



Manhttan School for Children, P.S. 333

STAFF HANDBOOK 2017-2018

153 West 93rd Street New York, NY 10025
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www.ps333.org

A MESSAGE FROM OUR PRINCIPAL

Dear Staff,

Welcome Back!

Our continued mission is to teach and nurture the whole child. We are a progressive school where teachers, students and families value inquiry-based teaching and learning by doing. Our students engage daily in challenging work that requires them to think, reflect and problem solve.

We value questioning that leads to discussion, as well as routines that provide all students access to the curricula, extends their higher order thinking skills, and promotes rigor and ownership of their learning. We will continue to work together and participate in collaborative practices including professional learning, curriculum planning and sharing best practices.

Our approach to building school culture, discipline, and social-emotional support is informed by Responsive Classroom, which promotes a safe environment and inclusive culture.

As a learner, teacher and leader, I hope to continue to maintain focus, ensuring that everything I do contributes to student learning; I plan purposefully for the year ahead by working backward from the desired outcome. Here are our goals for the upcoming school year:

Goal #1: To revise and refine our vision of inclusive education. MSC has always been at the forefront of the inclusive model. We will push the boundaries and continue to share best practices and then push our thinking to grow our inclusive model.

We are partnering with Teachers College Inclusion Classroom Project.
□ Co-planning ensuring paraprofessionals are part of instructional team

□ Designing accessible curriculum for all learners requires sophisticated and complex teaching skills that are standards-based and structured around the principles of Universal Design for Learning (UDL).

Goal 2: To continue to foster student independence, authentic engagement, goal setting rigor and transference from grade to grade.

Goal 3: To continue to create a supportive environment using our Responsive Classroom practices. Designing, with our guidance counselors and RTI team, additional supports for students who struggle to conform to MSC and DOE rules.

Goal 4: Building Community and Connectivity. We will explore the nature of teambuilding and identify key elements in building a connected staff community.

Best,
Claire

2017-2018 STAFF

Principal: Claire Lowenstein

Assistant Principal: Kerry Powers

Business Manager: Tatiana Hoover

Parent Coordinator: Caren Austen

Teachers

K-01 Julia Delehanty

K-02 Amy Pelletierri

K-03 Lynn Parr

K-04 Gerri Ann Garrelick & Lindsey Simpson

101 Rachel Karp

102 Laurel Hutchinson

103 Suzanne Blank

104 Erica Pires & Samantha Friedman

201 Karen Dunner

202 Elizabeth Valentino

203 Maryann Schmidt & Nicole Melhbrech

204 Madelene Geswaldo

301 Elizabeth Frankel Rivera

302 Stephanie Bush

303 Marissa Denice & Alice Hsu

401 Kristin Shaw

402 Eunice Ahn

403 Michele Tyndal & Stephanie Aiello

501 Kelly Provost
502 Nancy Ching-Wei Chen
503 Hilary Kaden & Fara Goodman
601 Nicole Williams
602 Alaina Storck & Amy Barnard
701 Wyatt Knaster
702 Matthew Lyons & Stephen Heath
702 Wyatt Knaster & Raphael Tompkin
801 Erin Moughon
802 Stephanie Douglas & Stephen Heath
802 Wyatt Knaster & Raphael Tompkin
701, 702, 801, 802 Sharifa Bacchus – Science
701, 702, 801, 802 Nicole Peters – History

Art – Bernard Winter
Dance – Ana Rubenstein
Drama – Erin Moughon
Greenhouse – Shakira Provasoli
P.E. Gym – Dinko Kacarevic
Music –

Para Professionals

Eunice Canela	John Casiano	Delilah Cepeda
Drew DeBarros	Alba Fermin	Elvin Garcia
Karen Guishard	Heidi Harding	Montiya Jenkins
Darinn LaForey	Akil Marsh	Facylis Martinez
Carisma Taylor	Rehka Rashada	Lorraine Buchanan
Danielle Monaghan	Thomas Parham	Pedro Perez
Rosemary Pina	Ysabel Quinones	Lisa Reme
Miguel Ruperti	George Warner	Kysha Young
Veronica Campozano	Natasha Muriel	

Academic Intervention – Wendy Smith
Special Education Teacher Support Services (SETTS) – Celeste Perez
Special Education Teacher Support Services (SETTS) – Nichole Makarius
IEP Teacher – Patricia Kelly
Social Worker – Diana Roman
Guidance Counselor – Michelle Argumedo
School Psychologist – Alison Weitz
E.S.L – Katy Bowen
Pupil Personnel Secretary – Virginia Vizcaino
Community Associate – Justine Gilbuena

Occupational Therapy

Deb Fisher

Maria Koski

Mary Anthony,

Rachel Spero

Physical Therapy

Jonathan Bronsky

Elaine Mar

Anne Lyn Gador

Speech Therapy

Jamie Diamond

Erica Drexler

Jerri Rubin

Erica Smolowitz

School Aides

Lorraine Phillips

Maxima (Xiomara) Almonte

Ana Maria Sanchez

OUR SCHOOL

Mission Statement and 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. Our student-centered, project-based 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, and we organize the curriculum thematically using an open-ended, inter-disciplinary project-based approach that allows students to demonstrate their talents while learning from each other. In this way, we respond to each child's unique developmental needs while encouraging a meaningful learning process.

Philosophy

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 parents are active participants in their school

Our ICT (Integrated Collaborative Teaching) Program was created to include children with severe motor challenges into a general education setting. Students in the classrooms follow on-grade curriculum, assessing it in their own way.

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 (especially learning “basics” in reading and arithmetic). 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 Rules -- 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.

SCHOOL SCHEDULE

8:20 AM – School Doors Open

The elevators are in heavy demand during the morning arrival time – particularly by children with special needs that require them to reach their classroom floor. MSC encourages everyone capable of taking stairs to do so.

8:32 AM – Arrival

Families arriving between 8:25 and 8:32 AM are expected to wait quietly outside the classroom until the teacher opens the door.

Arrival and Lateness

It is important that students arrive on time and are not late. Students are expected to be in their classroom by 8:32am. All students, grades K-8, are considered late after 8:35 Am.

Anyone entering the building after 8:45 am must sign in with security and then go to the main office.

Any student not present between 8:32 and 8:45 am is marked absent. To be marked present, students arriving at school after 8:45 am must go to the Main Office room 516, sign in and get a late pass.

2:55 PM - Dismissal

For dismissal, adults may come into the building starting at 2:50pm.

K students are dismissed in the auditorium. 1st and 2nd students are dismissed in their classrooms. 3rd -5th students are dismissed in the basement gym. Students can only be picked up by a family member, babysitter, or after school personnel who are listed on their emergency and dismissal forms.

Late Pick-Up

Any K student still waiting to be picked up by 3:00 will be escorted by their teacher to the Main Office, Room 516.

1st and 2nd grade students waiting to be picked up by 3:00 will be escorted by their teacher to the basement gym and wait with school staff.

Any students still waiting to be picked up by 3:30pm will be escorted by school staff to the Main Office. Families will then be contacted by phone.

