

# MIDDLE SCHOOL 890



Realizing students' full potential.



# Student and Family Handbook

2020-2021

# Contents

<b>Section</b>	<b>Page</b>
Welcome Letter	3
Staff Directory	4 - 5
School Day Schedule	6
Mission, Vision and Core Values	7
SPARK Enrichment Cohorts	8
Curricula	9
Rules and Procedures	10-13
Grading Policy	14
Homework Policy	15
PBIS and Student Jobs	16
Supply List	17
Student and Family Pledge	18
COVID-19 Procedures and Protocols	19-23



Dear Students and families,

---

We are so excited to welcome you to Middle School 890 for the 2020-2021 school year!

As a student of MS 890, you have been given a rare and special opportunity to shape the success of our school and leave your mark for future generations of students and families to come. Together we will create a vibrant, rigorous and fun learning community that will set apart MS 890 as a school of excellence.

Each of us has a unique set of talents and abilities, even ones we may not yet know exist. The meaning of our mission – to realize students’ full potential – is two-fold. “Realizing” your potential means not only fully understanding what you are capable of, but also bringing it into fruition, in other words, making it *real*. The staff of MS 890 is dedicated to this mission, and I invite our students to broaden their horizons, be open to new challenges, and commit to learning so that they too can realize their full potential.

This handbook serves as an overview to some of the policies and expectations for students and families. As we grow together, we may revise some of these policies to best fit the needs of our school community.

We look forward to growing, learning, and realizing our potential together with you!

Sincerely,

**The MS 890 Staff**

	Name	Role Assignment	Room #	Phone Ext.	Email @schools.nyc.gov
Administrative	Frangella, Nicholas	Principal	M.O. 417	4134	nfrangella
	Votinelli, Gina	Assistant Principal	516	5161	gvotine
	Lopez Urena, Miguelina	Parent Coordinator	414B	4142	mlopezurena
	Manzuela Duran, Zahira	Secretary	413	4134	Zmanzuetaveras
	Bernard, Nekeisha	School Aide	413	4132	Nbernard6
	LoConte, Tricia	School Aide	413	4132	tloconte
	Thomas, Susanna	School Aide	413	4132	Sthomas67
Teachers (Core Subjects)	Ali, Mohamed	Science			Mali17
	Alshayhbi, Arwa	Special Ed			
	Ahmed, Sumaiya	Science			Sahmed37
	Andress, Matt	Social Studies			Mandress
	Cummings, David	Special Ed, Social Studies			Dcummings8
	Czirr, Jennifer	Special Ed, Math			Jczirr4
	Enny, James	Social Studies			jenny
	Fava, Joseph	Math			jfava
	Freeman, Robert	ELA			Rfreeman8
	Golembe, Daniel	SPED, Science			dgolembe
	Lew, Audrey	Science			Alew3
	Strandberg, Jennifer	Math			Jliu17
	Masterson, Thomas	ELA			Tmasterson2
	Muriente, Louis	AIS ELA, Blended Learning			lmuriente
	Murray, Dwayne	Special Ed			
	Rolon, SandyRose	Math/STARS			Srolon2
	Ricca, Cassandra	Special Ed, ELA			Cricca2
	Rolon, Sandyrose	AIS Math, Conflict Res.			Srolon2
	Sassu, Paige	ELA			psassu
	Sixta, Joseph	Social Studies			jsixta
Teachers (Cluster)	Balsamo Solano, Alejandra	ENL			Asolano8
	Karantzalis, Georgia	Phys Ed/Health			gkarantzalis
	Kung, Simone	Art			Skung3
	Rodney, Candice	Spanish LOTE			Crodney2

	Osswald, Brett	Phys Ed / Health			bosswald
	Russo, Diana	Music			Drusso15
	Zweig, Rachel	Theater / Performing Arts			Rzweig3
Paraprofessional	Adelphin, Rebecca	Paraprofessional			Radelphin
	Aly, Jael	Paraprofessional			jaly2
	Cox, Letice	Paraprofessional			Lcox6
	Gerard, Sarah	Paraprofessional			Sgerard2
	Noel, Genao	Paraprofessional			
Support Staff	Turner, Caroline	Guidance	518B	5182	Cturner19
	Gregory Mellon	Psychologist	518A	5181	gmellon
	Jerome, Cynthia	Family Worker	518A	5181	cjerome5
	Johnson, Samuel	Physical Therapy			Sjohnson50
	Brothers, Katelyn	Speech			Kbrothers2
Tech Intern	TBD	Technology	4133	4133	
NIA After School	TBD	Director	C14	6014	<a href="mailto:nia.ms890k@NIABklyn.org">nia.ms890k@NIABklyn.org</a>
Custodian	Ciminelli, John	Cust. Engineer	C02	6020	CK338
Nurse	Caccavo, Na	Nurse	117	1175	<a href="mailto:ncaccavo@health.nyc.gov">ncaccavo@health.nyc.gov</a>
School Safety	Acevedo, Eric	School Safety Officer	Front Desk	1000	

