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

If you are joining the MSC community for the first time this school year, we are a community where your active participation really does make a difference. Whether it is volunteering in a classroom or getting involved with the PTA or our many committees, your efforts have a direct impact on daily life in our school. We know that over time, you will love being part of the MSC community as much as those of us who are returning for another school year do.

Our families continue to have a personalized, interactive window into the curriculum, discipline policy, instruction, policies, mission and philosophy on our school website, www.ps333.org. Teachers post newsletters and photos weekly on their class pages and you can also see our school’s activities and showcases of student’s work. We continue to reach out to parents and the community through our school website and weekly email blasts.

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 or stop by and speak to her in her office, room 503.

Please welcome our new co PTA presidents Maura Duffy and Jason Isabell. Reach out to them at msc.copres@gmail.com with questions, and inquiries about joining a committee. For the most up to date information on PTA activities, check our website under “get involved” for upcoming PTA meetings and events.

It is going to be a great year!

Best,
Claire

2018-2019 Staff
Principal: Claire Lowenstein
K-5 Assistant Principal: Kerry Powers
6-8 Assistant Principal: Modesta Peralta
Business Manager: Tatiana Hoover
Parent Coordinator: Malaka Banks

Teachers
K-01 Julia Delehanty
K-02 Kysha Young
K-03 Lynn Parr
K-04 Gerri Ann Garrellick & Lindsey Simpson
101 Rachel Karp
102 Laurel Hutchinson
103 Suzanne Blank
104 Ya’arah Pinhas & Samantha Friedman
201 Karen Dunner
202 Eric Royo
203 Elizabeth Valentino & Rachel Samuels
204 Nancy Ching-Wei Chen
301 Elizabeth Frankel Rivera
302 Stephanie Bush
303 Marissa Denice & Alice Hsu
401 Katelyn Bornholdt
402 Aarenee Milton
403 Michele Tyndal & Stephanie Aiello
501 Kelly Provost
502 Maryann Schmidt
503 Hilary Kaden & Fara Goodman
601 Matthew Lyons
602 Anna Hererra & Nichole Makarius
601, 602, 701 Math Logan Tupper
702, 801, 802 Math Wyatt Knaster
702 Nicole Peters & Brian Wayne
702 Wyatt Knaster & Raphael Tompkin
801 Michelle Stagnitta
802 Alaina Stork
701, 702, 801, 802 Michelle Stagnitta – Science
701, 702, 801, 802 Nicole Peters – History

Art – Bernard Winter
Dance – Ana Rubenstein
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
Akil Marsh	Facylis Martinez	Natasha Muriel
Carisma Taylor	Rehka Rashada	Veronica Campozano
Danielle Monoghan	Thomas Parham	Pedro Perez
Rosemary Pina	Ysabel Quinones	Lisa Reme
Miguel Ruperti	George Warner

Academic Intervention – Wendy Smith
Special Education Teacher Support Services (SETSS) – Celeste Perez
Special Education Teacher Support Services (SETSS) – Amy Barnard
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 –

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

History, Mission Statement, Philosophy
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 mission is to be a caring community of lifelong learners, collaborative, learning 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.

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- Children learn when they feel good about themselves
- Children learn when their parents are active participants in their school

**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 doable list of classroom rules and expectations that facilitate learning and are based on the Golden Rule.

**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.

**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 this 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

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**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:**
Please make every effort to be on time. 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**
If you are running late for pick up, please call the office (212-222-1450) and notify the school.

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 you need to pick up your child early for any reason, please, come to the Main Office, Room 516, and sign your child out in the "Sign Out" binder. Your child will meet you in the Main Office. Please do not arrange to pick up your child during lunchtime 11:45 to 12:35pm. 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. ****
**Your child cannot be released to anyone who is not listed on the Emergency Contact Form ****

**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. Please 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 you call/email/send note, 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.**

### 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 families with calendar reminders. The school calendar is also available on our website at [www.ps333.org](http://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, an email blast will be sent to families.