Early Pick-Up

If students are picked up early for any reason, families must go to the Main Office, Room 516, and sign their child out in the "Sign Out" binder. 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. There is NO early pick up after 2:45PM. **** Students cannot be released to anyone who is not listed on the Emergency Contact Form ****

Student Attendance Rosters

We are required to have all attendance rosters scanned BEFORE 10AM each morning. Each morning, classroom teachers find attendance sheets in their mailboxes between 8:00 and 8:15. These rosters must be delivered to the Main Office by 9:30am. Please have your attendance rosters completed and signed by that time.

Attendance and Lateness

Attendance is taken first thing in the morning. Students are expected to be in their classroom by 8:32am. The building is open to families and students at 8:20AM. Classroom doors open at 8:32am.

Families and students have 12 minutes (from 8:20-8:32am) to arrive at the classroom on time. All students, grades K-8, are considered late after 8:35am.

Classroom teachers take attendance by using the Daily Attendance Form (ATS scan sheets). It is a bubble sheet, and children who arrive to the classroom between 8:35 and 8:45am are marked late. Any student NOT present between 8:32 and 8:45am will be marked absent.

Any student not present between 8:32 and 8:45 am is marked absent. To be marked present, students arriving at school after 8:45 am must go to the Main Office room 516, sign in and get a late pass. Students who have notes from the Doctor/dentist/clinic and/or school tours/tryouts/tests, must drop off the notes in the Main Office (not to the classroom teacher.) The late pass is given to the classroom teacher.

It's important to go to the main office and sign the late book, since we will check that book in order to ensure that ATS scan sheets are correct, before the bubble sheets are scanned in to ATS. Students/families should fill out all information requested and write legibly. The reasons for absences and/or lateness are not scanned in, but have to be manually entered.

When a student is late because of traffic/overslept/not feeling well, and families can call/email/send note, and it is considered an "excused" absence or lateness BUT it still shows up as an absence or lateness. It is coded 01 (phone) or 02 (written/email) as an "excused lateness/absence" and on the student's transcript it shows up as an excused "A" or "L" and not as a "P" for present. Doctor/dentist/clinic visits and school tours/tryouts/tests are coded as "P" for present. Medical visits are coded "61" and Out of Building for Auditions/Tours "54".

The most important year for attendance is 7th Grade. High Schools will look at students' attendance for 7th grade in order to make acceptance decisions. Families should keep in mind that the 8th grade attendance, although important, will not be reviewed by potential high schools. High Schools do not have access to students' attendance or test scores until students are officially registered as students at their schools. (Just like we cannot see students' attendance until they are assigned and registered to MSC). The schools will only have access to the 7th grade information, as it is already printed on their high school applications.

Attendance records from previous years cannot be adjusted or changed.

Attendance Records, SEISS & IEP: SETTS Teachers, Service Providers and Paraprofessionals

All SETSS teachers, service providers and paraprofessionals are required to maintain daily attendance records in SEISS for the students they serve. These records also indicate the first attendance date for each student and are collected in June. In addition, special education teachers should maintain lesson plans or a plan book, indicating the target children and whether the lessons were push-in or pullout. All special education teachers and service providers are expected to be proactive in maintaining complete and updated

IEP files for their students as well as revising IEP's according to their assessments. (The IEP files are stored in the main office, room 516.)

School Closings and Snow Days

The school follows the calendar of holidays maintained by the Board of Education. In addition, a number of half-days for staff are scheduled on the school calendar to permit teacher-development programs and curriculum enhancement. Weekly email blasts are sent to staff and families with calendar reminders. The school calendar is also available on our website at www.ps333.org.

MSC will be closed due to snow when notified by the Central Board of Education of a Snow Emergency Day. These closings are publicized on the radio and morning news programs, such as 1010 AM. Once we receive notice of school closure, staff will receive an email, and an email blast will be sent to families.

Unexpected school closings for health or other reasons will be announced on 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.

Recess

Grades K – 8 have recess every day. Grades K – 3, students have the option of playing in the “little yard” or the “big yard.” Grade 4 – 8, children are only allowed on the “big yard.”

We take students outdoors in almost all weather. The New York City Department of Education policy and New York City Department of Health Guidelines regarding outdoor play in cold weather states “Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible.” The NYC Department of Education states that outdoor play is permitted regardless of the temperature when weather and yard conditions are appropriate. Our policy is to send the students outdoors unless the surface is slippery or the weather conditions are extreme. Given the limited amount of physical activity during the school day, we want students to play outside as much as possible.

When it's raining, the children have recess in the indoor gym. Students are supervised by teachers and by parent volunteers.

Grades 2-8 eat lunch in the Cafeteria. Please go over this routine with your classes. Lunch is an extension of our caring community classrooms. Teachers and other staff, who are assigned to supervise lunch in the cafeteria, or recess in the playground/gym, should be in the basement or yard at the start of their assigned coverage period.

Students are not to be unsupervised in classrooms or in the halls during lunch/recess periods. If any student is excused from the cafeteria or recess, for any reason, the teacher taking responsibility for the students must sign and date a pass requesting the student.

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 5th floor in Room 503 and one is located in the basement gym office.

Taking Students Off The Floor: Going To Gym or Recess

Students should be in either single or double line when they travel as a class throughout the building. Students are expected to walk quietly down the right side of the hallways, especially as they walk past classrooms where other students are working. When you get outside, on your way to the playground, find a place to stop and make sure everyone is out of the building before proceeding down the block. Teachers (and Para Professionals in ICT classrooms) escort students to and from recess, lunch, gym and specials.

Elevators

MSC uses the two elevators on the East side of the building. As much as possible, please use the stairs. Elevators are for students and family members who are unable to use the stairs and for ICT classes as that is their only mode of traveling through the building. The two elevators on the West side of the building are reserved for use by another school that shares our campus facility and for general building use.

Elevators are limited to one class of children at a time. Your class should have a routine established for riding in the elevator. Should the elevator stop between floors and the door not open, use the intercom or "panic" button to contact building staff. An MSC student may only use the elevators if s/he has an elevator pass and/or is supervised by an adult. MSC students may not be in the elevators alone.

MSC elevators are always off key. Elevators used by the other schools are on key and should only be used in case of emergency, or during maintenance of both elevators on our side.

Fire/Evacuation Drills

During Fire and/or Evacuation Drills. Teachers should bring with them either a class list with emergency phone numbers or copies of their Emergency Contact Forms. Create a list or booklet of student contacts and keep it in a readily accessible place to take with you on a fire drill. Please make sure to go over Fire Drill procedures with your class before the first Fire Drill. Students should line up quickly and quietly. There is no talking. Students should walk with their arms down by their sides, so that if they are pushed by accident, they can stop themselves. 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.

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.

TEACHING MSC PHILOSOPHIES & POLICIES

Teaching At MSC

All teachers and staff are role models for children. All staff are expected to maintain high standards of excellence in their academic instruction: to keep abreast of changes and innovations; to be creative in their teaching techniques, utilizing available technology as well as the myriad resources of the school and the city; to advise students and student activities; to establish clear lines of communication with families and to serve on various school committees. It is essential that we are professional at all times. Teachers should act in a respectful and collegial manner with other staff members. In order to maintain a commitment to professional growth and excellence, teachers must set a positive example for the students.

