but they are a disturbing nuisance. **Our goal is to prevent lice from spreading.** Keeping lice out of school requires a joint effort between school and home. Children found with lice (live bugs) will be sent home and can return to school when they are lice free. However, if the child is found to have only a few nits (eggs), he/she can remain in school and should be treated at home. Please visit 'Parent Resources' on [www.ps333.org](http://www.ps333.org) for resources/links on lice prevention and treatment.

### **Keeping Children Home**

For the welfare of the other students, parents are asked to keep children home under serious conditions including but not limited to: **Any child with a fever of 100°F or higher, and/or two or more flu-like symptoms** must be kept home for 24 hours after a normal temperature has returned. If a child has fever in the morning before school, please do not give Tylenol (or other over the counter medicines) and send them to school. **Any child with vomiting or diarrhea** should be kept home for 24 hours after the last symptom. **Pink eye is contagious** – a child must have a doctor’s note to return to school.

### **Going To Nurse**

An adult/school aide accompanies our students to the nurse’s office.

### **Class Parent:**

Teachers will send home information about becoming a class parent for your child’s classroom. Class Parents take their lead from their child’s classroom teacher. Your teacher will explain what their expectations are so you will have a clear sense of what you will be asked to do for the class during the school year. Please remember that you are not an advocate for other parents in the class! Families should contact the appropriate teacher or the parent coordinator themselves if they have an issue that needs to be addressed.

### **Leaving the Building**

If a student has to leave early, a person who is on the emergency contact remains in the lobby. School safety agents contact the main office. A member of main office staff escorts student to the lobby and emergency contact signs student out.

### **Curriculum Night**

#### **Family Conference Days**

- All parent-teacher conferences will be remote.
- November 3rd: 4:30pm-7:30pm
- November 4th: 12:40pm-2:40pm (Students will be dismissed at 11:30 am)
- March 2nd: 4:30pm-7:30pm
- March 3rd: 12:40pm-2:40pm (Students will be dismissed at 11:30 am)

All conferences will be remote and families will sign up digitally.

#### **Partnerships:**

- Teachers College Reading and Writing Project
- K-5 Math Solutions
- Ballet Tales
- Carnegie Hall
- Harmonize Kids
- Lincoln Center Institute
- NY Sun Works - The Greenhouse Project
- Urban Advantage for Grades 6-8
- Roads to Success and The Beacon Program
- National Junior Honor Society

#### **Art Programs offered to all students at our school:**

- Visual Arts
- Dance
- Physical Education & Move to Improve (MTI)
- Music
- Drama

### **Field Trips & Outside Learning**

Curriculum is enriched throughout the year with field trips. We may take small physically distanced walks around the neighborhood or go on virtual field trips. Curriculum is enriched through outside learning. Teachers can take students on short walks to deliver instruction.

## **OUR WEBSITE**

### **Calendar**

The MSC Google Calendar is posted on our website, [www.ps333.org](http://www.ps333.org). Dates of testing, arts events, school functions, and community meetings will be posted. A weekly email blast will also list important events and will go out to families each week.

### **Email Blasts – Subscribe**

If you have provided your email, you have been subscribed to our mailing list. If you subscribed and have not received any emails, please check your spam folder. If you have a strong spam filter, please add our email address, [info@ps333.org](mailto:info@ps333.org), to your contacts so that we are one of your approved emails. To subscribe on your own, please visit our website, [www.ps333.org](http://www.ps333.org), and click on “subscribe” on the front page of our website and fill out necessary information. Again, add [info@ps333.org](mailto:info@ps333.org) to your contacts just in case you have a strong spam filter. If you have any questions or trouble subscribing, please email [info@ps333.org](mailto:info@ps333.org).

### **Parent Resources**

You can find more information on our parent resources page, including: child absence form, metro card request form, photo ID card information, and more.

## **THE SCHOOL COMMUNITY**

### **MSC Coffee Talk Series**

Coffee Talks with School Leadership will provide a forum for MSC families to hear from school leaders and learn about 2020-21 initiatives.

### **PA Meetings**

The PA represents all of the families in the school and exists to provide all parents an active voice in the school. We offer support to our school both through volunteerism and fundraising so we may further enrich MSC’s programs and support with continued resources.

Once a month, our MSC community comes together for a General Membership meeting. These meetings are open to everyone with a child attending MSC and they are an excellent way to find out what's happening and how to get involved at our school. In addition to providing updates on all activities and programs each month, these meetings provide an opportunity to ask questions,

share thoughts, and provide feedback. If you are unable to attend, Meeting Minutes are posted on our website and a copy is also available in the Main Office on the fifth floor.