Unexpected school closings for health or other reasons will be announced on [www.ps333.org](http://www.ps333.org), an email blast will be sent and it will be publicized via phone trees maintained by Class Parents.

### 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. 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.

**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 classroom teacher in planning for the “Special Day.” Special day snacks that are dropped off should be already prepared in individual portions.

### 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.

### 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 and at recess in the gym.

For 7th and 8th graders who have earned to 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 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 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 write a note asking your child’s teacher to call you, leave a message with parent coordinator, or send an email to the teacher. Teachers are not able to speak to parents during instructional time.

**Even though parents often see teachers at arrival and dismissal, teachers are usually busy at these times and their priority is interacting with students. Nothing but brief, casual communication is possible during arrival and dismissal, so if you have detailed questions, they may not get the attention they deserve. This is not the time to set up meetings.**

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 PTA.

**Grade Newsletter**
Teachers communicate with parents in their classroom by writing weekly newsletters advising families of the goings-on in the classroom. The Classroom Newsletters are posted on the “Class Pages” on our website: [www.ps333.org](http://www.ps333.org). Topics range from what the children are learning, to upcoming events and field trips. They are distributed in the children’s mailboxes. These letters are sometimes written by all the grade-level teachers as a group, and sometimes by an individual classroom teacher.

**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
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 anytime through our Google Classroom online platform.

**IN THE CLASSROOM**

**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 Teacher’s 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 (8th). 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.

It allows students to make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as active members of a global community. It engages our students in historical thinking and challenges students to think like historians and encourages them to raise questions, think critically, consider many perspectives, and gather evidence in support of their interpretations through the practice of chronological processing, decision-making, and historical research and analysis.

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) introduces students to cutting-edge technology and connects science and the environment through sustainable urban farming asking questions,
investigating systems, making predictions and designing solutions. The curriculum emphasizes the child’s perspective in the process of learning and promotes project based, critical thinking, and collaborative work. Students not only learn the general requirements of the mandated New York State Science Standards and the Scope and Sequence Standards, they go beyond by addressing issues of today’s environmental global concern.

In 6th grade, energy, 7th grade, earth science, Regents Living Environment and Challenge Based Modules intensive, short-term interdisciplinary courses developed around real-world challenges. They are designed to enhance students’ understanding of big ideas and broad global concepts, and their development and application of 21st century skills.

**Homework Policy**

Our homework policy was developed through vertical collaboration from Kindergarten to Eighth grade. It is based on our school philosophies and guiding principals. We believe that children need time to explore, and grow in, areas besides their academic endeavors. As educators, we gave careful thought and deliberation as to what homework will best meet the needs of all our students.

- There will be no weekly packets or assignments in first through fifth grade.
- Checklists on progress reports, will not include a homework category.
- If families feel that they want more homework, they can let their child’s teacher know, and teachers can recommend workbooks, websites, and other resources.
- If families feel that their child is struggling to meet the homework expectations they may speak with their child’s teacher to find a solution.
- Kindergarten will have no homework.
- There will be no assignments given on weekends, holidays, or vacations.
- 6th, 7th and 8th grade faculty will work to coordinate their homework assignments to ensure that student workloads are manageable.
- 1st – 8th students may have nightly stamina reading based on grade, and class expectations. Students may also be expected to respond in writing to their reading, also based on grade and class expectations.
- 1st – 8th will focus on building automaticity and fluency in math. This may include sending home materials such as games, flash cards, quiz prep sheets, unfinished class work, etc.
- 1st – 8th will focus on building automaticity and fluency in word work. This may include sending home materials such as flash cards, quiz prep sheets, unfinished class work, etc.
- Unfinished class work may also be sent home for completion, based on individual teacher discretion.
- Quizzes may be given as a way for teachers, and families, to monitor student progress.
- In addition to quizzes, progress reports, family conferences, and informal check-ins during drop off and pick up, weekly newsletters are a way for families to monitor student and class curriculum progress.

**Celebrations of Learning**

Publishing Celebrations and Student Work Showcases in each classroom community are celebrations of learning for children, their teachers and families. Publishing Celebrations, are organized by the teachers 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.