- Smoking is not permitted in the building – You must be 100 feet from the building in order to smoke.
- Drinking coffee, tea, and eating food is prohibited when teaching
- Dress appropriately for work
- Cell Phones should not be used during instructional periods. Please save your phone conversations, texting, or checking of personal email for prep or lunch.
- Staff should return student work in a timely fashion, adhering to deadlines and be on time for obligations and meetings.
- Administrators and teachers are expected to supervise students in the hallways and outside of classrooms during the school day.
- Classrooms must be organized and welcoming. All instructional and extraneous materials must have a place (i.e. books in labeled baskets, papers in files, math manipulative in labeled containers).
- Classrooms must have a clearly defined meeting area with a rug.

- The classroom should be a print rich environment that supports instruction (e.g. Daily schedule, Word Wall, protocols for classroom routines)
- Bulletin boards should show evidence of updated student written work in all subject areas (ELA, writing, science, social studies) with description, and rubrics to guide students in an understanding of instructional next steps.
- Anchor charts should be created by students and teachers and displayed to enable students to work independently. Charts should support instruction and reflect the current units of study (i.e. ELA unit of study). By the time students are ready to complete the task, charts and vocabulary around the classroom should support what students are asked to do (i.e. if the task is to write an opinion piece, examples of learning how to write an opinion should be visible).
- Classroom libraries must be organized with book baskets according to genre, author, interest and other categories relevant to the reading/content curriculum. Classroom libraries must be inviting, appealing and organized to facilitate book selection for independent reading.
- Groups of students must be formed to facilitate cooperative learning. Data must be used to form small group instructional and you should always meet with small groups of students who need extra support with the independent work before beginning conferences with the rest of the class.
- Rooms should be set up and organized to accommodate student independence. Materials that students need to work should be easily accessible. Student notebooks and folders should be labeled and stored in an organized manner.

Environment

Keep the hallways clean, the classrooms uncluttered and take care of supplies. Please remind students in morning meeting and Advisory: how to make sure MSC stays clean in the stairwell, cafeteria, cubbies and bathroom. At the end of each day, make sure students clean their cubbies. They must be empty at the end of each day.

From Chapter two of Classroom: Spaces That Work from Responsive Classroom:
 “Children need uncluttered spaces to do their work and clear, safe pathways for moving about. Remember: Less is more.”

Decide What’s Essential. Deciding which materials and furniture to keep and which to discard, recycle, or place in long-term storage can be difficult.

Furniture

- All furniture should have at least one clear purpose—and preferably more than one—that is relevant to children’s development and the curriculum.
- All furniture should be actively used for some part of each day—and preferably for most of each day.
- Children should be able to move safely and easily around any furniture in the room.

Materials

□ All materials should have a clear purpose that is relevant to children’s development and the curriculum. It’s best if the same material can be used for more than one topic or activity.

Lesson Plans

Planning is essential to quality instruction. It is every teacher’s contractual expectation to have organized; specific and accessible lesson plans for their assigned classes. The development of lesson plans is the professional responsibility vital to effective teaching. The plans must also be clear to enable students to make inter-disciplinary connections and deepen their critical thinking skills.

Lesson Plan Suggested Format

Standard(s): Common Core Learning Standards

Objective(s): We are learning... in order to...

Essential Questions: Focus for the lesson or unit

Materials:

Connection: Students access prior knowledge to the teaching point the teacher shares with them.

□ Yesterday we...

□ Today I am going to share...

Teach/Model: “I do” Teach one skill, strategy, or method

□ Watch how I...

□ Let me show you...

Guided Practice: “We do” Teacher gives all students an opportunity to try out the new strategy and/or skill that facilitate student discussion.

□ Now let’s try it together...

□ Turn and talk to your partner...

□ Think about how you can...be ready to share!

Link: Tell the students what they learned and expectations for independent practice

Independent/small group work: “You do” Students work independently and in small groups to complete the objective with differentiated learning activities

Closing/Share: Choose students who achieved the objective to share their learning with the class.

Assessment:

Entry Points and Differentiation:

Responsive Classroom

Responsive Classroom is a research and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement and improved school climate. K-6 starts the day with a morning meeting, which begins at 8:32 AM. Morning Meeting is a daily gathering that helps children build community, practice academic and social skills and warm up for a day of engaged learning. In 6-8 grades, students participate in Advisory meetings that allow for students to connect to the teacher, our school and to each other.

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.

When a student begins to show a pattern of behaviors that interrupt his/her learning or the learning of others, teachers will make calls home, maintain anecdotal records and consult with Darlene, Michelle and Claire. Teachers will remove a student from class only if the student is consistently disrespectful and disrupts learning. In such a case, teachers will maintain objective anecdotal records of the student's behaviors, of previous interventions, and of correspondences with the student's family.

Teachers will also contact 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.

If the student continues to exhibit disruptive behaviors, the classroom teacher will contact the Assistant Principal, or the Guidance Counselor(s), or other school staff depending on the issue. Parents are contacted; a meeting is often set up between all parties (including the student) in order to address the behavior by engaging the student in intervention and prevention strategies.

Intervention and prevention approaches include but are not limited to guidance support and services; social/emotional learning, such as conflict resolution/peer mediation; enrichment services; and/or development of functional behavioral assessments and behavioral intervention plans.

Every reasonable effort will be made to correct student behavior through Responsive Classroom. The DOE Discipline Code will be consulted when the student continues to engage in repeated misbehaviors despite prior interventions. Infractions are grouped into five levels based on the severity of the infraction, from Level 1 (Uncooperative/Noncompliant Behavior) to Level 5 (Seriously Dangerous/Violent Behavior). Disciplinary responses range from In-School Disciplinary Actions (Removal from classroom by a teacher), Principal's Suspension, and/or Superintendent's Suspension.

Our K-8 delegates in 2016- 2017 school year developed the school wide rules below. We think they hold up well today!

Be respectful, safe, and considerate to our school environment.

Always have a positive attitude and try your best.

Golden Rule: Treat others the way you want to be treated

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 (clapping pattern, song, or other auditory signal i.e. chime or rains stick). The auditory signal should be followed by our all school wide visual signal, which is a straight, single hand in the air.

Evaluations

NYCDOE Teacher evaluation system and Development System is through ADVANCE. ADVANCE supports a unifying voice for students and is a key part of the Citywide Instructional Expectations (Knowledge of Students, Instructional Focus and Collaborative Professional Learning). Measure of Teacher Practice (MOTP) and Measures of Student Learning (MOSL) are mutually reinforcing processes that provide a complete picture of teacher practice.

All teachers receive:

Initial Planning Conference (September) and Summative End of Year Conference (June)

Choice between observation options (September)

Written and/or verbal feedback (During Observation Cycle)

ADVANCE Teacher and Evaluation System: Measure of Teacher Practice (60%)

Two different Measures of Student Learning: State Measures (20%) • Local Measures (20%)

Meetings

Our whole staff has professional development on Monday afternoons (3:00-4:12) and grade team meeting/professional work on Tuesday afternoons (3:00-4:05). If on a rare occasion a staff member must be absent from a mandatory meeting for personal or other reasons, please contact Claire in advance and obtain information discussed at the meeting.