The PA Executive Board (President/Co-Presidents, Vice President, Secretary and Treasurer) meets monthly after school to conduct school business, discuss projects with the Administration, and review any Standing Committee projects. Attendance is open to all parents, but the PA Executive Board requests that matters to be discussed be submitted in writing in advance. Contact Executive Board: [CoPres@friendsofMSC.org](mailto:CoPres@friendsofMSC.org)

### **School Leadership Team**

The School Leadership Team (SLT) is a joint team of teachers, parents, school staff, and the Principal that is mandated by the Chancellor's Regulation A-655. The SLT plays a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture. The SLT contributes to the development of the Comprehensive Educational Plan (CEP). It is a vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies. The SLT is not involved in the day-to-day operations of the school but meets once a month to collaborate regarding issues important to the school. SLT members can solicit input from various constituencies in order to ensure that all voices are heard regarding the needs of students.

### **Class Parents**

Being a class parent is a fulfilling way to actively participate throughout the school year. In addition to being a tremendous help to the teachers, you are a conduit that links all parents to the MSC community and you help set the tone for our school's caring and committed community.

Parents will have the opportunity to sign up to be class parents in the first week or two of school. There will be a maximum of four class parents per class. These class parents serve as a liaison between their class and the larger community at MSC.

The class parents will have specific designations so no one parent bears too great a burden--and each can focus on a specific area of interest: **Volunteer Coordinator, Green Parent, Teacher Liaison and Book Room Parent**

### **Getting Involved**

Every parent with a child at MSC is a member of the Parent Association. The school does not charge dues and we hope that every parent will feel welcome to play an active part of this group and an active role in their child's education.

The mission of the MSC Parent Association is to promote involvement by parents in their children's education and in the school as well as to organize and facilitate community and fundraising events. The PA Executive Board consists of a president and possibly co-president, vice president and co-vice president, secretary or co-secretaries and treasurer who are elected to a one-year term. A slate of nominees is formed in the spring and approved at a school-wide Parent Association meeting.

The PA is organized through committees. The committees are responsible for a range of activities and serve both to support the school and to facilitate various school events. Each committee requires a different amount of time and a different type of involvement. Chances are that one

coincides with an interest of yours. Joining a committee is an enjoyable way to connect with like-minded parents in our school, while helping to make your child’s education a better one.

**Annual Appeal, Bake Sales, Book Room Committee, Communications/Newsletter, Diversity Committee, Grandparents & Special Friends Day, Grant Writing, Greenhouse Committee, K-8 Outreach and Support, Parent Outreach, Recess, Scholastic Book Fair, Science Fair, Special Events, Uptown County Fair, Wellness/Green Committee, Winter Auction, Winter Ball**

Here are more ways you can take part in the MSC Community:

- Provide classroom snacks
- Help with the class phone tree
- Make a virtual lunch date with your child one day a month in the classroom, eat and talk with your child and some of his or her classmates
- Help with a needed repair or construction project
- Join other families at the Winter Ball or a class of potluck
- Become a buddy to a new family

**Questions and Comments**

Please visit our website, [www.ps333.org](http://www.ps333.org), or the “who to contact list.” If you have a suggestion, we have a suggestion box on the front page of our website.

**WHO TO ASK ABOUT WHAT?**

If your concern is about	You should contact
Your child’s academic progress	<b>Your child’s teacher</b> - Post a note or Email <b>Parent Coordinator- Malaka – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></b> <b>K-5 Assistant Principal Kerry - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a></b> <b>6-8 Assistant Principal Ben –</b> <b>Claire- Principal - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></b>
Your child’s well-being and emotional development	<b>Your child’s teacher</b> - Post a note or Email <b>Social Worker- Ali <a href="mailto:AESSES@schools.nyc.gov">AESSES@schools.nyc.gov</a></b> <b>Parent Coordinator- Malaka – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></b> <b>K-5 Assistant Principal Kerry - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a></b> <b>6-8 Assistant Principal Ben –</b> <b>Claire- Principal - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></b>
Activities in your child’s classroom	<b>Your child’s teacher</b> - Post a note or Email <b>Your Class Parent</b> - Email <b>Parent Coordinator-Malaka – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></b>
Curriculum	<b>Your child’s teacher</b> - Post a note or Email <b>K-5 Assistant Principal Kerry - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a></b> <b>6-8 Assistant Principal Ben –</b>

	<b>Claire- Principal - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></b>
School issues other than curriculum	<b>Parent Coordinator- Malaka <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a> Business Manager-Tatiana - <a href="mailto:THoover2@schools.nyc.gov">THoover2@schools.nyc.gov</a></b>
Setting up a play date with a classmate's family	<b>Your class parent for family contact information – Email</b>
PA ISSUES (fundraising, communications, community relations)	<b>PA Executive Board - <a href="mailto:CoPres@friendsofMSC.org">CoPres@friendsofMSC.org</a></b>
DOE Policies and Practices	<b>Parent Coordinator- Malaka –<a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></b>