**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](http://www.ps333.org).

**Responsive Classroom**
Responsive Classroom is a research and evidence-based approach to education that fosters safe, challenging, and joyful classrooms in schools, kindergarten through eighth grade. Responsive Classroom practices help educators become more effective in three key domains each of which enable and enrich the others.

- “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.

K-8 Responsive Classroom structures and practices employed in every classroom. Morning Meeting is the cornerstone of RC in K-5 classrooms. In 6th, 7th & 8th grade, students participate in Advisory meetings that allow for students to connect to the teacher, our school, and to each other.

**Town Hall Meetings**
Town Hall Meetings bring the whole school together in the auditorium to celebrate our learning community. Town Hall meetings happen once a month to enhance our culture of learning at MSC. The theme of each month will be around a vocabulary word. The common use and understanding of the "word of the month" will unify the school. The more we all plug into the themes, the more effective Town Hall will be in developing school-wide culture.

4-8: Each class rotates leading
K-3: Each class rotates leading

**School-Wide Rules Congress and Representatives**
RULES: Each class creates rules. CLASS REPRESENTATIVES: Each class selects 2 class representatives to present their class’ rules (K/1 teachers will choose, grades 2-8 will elect representatives). Class representatives will come to a rules congress with Claire and Wendy. Two delegates from each grade will be selected from among these representatives for monthly meetings with Claire and Wendy.

**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 students eat lunch in their classrooms.
1st – 8th grade students eat lunch in the cafeteria.
7th and 8th grade students have the privilege to eat off campus.

School lunch is available to all students and is delivered to the classrooms in Kindergarten. 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 classrooms. The monthly lunch menu is available on our website, [www.ps333.org](http://www.ps333.org).

**Snacks**
Snacks are available to students in their classroom. Families sign up, on lists maintained outside each classroom, 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 through your teachers. Please note gum is not allowed at school.

**Food Allergies**
You 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. 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.

**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 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, 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](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
You 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. 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.
[http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm](http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm)
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 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 are 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
An adult/school aide accompanies our students to the nurse’s office.

Volunteering
CLASSROOM VOLUNTEER: Parents, family members are encouraged to help out in the classroom. This provides an excellent opportunity for you to become familiar with what the children are learning. Your help makes an enormous difference to the children and contributes to the smooth functioning of the program. Contact the Parent Coordinator if you are interested in learning about ways to volunteer in the classroom.

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.

TRIPS: Extra hands are always welcome and needed for trips, based on each individual trip. Speak to your teacher.

BECOME INVOLVED IN THE PTA! There are lots of committees to join. Speak to the PTA,
visit the PTA page on the website ps333.org at mscopres@gmail.com

Curriculum Night
Parents are urged to attend Curriculum Night. In the fall, the teachers from your child’s grade come together to outline the curriculum for MSC families, highlighting the units of study and academics for the year. You will also receive a detailed weekly schedule to help you understand what your child does each day and to know when special clothing is suggested (shoes for gym, for example). A number of other events are also organized to keep you informed about the activities and subjects your child will encounter as the school year progresses. They provide an excellent overview of what’s expected from your child and an opportunity for you to be proactive in supporting your child’s education at home.

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.

Trips and First Friday Field Trips
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 and a teacher MAY request parent chaperones to accompany the class and assist in supervision. The teachers will notify you of upcoming trips and give you specific information on lunch, transportation, etc. Permission slips must be filled out and returned in advance of any field trips.

If you are chosen to accompany the class on a school trip, please follow the instructions of the teacher who organized the trip:

Turn off your cell phone
Limit adult socializing
Do not bring siblings of any age. This is a liability as well as a safety issue.
Do not purchase souvenirs or food for your child or any student unless requested to do so by the teacher.
Remember that you are there for all the students, not just your child.

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.
Visiting During School Hours
Entry to the school during the day is only via the main office. If you are visiting your child’s classroom for an event, trip, or appointment with the teacher, you are required to sign in at the security desk (you will need to present a valid form of picture identification). The school safety staff will direct you to the main office, Room 516, where a staff member will assist you to your destination.