Progress Reports

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

Communicating with Families

Consistent and timely communication with families is critical. To maintain an ongoing dialogue with families, please use your DOE email. 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.

Class Pages and Newsletters

K-5 Teachers write a weekly classroom newsletter and 6-8 write a weekly newsfeed sharing information about the curriculum, upcoming events, field trips, and celebrations of learning with families. Newsletters are emailed home to families and they are posted on our "Class Pages" on our website: www.ps333.org. Email your newsletter (PDF format) to Justine at jjgilbuena@ps333.org, and she will post your newsletter on your class page. Submit a hard copy or electronic copy to Claire by Monday afternoon. Copies of class newsletters should be posted outside your classroom. All class pages are non-public and require a password. The password to view is "abc123."

* If you are a new teacher to MSC please share any correspondences you are sending to families with Claire before these are copied and sent home.

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>

Classroom Pets

In the past, our teachers have had great success with fish, reptiles, lizards and turtles in their classrooms. For health reasons, as a community we have agreed that mammals (guinea pigs, gerbils, hamsters, etc.) will not be kept in school as classroom pets. Please make sure that no one in your class has an allergy to animals before bringing a class pet into the room.

Committees

We have several committees currently at MSC: Professional Learning, Math Advisory Board, Science Fair, Sustainability Conference, Response to Intervention, Sunshine, Town Hall, UFT Consultation, Math and Literacy, and Hiring.

Calendar

Dates of class trips, visitors, professional development, testing, arts events, school functions, staff and community meetings will be posted on staff calendars and in the MSC Monthly Newsletter (please check the MSC Google Calendar often). A weekly memo will also list important events and will go out to staff at the beginning of each week. Our MSC Google Calendar is posted on our website, www.ps333.org.

Cell Phones and Electronic Devices

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 and at recess in the gym.

For 7th and 8th graders who have earned the privilege to go off-campus for lunch, they must take a phone with them so we're able to reach them if necessary, and they are allowed to use phones when they are off school property. Phones must be turned off and stored away when students return to the building.

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 your discretion to approve use.

If a student uses his/her phone without express permission while in the building during the school day, confiscate the phone and turn it in to the main office. The Parent Coordinator will notify parents. Similarly, if a student's phone goes off during class, confiscate the phone and turn it in to the main office. The Parent Coordinator will notify parents. 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 in the Main Office.

Family Conference Days

There are three Family Conferences this year: October/November, March and May. Children are welcome and encouraged to participate at all grade levels. A student's working portfolios is a valuable tool that should be incorporated into each Family Conference. Another assessment tool that helps us set goals as a teaching team and look closely at the growth of at-risk learners is the Individual Educational Plan (IEP). In order to develop a more cohesive plan for our SETSS students, IEP Annual Reviews that include families, specialists and classroom teachers should be integrated into the Family Conference process for each student.

Internet Use

In addition to classroom and office desktops, each floor at MSC is equipped with a cart(s) of laptop computers. MSC Computers are connected to an internal network. This network allows for Internet access and connectivity for all computers.

Intervention

Responding to Misbehavior Steps

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

1. Non-verbal redirect- should not require the teacher to stop what he/she is doing to explain the rule or expectation.

- a look, a nod, brief eye contact
- shake of the head
- a tap on the shoulder
- a hand motion, give a hand signal such as fingers against the lips
- teacher moves closer to the student

2. Verbal Redirect -short, direct.

- say the student's name,
- direct student move seat
- say stop tapping
- say stop talking to your partner

3. Take a break in the classroom- use a calm, quiet voice to direct student.

- Student goes quickly quietly, calmly and promptly.
- Student may read a book, take deep breaths, writing in a journal, squeezing a stress ball, draw.

4. Take a break in a buddy classroom- for a longer break. No conversation or problem solving.

- Student goes to buddy teacher classroom.
- The child sits quietly in the buddy teacher's room.

5. If a student returns and continues to misbehave, the student is then removed for the rest of that period.

- Direct a student or an adult to get an assist from
- Kerry
- Michelle
- Caren

*Teacher keeps a log of students who are stopping the learning and interventions. For grades 6-8, advisor and family must be contacted. K-5 teacher must contact family.

Logical Consequences:

- Relevant to the child's action
- Realistic for the student to do and the teacher to follow through on
- Communicated with respect to the student, firm, caring and specific focus on the behavior.
- "You break it, you fix it"
- Loss of privilege

□ Take a break- a designated place in the room so a student can separate, calm down and join back when ready (teacher needs to see the student from the take a break spot). If misbehavior continues, take a break in a buddy classroom.

When a student begins to show a pattern of behaviors that interrupt his/her learning or the learning of others, teachers should immediately make calls home, maintain anecdotal records and consult with Kerry, Michelle, Caren and Claire. Teachers are expected to maintain objective anecdotal records of the student's behaviors, of previous interventions, and of correspondences with the student's 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. The log sheet of calls to students' families should include the date of each call, the reason for the call and the outcome. You will need these records in the event that a referral is made, or if there are any significant issues in a student's social, emotional or academic growth that must be pursued further. If a teacher has a question or concern pertaining to the needs of children and school policy or practices of colleagues, the first place to bring that concern is to Claire.

RTI & Pupil Personnel Team (PPT)

To address the academic and social emotional needs of our students we have assembled a response to intervention team. Our goal is to provide support to classroom teachers, students and families. This is the first step of RTI (Response to Intervention). If you have a concern about a student the RTI team will conduct a consultation period. The RTI Consultation period team meets weekly at Tuesday 2:10. RTI team meeting continues into the 3:15-4:15 parent engagement/team meeting time.

Inquiry form will be given to all teachers in their mailboxes at start of the year and made available electronically. Once RTI inquiry form is submitted in team members mail box (or directly) a member of RTI will then initiate contact to arrange a meeting to discuss the student. Consultation meeting can take place during drop in time or alternative time confirmed with teacher.

Purpose of the Outcome of the initial RTI consult meeting:

- What classroom interventions will be tried by the teacher moving forward
- If applicable what outside classroom support will be provided.
- Identify the RTI team member who will facilitate or provide the AIS service.

Purpose of RTI 2:10 period:

- Discuss any students with submitted forms or students identified the following week at the RTI grade team consultation visits to grade teams from the following week.
- Add student inquiry forms to RTI binder.

Purpose of RTI team meeting 3:15-4:15:

1. Wendy to provide monthly emails to grade teams to provide prior notice of the schedule of when RTI team members will make visits to grade teams.
2. RTI Duo drop into each grade team meeting.

Starting in October:

Two team members (one from the social emotional and one of the academic team) will visit grade teams for a “wellness check-in”.

Purpose of Grade team meeting visits:

- ☐ Confirming any new students of concern.
- ☐ Providing inquiry forms and reminding teachers about the resource of RTI team members and available AIS.
- ☐ Reminding, confirming or setting meeting time with the teacher for RTI Consultation to the support student.
- ☐ Collecting any Inquiry forms that have been prepared by the teachers.