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. A weekly email blast will also list important events and will go out to families each week.

Class Pages
To visit your class page and view weekly newsletters from your teachers (Grades K-5), please click on “class pages” on our website, www.ps333.org. All class pages are non-public and they require a password. The password to view class pages is “abc123.”

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, to your contacts so that we are one of your approved emails. To subscribe on your own, please visit our website, www.ps333.org, and click on “subscribe” on the front page of our website and fill out necessary information. Again, add 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.

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.

Suggestion Box
On the front page of our website, click on the link “Suggestion Box” to share your suggestions and questions. Answers will be discussed in person during Chat with Claire meetings, please check our calendar and email blasts for updates on the meetings.

PARTNERSHIPS

7TH & 8TH Grade Musical
Grease, 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.

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
Our teachers also 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)
TCIP is a professional development organization that specializes in supporting K-12 administrators, teachers, and staff in creating 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. Our teachers 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, to continue to support teachers to create engaging curriculum and instruction for students who need more challenging work.

**K-5 Math Solutions**  
K-5 Math Teaching Resources is a New York City-based math consultancy dedicated to transforming the teaching and learning of mathematics, thereby improving outcomes for all students in elementary school and beyond. They provide on site coaching and professional development focused on increasing teachers’ pedagogical and conceptual understanding of the teaching and learning of mathematics. The work is deeply rooted in current educational theory and practice, and in the principle that high quality teaching begins with the teacher’s own deep subject matter knowledge.

**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*

**The Center for Emotionally Responsive Practice at Bank Street**  
We have secured a partnership with Lesley Koplow and The Center for Emotionally Responsive Practice at Bank Street. Emotionally Responsive Practice uses a deep knowledge of child development and respect for each child’s life experiences to inform classroom routines, teacher-child interaction, and curriculum.

**Empowering Upstanders: Bullying Prevention**  
The Leadership Program’s Empowering Upstanders Project - a social emotional learning approach to building empathy and kindness by building upstander in classrooms and communities. Leadership trainers would come into the class and facilitate lessons from our curriculum.

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**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 pilot 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.

**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.

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- 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.

- If a student breaks a rule, then the student works with teacher to fix it and then institutes a loss of privilege. Students also take a break-a designated place in the room so a student can separate, calm down and join back when ready. If misbehavior continues, the student is instructed to take a break in a buddy classroom.

- If a student’s behavior is consistently disruptive, despite a teacher’s attempts to correct the behavior the student is then referred to the response to intervention team (the guidance counselor, administration, advisor and teachers). The team will meet with the students and parents (when necessary) to develop a behavior improvement plan and assign appropriate consequences for the negative behavior. When appropriate, the team may place a student on a conduct sheet. Conduct sheets are a way for a student to track his/her behavior and for parents to monitor progress at school. Students on a conduct sheet are responsible for checking in with Modesta (6-8), Kerry (K-5), our assistant principal, at the start and end of each school day to review the conduct sheet.

- 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.

**Suspension**

If behavior continues to be disruptive, or the severity of the behavior warrants, students may be given a suspension as per the guidelines of the NYCDOE Discipline Code.

- Principal’s Suspension. This takes place at school. The child is given class work during the day, a place to stay, and is monitored by middle school faculty.

- Superintendent’s Suspension. For major discipline issues a judicial process is followed that includes a formal hearing and may result in suspension that must be served at an off-site location.

**Caring Community Model**
MSC Caring Community Model is an extension of our Responsive Classroom work. Students follow the caring community model daily to remind students of the behavioral expectations across and throughout the school building.
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.

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:

● Volunteer to spend time with your child’s classroom
● Chaperone a class trip
● Bring classroom snacks
● Help with the class phone tree
● Read or tell a favorite story to your child’s class
● Make a 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
● Become a Reading Buddy or provide one-on-one tutoring
● Share your strength or love of chess, yoga, violin, drama, sports or another subject with a small group of children
● 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, or the “who to contact list.” If you have a suggestion, we have a suggestion box on the front page of our website.
<table>
<thead>
<tr>
<th>If your concern is about</th>
<th>You should contact</th>
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<tr>
<td>Your child’s academic progress</td>
<td><strong>Your child’s teacher</strong> - Post a note or Email&lt;br&gt;<strong>Parent Coordinator- Malaka</strong> – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>K-5 Assistant Principal Kerry</strong> - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>6-8 Assistant Principal Modesta</strong> – <a href="mailto:Mperalt@schools.nyc.gov">Mperalt@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>Claire</strong> - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Your child’s well-being and emotional development</td>
<td><strong>Your child’s teacher</strong> - Post a note or Email&lt;br&gt;<strong>Guidance Counselor- Michelle</strong> <a href="mailto:MArgumedo@schools.nyc.gov">MArgumedo@schools.nyc.gov</a>&lt;br&gt;<strong>Parent Coordinator- Malaka</strong> – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>K-5 Assistant Principal Kerry</strong> - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>6-8 Assistant Principal Modesta</strong> – <a href="mailto:Mperalt@schools.nyc.gov">Mperalt@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>Claire</strong> - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></td>
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<tr>
<td>Activities in your child’s classroom</td>
<td><strong>Your child’s teacher</strong> - Post a note or Email&lt;br&gt;<strong>Your Class Parent</strong> - Email&lt;br&gt;<strong>Parent Coordinator-Malaka</strong> – <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Curriculum</td>
<td><strong>Your child’s teacher</strong> - Post a note or Email&lt;br&gt;&lt;br&gt;<strong>K-5 Assistant Principal Kerry</strong> - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>6-8 Assistant Principal Modesta</strong> – <a href="mailto:Mperalt@schools.nyc.gov">Mperalt@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>K-5 Kerry</strong> - <a href="mailto:KPowers3@schools.nyc.gov">KPowers3@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>6-8 Modesta</strong> – <a href="mailto:Mperalt@schools.nyc.gov">Mperalt@schools.nyc.gov</a>&lt;br&gt;&lt;br&gt;<strong>Claire</strong> - <a href="mailto:CLowenstein@schools.nyc.gov">CLowenstein@schools.nyc.gov</a></td>
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<tr>
<td>School issues other than curriculum</td>
<td><strong>Parent Coordinator- Malaka</strong> <a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a>&lt;br&gt;<strong>Business Manager-Tatiana</strong> - <a href="mailto:THoover2@schools.nyc.gov">THoover2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Setting up a play date with a classmate’s family</td>
<td><strong>Your class parent for family contact information</strong> – Email</td>
</tr>
<tr>
<td>PTA ISSUES (fundraising, communications, community relations)</td>
<td><strong>PTA Executive Board</strong> - <a href="mailto:MSC.Copres@gmail.com">MSC.Copres@gmail.com</a></td>
</tr>
<tr>
<td>DOE Policies and Practices</td>
<td><strong>Parent Coordinator- Malaka</strong> –<a href="mailto:mbanks5@schools.nyc.gov">mbanks5@schools.nyc.gov</a></td>
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Dear Families,
Welcome to Reading Workshop. We are excited to share the experience of your child’s journey with you by taking you on a tour of the workshop experience. Reading Workshop is an approach to the teaching of reading that helps children become lifelong, avid, and expert readers.

In Reading Workshop, class usually begins with a minilesson, in which the teacher shares a reading strategy that will help children become more powerful readers. Then children go off to read - and to work on their reading. Sometimes they are reading partner or book club books, other times they are reading independent books. Very young readers will read two or three books during a single workshop. Older readers will read one book over several days or a week. While the children read, the teacher works with small groups or confers with individual readers.

The independent reading time of the workshop is the heart of the workshop. This is where most of the "magic" happens. Your child, from the first day of school, is set up to be independent during the workshop. During independent work time, students pull from the repertoire of strategies that they have learned in workshop.

Your child will mostly read books from the classroom library and the school library. They’ll bring these books home every day to read as well. The children will be interested in a huge variety of books. Some will love sports books, others will love books about animals, others will love adventure stories. Let me know if your child has special interests, and we’ll do our best to encourage those interests through reading.