Team visit should be brief and will not include the full discussion of student present levels, as this is reserved for the formal more in depth RTI consultation meeting.

Team Member Specialties:

Social Emotional: Alison, Diana, and Michelle

Academic: Patti, Celeste, Wendy, Nichole Makarius

If at any point your need is urgent, reach out to Wendy for Academic support and Michele for Social/Emotional support. Our goal is to provide support to classroom teachers, students and families. This is the first step of RTI (Response to Intervention) before signing up for PPT (Pupil Personnel Team).

RTI PROGRESS UPDATE FORM

(ACADEMIC)

DATE _____

STUDENT NAME _____ **TEACHER** _____

GRADE _____ **ICT CLASS: YES OR NO**

RTI Service provider _____

Intervention start date: _____

Math GE _____ **Reading GE** _____ **Writing** _____

Direct Intervention (e.g. at risk counseling, small group work) YES NO

Indirect Intervention YES NO

Teacher/Classroom interventions tried:

Focus for RTI Concern and Intervention:

___ **Reading comprehension** ___ **Decoding** ___ **Math** ___ **Writing**
___ **Expressive Language** ___ **Receptive language** ___ **Fine motor**

Has progress been observed since RTI initiation? Yes No Some

In what areas? Explain:

What has worked well?

What are one or two big focus areas that still need support?

Next Steps: _____

Date of Revisit _____

Continue _____ **Date** _____ **Discontinue** _____ **Date** _____

**RTI PROGRESS UPDATE FORM
(SOCIAL-EMOTIONAL-BEHAVIORAL)**

DATE _____

STUDENT NAME _____ TEACHER _____

GRADE _____ ICT CLASS: YES OR NO

RTI Service provider _____

Intervention start date: _____

Direct Intervention (e.g. at risk counseling, small group work) YES NO

Indirect Intervention YES NO

Teacher/Classroom interventions tried:

Focus for RTI Intervention:

___ aggression ___ social conflicts ___ oppositional behavior
___ distractible ___ wandering (halls/classroom) ___ hyperactivity
___ relational aggression ___ other

Has progress been observed since RTI initiation? Yes No Some

In what area? _____

Has there been a in a reduction in the frequency of the observed behavior of concern? Yes No Some

What has worked well? _____

What are one or two big focus areas that still needs support?

Take Aways _____

Next Steps: _____

Date of Revisit: _____

Request for Copies

In order to avoid last minute requests for copies allow two days for each request and follow these steps:

- Requests should be for large runs and class sets. Small copy runs should be copied on the machines located on the 3rd, 4th and 5th floors. Copies should be in B & W, not in color.
- Use the form for every copy request (It is in the appendix). More request forms are located next to the copy request box in the Main Office.
- The form and the original(s) should be placed in the COPY box located in the MAIN OFFICE, 516 BY 4PM.
- Do NOT give copy requests to tech support or the parent coordinator.
- If possible, copies will be ready the next day – but it’s not guaranteed. Please allow TWO DAYS for each request. Copies will not be made “on demand.” Please plan accordingly.
- If requesting copies from pages of a book(s) and/or magazine(s), allow for an EXTRA DAY for processing, unless you make the first copy.
- Finished copies will be placed in your mailbox. Copies too large for the mailbox will be kept in the tech office, room 510.

Sign-In Book for Staff

The sign-in book for all staff members is located in the fifth floor Main Office (Room 516). Staff is REQUIRED to sign-in at the beginning of the day -- include both signature and time of arrival. The sign-in sheet is an official document and failure on our part to follow this procedure will result in instituting the use of time cards for staff members. Please use the sign-in book before doors open at 8:32am!

Staff Absences/Subcentral, Sublists: Reporting and Arranging Coverage

- Teachers contact a teacher on the MSC substitute list to confirm that a teacher can cover for you.
- Go onto <https://subcentral.eschoolsolutions.com> and enter that teacher’s name and or file number; request the file number from the teacher before contacting SubCentral.
- If none of our preferred substitute teachers are available, a staff member is expected to go to <https://subcentral.eschoolsolutions.com> or call SubCentral (718-935-6740) by 5:30 AM or the night before. SubCentral will assign a teacher and you will receive a job number; please write it down.
- If you are a new teacher to the NYC Department of Education you must register in order to use the SubCentral system. Enter SubCentral portal, enter file # and you will receive an automatic password. You will then be prompted to change your password. Use your file number as your Access ID and PIN. If you need assistance call SubCentral Help Desk Phone Number – 718-935-4401
- In addition to SubCentral, teachers must text, call or email Kerry (917-846-8204) / K Powers3@schools.nyc.gov) and Claire (646-326-6722) / CLowenstein@schools.nyc.gov) as soon as possible and give them the job number and name of the substitute.
- Para professionals must text or email Karen Guishard

☐ (917-515-0653/ Kguishardmakela@schools.nyc.gov) and Tatiana (917-710-5932) / ☐ Thoover2@schools.nyc.gov) in addition to SubCentral.

* In the event of an emergency absence, teachers should immediately email plans and information about the school day to Kerry at KPowers3@schools.nyc.gov and Claire at clowenstein@schools.nyc.gov

* If a teacher or paraprofessional has to be out for personal business or professional development, speak to Claire as soon as possible.

* If a teacher or paraprofessional must leave school early or miss a class for personal business, notify Claire. It is the teacher or paraprofessional's responsibility to arrange coverage for his or her class in advance.

* All classroom teachers will submit a sub folder to Kerry by September 15th. The folder will be kept in the main office so we are prepared. The sub folder will contain:

- ☐ Class Schedule, Seating Chart, Lesson Plans
- ☐ Bathroom and or when students are leaving the room
- ☐ Morning meeting routine
- ☐ When students are feeling ill
- ☐ Snack routine and List of allergies
- ☐ Class "break-up lists" in the event of their emergency absences (Gr K-4).
- ☐ Dismissal procedures (who picks up students at dismissal) (Grades K-5)
- ☐ Include names of helpful students within the class and name and room of buddy teacher

Staff Resources

On our website, www.ps333.org, click on the link "staff" to view our staff resources page. The page is non-public and requires a password. The password to view staff resources is "macadmin" On this page, you will find all forms including: the advance notice of absence form, field trip/meal request form, request for copies form, school directory and more. We have links to our digital playbook, professional learning and development cycles. To add to our page, please email Justine at jgilbuena@ps333.org.

Suspected Child Abuse

There may be situations during the year when teachers will observe, hear or learn that a student may have been, or is being abused or neglected. We are all mandated reporters and as such we are expected, in the best interests of our students, to follow up and act on our suspicions and evidence. Teachers are required to report suspicions of child abuse immediately. This means BEFORE the children are dismissed for the day, report to Claire, Kerry and Michelle, our guidance counselor, so they can respond in the appropriate and safest way.

Field Trips and First Friday Field Trip

Curriculum is enriched throughout the year with field trips. We may take small walks around the neighborhood or go on trips by school bus or subway depending upon the destination. The Department of Education (DOE) requires consent slips signed by parents/guardians for each trip. The DOE also requires one adult chaperone for each 10 children so parents and guardians' help is needed.