Our reading curriculum is divided into units of study. A unit of study focuses on a set of reading skills. For instance, in a mystery book club unit, children not only read mysteries, they learn to read more closely, thinking hard about small details that authors lay out as clues.

Our goal is for children to read as much as possible, and for all your children to learn to love reading. Let me know if for some reason reading feels hard, and we’ll work together to support your child.

**What You Need To Know About Reading Levels and Benchmarks:**
What does my child’s reading level mean? What reading level should my child be at right now? What should I do to help my child move up levels? How do I find books at my child’s reading level? In this video Mary Ehrenworth gives a detailed and easy to understand overview of reading levels, from the purpose behind them to the differences between the different levels of books. Please click on the link below and watch the video.

https://vimeo.com/268031648/606347204b

All the best,
Claire

Dear Families,
Welcome to Writing Workshop! Writing Workshop is an approach to the teaching of writing that lives in graduate school writing programs, in college writing classes, and in
your child’s classroom. The aim of Writing Workshop is to help children become powerful, passionate, and independent writers.

In Writing Workshop, class begins with a minilesson, in which the teacher demonstrates a writing strategy that will help children become more powerful writers. Then children go off to work on their writing. Very young writers will write one or two pieces during a single workshop. Older writers will work on a piece over several days or a week. While the children write the teacher works with small groups or confers with individual writers.

Your child will write stories, essays, articles, books, and poetry in the writing workshop. They’ll learn about something called writing process. All professional writers follow a writing process. In writing process, writers collect ideas, they draft, they revise, and they publish. Sometimes they move through this process quickly, and sometimes they take more time for parts of the process.

Your children will have a variety of tools to support them in school and at home. These include:

- Writing strategies - help writers become more powerful. They’ll learn these strategies during Writing Workshop.
- Mentor texts - writers study model texts, which are usually by published writers, to learn more about the art of writing.
- Checklists - our school uses writing checklists from the Teachers College Reading and Writing Project. These checklists support children in understanding expectations and setting personal goals.
- Charts and mini-charts - teachers create a record of what they’ve taught, on large posters called charts or in mini-charts. These tools remind children of what they’ve learned.
- Spelling and word charts - children often have personal or class lists of words they are working to spell accurately.

Across the year, our writing curriculum is divided into units of study. A unit of study, might focus on fiction, or essay. At the end of most units of study, we’ll have a publishing celebration. Mostly, Writing Workshop will help your child develop an identity as a writer. We hope it’s a beautiful, and life-changing experience.

All the best,
Claire

Information For Families:

What is the Responsive Classroom approach?
It is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all students. Teachers who use the *Responsive Classroom* approach understand that all of students’ needs—academic, social, emotional, and physical—are important. Elementary and middle school teachers create an environment that responds to all of those needs so that your child can do his or her best learning.

*The Responsive Classroom approach develops teachers’ competencies in four key areas:*

**Engaging Academics**—Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.

**Positive Community**—Teachers nurture 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 create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

**Developmentally Responsive Teaching**—Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

*How might the Responsive Classroom approach look and sound in my child’s classroom?*

The *Responsive Classroom* approach offers practical strategies for teaching, rather than formulas telling teachers what they must do in the classroom. Teachers adapt the strategies as needed to address their students’ needs, so things may look a bit different in each classroom. But you’ll usually see and hear teachers:

**Leading a daily Morning Meeting in the elementary setting and a Responsive Advisory Meeting in the middle school setting.** These routines set a positive tone and build a sense of community and belonging while giving students practice in key academic and social skills.

**Teaching students the specific skills they need to participate successfully,** from how to respond to a signal for quiet to how to respectfully disagree with a classmate.

**Treating mistakes in a positive way.** Teachers see mistakes (in academics and in behavior) as important steps in learning. They encourage students to learn from their mistakes and “try again.” They offer support and reteach as needed. At the same time, teachers provide clear expectations for behavior and stop misbehavior quickly so that students can focus on learning.