Please notify your families of upcoming trips and give specific information on lunch, transportation, etc. Depending upon the trip, you may request parent chaperones to accompany the class and assist in supervision. Permission slips must be filled out and returned in advance of any field trips.

Trips should be linked implicitly, if not explicitly, to our curriculum. At the beginning of the year make sure to obtain a trip permission form from families for each member of your class. A copy of each class set of permission forms will remain in the office and a class set should be taken on the trip

Planning a Trip:

When planning a trip (walking or bus, subway) fill out the online Trip Request Form two weeks prior to the field trip date. Place the request in Tatiana's mailbox in the office. If a Subway pass is needed, check it off on the form. The subway pass will be placed in your mailbox the day prior to the trip. There are no transportation passes available for public bus service. If you are using public bus service, ask students/families to bring in either change or a Metro card.

When planning, consider the needs of students in your classroom with limited physical mobility. You will need to know about wheel chair accessibility both at the site of the trip and in organizing transportation. Consult with the office and with PT/OT specialists well in advance so that we can make transportation plans together to ensure the inclusion of all students. Please notify prep teachers and other specialists who work with your class/students before your trip so they can adjust schedules accordingly.

Classroom teachers are responsible for handing out and collecting trip permission slips prior to each trip. Make sure to also include detailed trip information in your class newsletter and rely on class parents to help get the word out both to keep parents informed and to ensure the proper ratio of chaperones (at least 1:10). Younger siblings may not accompany parent chaperones.

Trips are part of the curriculum. No student may be left behind unless his/her behavior has been so disruptive as to threaten his/her safety. When considering whether a student will be excluded from a trip, send an email or schedule an appointment with Claire to discuss in advance of the trip so that a determination can be made

Day of Trip:

K-3 students should wear a label with school name, address and phone number. They are available in the office, room 516.

Leave a cell phone number and site contact number where you and your class can be reached in the office and sign-out for your class in the field trip binder in the main office (516). Also, make sure that you have left your class attendance sheet indicating absent students and that you have made accommodations with the main office (516).

Visitors To School: Publicity and Contact with Press

Please notify Claire directly, in writing and in advance, if you are planning to bring a visitor (guest speaker, observer from a community based organization, author, politician, DOE visitor, visiting educators, grant organizations, etc.) into the school building so that we can arrange any scheduling that may be needed and notify others on staff. In some cases, these visitors may need to be cleared with legal or other DOE departments. Also, contact Claire by email if a parent has requested an observer, psychologist, any outside person before scheduling a visit.

IN THE CLASSROOM

Curriculum Overview

Literacy: 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 Teacher's College (K-8).

Math: Our math curriculum is Engage New York Math Modules and CMP3 (6-8).

Students are encouraged to communicate their mathematical thinking with drawing models, numbers, equations and words.

Scaffolding techniques include:

- Teachers thinking aloud as they model various recording techniques and problem solving strategies during mini- lessons
- Encouraging students to independently select concrete materials from the math center that may be useful in solving a problem
- Making students aware of classroom anchor charts and their purpose
- Brainstorming a class list of mathematical vocabulary students think they may need before they begin a task

Celebrations of Learning

Publishing Celebrations and Student Work Showcases in each classroom community are celebrations of learning for children, their teachers and families. The teachers organize publishing Celebrations after a unit of study. This is a culmination of all the work the students have learned throughout the course of the unit. Each child should be an active participant in the celebration—planning and organizing, sharing their work, listening and

responding to the work of others. Likewise family members and staff should also be active participants. 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.

Core Themes

The core curriculum is interdisciplinary, emphasizing the study of artistic communication and language arts as well as technological, mathematical and scientific inquiry skills. It is designed to help students develop the skills necessary to participate as informed and responsible citizens in a rapidly changing world. MSC believes they can do this best by exploring and studying the world around them.

Classes engage students in an extended period of study, research and reading. The curriculum themes build upon each other from year to year with students studying material of increasing levels of complexity and sophistication. The core curriculum integrates City and State standards into daily inquiry-based learning. This means that children's work balances hands-on exploration with skill acquisition in a variety of subjects.

Electives for Grades 5-8

Art, Dance, Cooking, Power Play, Glee, Drama, Instrumental Jazz Ensembles, Percussion. For more information, please visit our website, www.ps333.org.

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.

Houses

Primarily for reasons relating to curriculum — in order to more closely address the developmental needs of our students — MSC is divided into two houses: Lower House (Kindergarten – Grade 3) and Upper House (Grade 4 – Grade 8).

Lost and Found

MSC is not responsible for personal items. Lost items are placed in the bins in the lobby. Families should check frequently because the bins will be emptied about once a month and items not claimed will be donated to charity.

LUNCH, SNACK, AND RECESS

Lunch

K & 1 students eat lunch in their classrooms.

2nd – 8th students eat lunch in the cafeteria.

7th and 8th grade students have the privilege to eat off campus.

School lunch is available for all students and is delivered to the classrooms in grades K and 1. Families may always send a lunch prepared from home. Every student must submit a lunch form regardless of whether the student will eat the school lunch. These forms determine if student is entitled to Free or Reduced lunch

We are happy to continue the WITS Cook for Kids program in the lunchroom for grades 2-8. The WITS menu continues to feature healthy lunch options cooked from scratch and a daily salad bar. Salad from the salad bar is brought to the K & 1 classrooms. The monthly lunch menu is available on our website, www.ps333.org.

Snacks

Snacks are available to students in their classroom. Please maintain a list outside each classroom, for families to sign up to provide snack for the entire class. MSC's policy is that snacks be healthy and easy for teachers to distribute. Families are asked not to send soda, candy, junk food, or high sugar foods like cookies and donuts to school for snack and lunch. A complete list of approved snacks will be made available. Please note gum is not allowed at school.

Food Allergies

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

If the child has specific allergies or medical concerns, please make sure that you speak with his or her family to ensure that proper precautions are taken. You cannot accept responsibility for medication regimes or for administering medication, though please work with the family to help ensure that the student's needs are met.

MSC does not maintain nut-or-dairy-free zones, but teachers should 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.

Reading

MSC students (K-8) are required to keep at least one independent reading book with them at all times in their backpacks to carry back and forth between home and school. Each student should keep a record of daily independent reading done at home and school in a reading log.

Each classroom has a leveled library and books in bins according to genres. We have a Bookroom (600) that is available to teachers. Our Bookroom was designed in collaboration with families. Families volunteer to keep track of books that are signed out. Teachers can go to the Bookroom and sign out books to supplement their library.

Reading Buddies

Our reading buddy program strengthens our K-8 model. Older students are paired with younger students across the school to share and read together. Older students reading to a younger buddy helps them develop a love of reading and a greater motivation to read. Younger students reading to their older buddies each week allows younger readers to feel a sense of accomplishment while they build fluency.

Recess

Grades K – 8 have recess every day. Grades K – 3, students have the option of playing in the “little yard” or the “big yard.” Grade 4 – 8, children are only allowed in the “big yard.”

We take students outdoors in almost all weather. The New York City Department of Education policy and New York City Department of Health Guidelines regarding outdoor play in cold weather states “Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible.” The NYC Department of Education states that outdoor play is permitted regardless of the temperature when weather and yard conditions are appropriate. Our policy is to send the students outdoors unless the surface is slippery or the weather conditions are extreme. Given the limited amount of physical activity during the school day, we want students to play outside as much as possible.

When it’s raining, the children have recess in the indoor gym. Students are supervised by teachers and by parent volunteers.

HEALTH ACCOMMODATIONS

If a 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, 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. For more information, please visit:

<http://schools.nyc.gov/NR/rdonlyres/461805A3-25CC-4397-AE8E-F8A32BCF6335/0/SH6520152016FINAL071415.pdf>

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

Families can obtain a Form 504 from the school office on the fifth floor. This form must be completed by the child's pediatrician and returned to MSC so that the child's allergic condition is officially noted. A new copy of the form is needed each year. Please make sure

that you speak with the families to ensure that proper precautions are taken. While you cannot accept responsibility for medication regimes or for administering medication, please work with families to help ensure that the student's needs are met.

MSC does not maintain nut-or-dairy-free zones, but please do your best to accommodate food restrictions and to help parents develop a food allergy action plan. Notify school administrators, depending on the severity of the allergy. Please make sure we have the most up-to-date contact.

A 504 Form is needed for allergies and orders for epi-pens. Photos are encouraged for all children who have a 504 Form for identification.

<http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm>

Illness

If a child becomes ill during the day, please send the child to the Main Office with a student buddy. A member of the school staff will escort the student to the nurse (if needed) and call families and request that they come to get him/her as soon as possible. Please maintain a box of Band-Aids and simple first aid kit in your classroom in order to attend to small issues in your classroom.

Lice

Head lice do not pose a health hazard, transmit disease, or indicate poor hygiene, but they are 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 for resources/links on lice prevention and treatment.

Keeping Children Home

For the welfare of the other students, parents should be asked to keep children home under serious conditions including but not limited to:

Any child with 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 last symptom. Pink eye is contagious – a child must have a doctor's note to return to school.

Going To Nurse

Students go to the main office, room 516 and then an adult/school aide accompanies our students to the nurse's office.

Leaving the Building

Children cannot leave the building without signed parental consent. Children who do not have a signed consent, or can't go on trips, are still expected to attend school and will be assigned to another class for the duration of the trip. Be sure to check for consent notes, sign and return forms promptly.

Volunteers

CLASSROOM VOLUNTEER: Parents, family members are encouraged to help out in the classroom. This provides an excellent opportunity for them to become familiar with what the children are learning. Their help makes an enormous difference to the children and contributes to the smooth functioning of the program. Let families know they are welcomed to volunteer.

CLASS PARENT: Please send home information about becoming a class parent for your classroom. Class Parents will take their lead from you. Explain what your expectations are so families will have a clear sense of what you will be asking them to do for the class during the school year. Please remind them that parents are not advocates for other parents in the class! Families should contact the parent coordinator themselves if they have an issue that needs to be addressed.

TRIPS: Extra hands are always welcome and needed for trips, based on each individual trip. Remind families to become involved in the PTA. There are lots of committees to join. Families can peak to the PTA, visit the PTA page on the website ps333.org at mccopres@gmail.com

Curriculum Night

Parents are urged to attend Curriculum Night. In the fall, staff will come together plan Curriculum Nights in order to outline the curriculum for MSC families, high-lighting the units of study and academics for the year. Please give families a detailed weekly schedule to help them understand what their child does each day and to know when special clothing is suggested (shoes for gym, for example).

Family Conference Days

There are three Family Conferences this year: October/November, March and May. Children are welcome and encouraged to participate at all grade levels. A student's working portfolios is a valuable tool that should be incorporated into each Family Conference. Another assessment tool that helps us set goals as a teaching team and look closely at the growth of at-risk learners is the Individual Educational Plan (IEP). In order to develop a more cohesive plan for our SETSS students, IEP Annual Reviews that include families, specialists and classroom teachers should be integrated into the Family Conference process for each student.

OUR WEBSITE

Calendar

Our MSC Google Calendar is posted on our website, www.ps333.org. Dates of testing, arts events, school functions, and community meetings will be posted. Claire's weekly letter and our email blast will also list important events.

PARTNERSHIPS

7TH & 8TH Grade Musical

Wizard of Oz, Beauty and the Beast Jr., Legally Blonde Jr., Once on this on Island Jr., Grease, Charlie Brown, Seussical, ANNIE, Music Man!!! Each spring semester, 7th & 8th grade students have the opportunity to produce a Broadway musical under direction of MSC arts teachers and theater professionals. It is a proud culmination of our arts curricula across K-8 in drama, dance, visual arts and literacy. In MSC tradition, the experience is hands-on; from audition to design, to acting, song and dance, costumes, and tech. Students realize full production values and the thrill of bringing a show to life in front of an audience of peers, family, and MSC community.

Lincoln Center Institute

Lincoln Center Institute collaborates with MSC teachers to develop extended, hands-on study that includes seeing live performances, visiting museums and learning about the creative process.

"Making Proud Choices"

A Workshop Series for Grades 6-8

An important component of Making Proud Choices is the strong emphasis on family and community. The curriculum teaches participants to make responsible decisions regarding their behavior, respect themselves and others, and appreciate the importance of developing a positive image. Studies show that adolescents who consider the role of pride when making difficult decisions tend to make more responsible choices. The curriculum addresses issues of self-esteem; self-respect and pride by emphasizing that it can make you feel proud and responsible to make sexually healthy decisions. The adolescents' sense of pride, self-confidence, and self-respect is encouraged and reinforced during role-play and other skill-building activities.

NY Sun Works - The Greenhouse Project

NY Sun Works is a non-profit organization that builds innovative science labs in urban schools. Through our Greenhouse Project Initiative, we use hydroponic farming technology to educate students and teachers about the science of sustainability.

The NY Sun Works Greenhouse Project uses hydroponic farming technology to educate students and teachers about the science of sustainability. The pilot NY Sun Works greenhouse at our own Manhattan School for Children opened in the Fall of 2010 and

functions as a hands-on classroom for students from Kindergarten through 8th grade with an integrated environmental science curriculum. Every year, we host our own “NY Sun Works Youth Conference @ MSC: Discovering Sustainability Science to showcase MSC 5th-8th grade students’ discoveries in science and their understanding of environmental issues.

Teachers College Reading and Writing Project

We work with the Teachers College Reading and Writing Project, a research and staff development organization housed at Teachers College, Columbia University. This collaboration helps develop ideas that are fundamental to literacy instruction.

Urban Advantage for Grades 6-8

Urban Advantage is a national network of urban science cultural institutions, public schools and public school districts in working partnership to improve science teaching and learning in K-12 public education, with an emphasis on middle school.

Wellness In The Schools

Wellness in the Schools (WITS) is a non-profit, community-based organization that inspires healthy eating, environmental awareness and fitness as a way of life for kids in public schools. Through meaningful public/private partnerships with school leadership, teachers, chefs, coaches, parents and kids, WITS develops and implements programs that provide healthy foods and environments and opportunities for regular play to help kids learn and grow.