**Using positive language.** Teachers choose words and tone that encourage students to work hard, enjoy learning, and persist through difficulties.
Teaching in ways that build excitement about learning. Teachers give students some choices in their learning. They also plan active lessons (ones that get students up and moving) and interactive lessons (ones that encourage students to share their information, ideas, and questions).

Giving students opportunities to reflect on their learning. Teachers ask students to think about what they’ve learned, both individually and as a group, because doing so helps students learn more and builds community.

Reaching out to parents. Teachers communicate often with parents and welcome them as partners in their child’s education.

How do you know it works? Over the past thirty years, teachers who use Responsive Classroom strategies have reported significant improvements in their students’ learning and behavior. And researchers, as well as teachers, have found that students:

Achieve higher scores on math and reading tests
Have better social skills (listening, disagreeing respectfully, waiting for a turn, etc.)
Feel more positive about school, teachers, and peers

Where did the Responsive Classroom approach come from? A group of public school educators began developing it in 1981, building on the best research about how children learn. Over the years, the approach has been refined to reflect the most current and useful knowledge about children.

What social skills do teachers focus on? Students learn academics most easily when they have strong social skills that let them take a positive role in classroom life. For example, the social skill of listening respectfully helps students learn from classmates’ oral reports, get information from their teacher about how to solve a math problem, and enjoy a book the teacher reads aloud to the class. Here are some of the specific social skills that teachers focus on throughout the year, with special emphasis during the early weeks of school:

Cooperation (working smoothly with others)
Assertiveness (confidently putting forth your ideas and opinions)
Responsibility (taking charge of yourself and working hard at your learning)
Self-control (thinking before acting)
Empathy (listening to others and understanding how they might respond to your words or actions)

How do teachers teach these skills?
Teachers understand that students may not come to their classrooms knowing how to take turns, listen, disagree respectfully, walk quietly in a hallway, or do many other things that reflect positive school behavior. To help the students learn, teachers will carefully:

- Break skills and tasks into small parts
- Briefly describe the behavior they’re looking for
- Model the behavior
- Give students plenty of practice and feedback
- Reteach as necessary throughout the year

**When do teachers teach these skills?**
Teachers weave social skills teaching into everything the students do—academics, recess, lunch, and even entering and leaving the school building and classroom. During a math lesson, for example, third graders learn how to count money while also learning how to listen respectfully to a classmate’s idea for how to solve a problem. During recess, students of all ages learn how to include everyone in their games.

Although teachers help students learn social skills throughout the school year, they focus most strongly on teaching these skills during the early weeks of school. It’s during this time that expectations for behavior are clearly laid out and students are taught how to meet these expectations. When teachers take the time to teach and model these skills well in the beginning of the year, they spend less time on behavior problems and more time on learning all year long.

**What about classroom rules?**
During the early weeks of school, teacher and students create rules based on the students’ goals for learning. Students follow the rules more willingly because they helped to make them. Teachers refer to the rules many times throughout the day and year, helping students understand how following the rules helps everyone to learn. Some schools also have a few basic schoolwide rules that everyone follows in the hallways, lunchroom, and other common spaces.

**What do teachers do when children break the rules?**
Teachers understand that all students will, at one time or another, test or break the rules. When that happens, teachers discipline firmly but kindly and positively. The goals are (1) to stop the misbehavior as quickly as possible so that the child (and classmates) can get back to learning and (2) to teach the child to reflect on and control his or her own behavior.

The *Responsive Classroom* approach offers teachers many tools to help students control their own behavior and contribute to the classroom community. One very important tool is clear, positive language. When students are just beginning to go off course, teachers use reminding language (Karen, what should you be doing right now?). When students are clearly misbehaving, teachers use redirecting language
(Mike, hands in your lap). And when students are doing well, teachers use reinforcing language (I noticed that you cleaned up very quickly today). Teachers also make sure that the consequences for misbehavior are related to the misbehavior and respectful of the child.

Teachers also use positive take a break or refueling station in the classroom to help students regain control when they’re just beginning to lose it. This offers students a quick way to calm down, reset, and rejoin the class with dignity— it’s not a punishment.