The Teachers College Inclusive Classrooms Project (TCIP)

We will work with TCIP, a professional development organization that specializes in supporting K-12 administrators, teachers, and staff, to create organizational structures and curricular opportunities for all students to grow and thrive in their classrooms. Their philosophy is grounded in a stance of critical inclusivity whereby students labeled as disabled can participate in the general education curriculum when provided with appropriate supports and a universally designed curriculum. We will work with staff developers to continue to develop the skills and dispositions that address each and every student’s unique strengths and areas of difficulty. Also, it will continue to support teachers to create engaging curriculum and instruction for students who need more challenging work.

Roads To Success and The Beacon Program

MSC families partner with Roads to Success for full-time Afterschool programming for our elementary grades, and the Beacon Program for our Middle School students. For more information, please visit our website: www.ps333.org

ARTS AND ACTIVITIES

Art

Children in all grades learn about the many genres of art and the formal aspects of art including color, line and composition through the use of art materials in many media. MSC has a full-time art teacher and a dedicated art room.

Dance

Under the guidance of an experienced, full-time dance teacher in our beautiful and sunlit studio, children learn to express themselves in a variety of movement styles, to work with others through improvisation and choreography tasks and to use the body as a vehicle for exploration and problem solving.

Drama

All students participate in our drama program, creating and enacting stories and original works as part of their core curriculum activities. The program helps children understand concepts such as audience, voice and presentation while exploring classroom topics, enriching their understanding of material presented in the curriculum.

Gym

Physical education prepares children to be physically and mentally active, fit and healthy for life.

Music

All students participate in our music program. Instrumental music will begin in 4th & 5th grade. 5th & 6th grade will have half-year electives in instrumental Jazz ensembles, Percussion and Glee. In 7th & 8th grade, elective choices will be instrumental elective for the year for ensembles, Glee, percussion, Instrumental (Rock, New Orleans Brass Band, Creative Music Ensemble).

Greenhouse and Environmental Science

Through our partner NY Sun Works, a non-profit organization that builds innovative science labs in urban schools, and the Greenhouse Project Initiative, we use hydroponic farming technology to educate students and teachers about the science of sustainability.

The NY Sun Works greenhouse at MSC opened in the fall of 2010 and functions as a hands-on classroom for students from Kindergarten through 8th grade with an integrated environmental science curriculum. Every year, we host our own "NY Sun Works Youth Conference @ MSC: Discovering Sustainability Science" to showcase MSC 5th-8th grade students' discoveries in science and their understanding of environmental issues.

AFTERSCHOOL

Baseball

Baseball helps develop hand-eye coordination, quick thinking and reaction skills. It teaches students how to be a good team player, and helps make new friends while at the same time getting a healthy dose of exercise. Running, catching, throwing a ball and swinging a bat all provide tremendous strength and cardiovascular benefits for students.

Basketball

Basketball involves a lot of starting and stopping. It helps build endurance, improves balance and coordination, and develops concentration and self-discipline. It teaches students how to be a good team player, and helps make new friends.

Bloomington School of Music

Bloomington School of Music provides outstanding arts instruction to schools and students.

Flag Football

Flag Football helps develop hand-eye coordination, quick thinking and reaction skills. It teaches students the value of teamwork and exposes them to new friends while at the same time getting a healthy dose of exercise like cardio.

Girls On The Run

Girls on the Run is a transformational physical activity based positive youth development program for girls in 3rd-8th grade. We teach life skills through dynamic, interactive lessons and running games. The program culminates with the girls being physically and emotionally prepared to complete a celebratory 5k running event. The goal of the program is to unleash confidence through accomplishment while establishing a lifetime appreciation of health and fitness.

Handwork

"Hand work" is an important piece of a child's cognitive, social and emotional. In addition to the hand and project work students do in class, this program extends our practice and passion beyond the classroom day. We are offering a six week afterschool Handwork Program four times a year that include knitting, crocheting, weaving, paper work and sewing. Children will learn the basics of needle. Children will make their own knitting needles, learn to dye yarn and build simple cardboard weaving looms and hoop weaving looms.

National Junior Honor Society

Manhattan School for Children is a chartered and affiliated chapter of the prestigious National Junior Honor Society. Membership is open to students who meet the required standards in five areas of evaluation: scholarship, leadership, service, citizenship, and character.

Newspaper

The Word from 93rd is a newspaper that is completely created, edited and published by MSC students.

Track and Field

Running is an effective way to increase your cardiovascular fitness and encourages you to improve your running ability while promoting teamwork. Track is an individual as well as team sport. How you perform affects the team. It teaches students how to be a good team player, and helps make new friends.

Volleyball for Girls

Volleyball helps students increase their agility, hand eye coordination, strength and fast reflexes. It helps students get more fit and active. It also teaches how to be a good team player and learn good sportsmanship.

For more information, please visit our website: www.ps333.org

THE SCHOOL COMMUNITY

Chat with Claire

Each month we host Chat with Claire in the auditorium (we alternate a morning and an evening session each month). To help continue to facilitate our conversations, please share questions on our "Suggestion Box" on our website, www.ps333.org. Check the "Weekly Letters from Claire" and the MSC Community Calendar on our website for the upcoming events and dates.

PTA Meetings

The PTA 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 PTA 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 PTA Executive Board requests that matters to be discussed be submitted in writing in advance. Contact Executive Board: msc.copres@gmail.com

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.

PTA and Class Parents

Please send home information about becoming a class parent for your classroom. Class Parents will take their lead from you. Explain what your expectations are so families will have a clear sense of what you will be asking them to do for the class during the school year. Please remind them that parents are not advocates for other parents in the class! Families should contact the parent coordinator themselves if they have an issue that needs to be addressed.

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

Remind families to become involved in the PTA. There are lots of committees to join. Families can peak to the PTA, visit the PTA page on the website ps333.org at msscopres@gmail.com

Questions and Comments

Please visit our website, 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

- Your child's teacher - Post a note or Email
- Caren – caren@ps333.org
- Kerry - KPowers3@schools.nyc.gov
- Claire - CLowenstein@schools.nyc.gov

Your child's well-being and emotional development

- Your child's teacher - Post a note or Email
- Advisor for Grades 7-8 - Email
- Michelle MArgumedo@schools.nyc.gov
- Caren- caren@ps333.org
- Kerry - KPowers3@schools.nyc.gov
- Claire - CLowenstein@schools.nyc.gov

Activities in your child's classroom

- Your child's teacher - Post a note or Email
- Your Class Parent - Email
- Caren - caren@ps333.org

Curriculum

- Your child's teacher - Post a note or Email
- Kerry - KPowers3@schools.nyc.gov
- Claire - CLowenstein@schools.nyc.gov

School issues other than curriculum

- Caren - caren@ps333.org
- Tatiana - THoover2@schools.nyc.gov

Setting up a play date with a classmate's family

Your class parent for family contact information - Email

PTA ISSUES (fundraising, communications, community relations)

PTA Executive Board - MSC.Copres@gmail.com

DOE Policies and Practices

Caren - caren@ps333.org