## **School Information**

Middle School 890 – 22K890  
21 Hinckley Place  
Brooklyn NY 11218

**Nicholas Frangella, Principal**

[Nfrangella@schools.nyc.gov](mailto:Nfrangella@schools.nyc.gov)

**Gina Votinelli, Assistant Principal**

[Gvotine@schools.nyc.gov](mailto:Gvotine@schools.nyc.gov)

School Website: [www.ms890.org](http://www.ms890.org)

**Main Office:** Room 413

**Phone:** (929)397-9200 **Fax:** (929)397 - 9205

Community School District 22

Julia Bove, Superintendent

# School Day Schedule

**\*\* Students may NOT arrive before 8:45AM\*\***

**Students must be in their first period classroom by 8:50 AM. Any student arriving after 8:50 will be marked late. Breakfast program begins at 8:45am and ends at 9:15am. Dismissal is at 2:20PM.\*\***

PERIOD	START TIME	END TIME	DURATION
1	8:45	9:32	47 minutes
2	9:32	10:19	47 minutes
3	10:19	11:06	47 minutes
4	11:06	11:53	47 minutes
5	11:53	12:40	47 minutes
6	12:40	1:27	47 minutes
7	1:27	2:14	47 minutes

## Mission, Vision and Core Values

### Our Mission and Vision

The community of Middle School 890 believes that a well-rounded individual, passionate about learning and committed to his or her talents, is best prepared for the demands of the modern career landscape. Through the approach of the School-wide Enrichment Model, the staff of M.S. 890 is committed to creating an engaging, supportive and rigorous learning environment for everyone. Our academic program, which leads students through a series of project-based, interdisciplinary units of study, frames learning experiences within the context of the real world. Teachers plan for open-ended tasks that allow for various solutions, work products, and means of showing mastery. Students are actively engaged in instruction that requires high-level thinking, discussion and collaboration with peers. Students choose an enrichment cohort and work side-by-side with their peers to dive deeply into their selected content area. Through guest speakers, field trips, and authentic learning tasks, students become experts in their field and work towards a culminating capstone project in senior year, during which they solve a self-identified problem or question and present their findings to the community. As a result, students grow as independent thinkers and apply what they learn to devise solutions that have a positive impact on their world.

#### **Connection to other subject areas**

Students should understand that learning does not happen in a vacuum. Teachers will plan for activities where students make purposeful connections to other subjects and areas of study.

#### **Connection to the real world**

Students should understand the connection of what they are learning to the world around them and be able to apply that learning to solve real-life problems they may face outside of school or as they move on in their educational and professional careers.

#### **Connection to one another**

Students will have opportunities to collaborate productively on learning tasks that are rigorous and require them to build on each other's talents and interests in order to get the job done. Using multiple means and media to work together, students will come to appreciate one another's gifts and contributions. Appropriate use of technology, social media and verbal interactions are taught through these

### POTENTIAL

#### "Realizing our Full *Potential*"

P	Partnering with parents, professionals, and others to make a positive impact in our world
O	Open minded to approaching new challenges with a positive attitude
T	Thoughtful and reflective in our learning
E	Empathetic to peers, colleagues and other members of the community
N	Nurturing our talents and interests through school-wide enrichment
T	Thriving under challenging circumstances
I	Inquisitive and interested in finding the solution to everyday questions and problems
A	Achieving our goals – be they academic or social
L	Life-long learners

## SPARK Enrichment Cohorts

Students will select their preference for **SPARK** classes prior to the start of the school year.

**SPARK** classes will meet once per week.

Content in the SPARK is aligned to the common core learning standards and exposes students to real-world problems and learning experiences that are engaging and appropriately challenging.

### Studio Classes

Studio meets once per week and provide additional enrichment and an opportunity for students to explore their interests and talents.

### Capstone Experience

By the end of their time at MS 890, each student is expected to have gone through the Capstone experience. Students identify an area of interest, a problem they would like to solve, or a question they would like to answer and work in their enrichment cohort towards completing the project. The majority of this work is done in 8<sup>th</sup> grade. Students will share their findings from the capstone with members of the school and local communities at a knowledge fair at the end of the year.

### Schoolwide Enrichment Model (SEM)

Our approach to learning is to provide students with opportunities to explore their interests and talents and learn important grade level concepts at the same time. This is done through strategically planned enrichment opportunities in their courses. Additionally, students will have some input on their class schedule and will select their preference for an enrichment cohort. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

### NYU Tandon School of Engineering

*DRK12 Robotics* - The Teaching STEM with Robotics project at New York University Tandon School of Engineering is a professional development opportunity for NYC middle school science and math teachers. The project uses robotics and engineering design practices as the curriculum focus to create hands-on science and math curricula.

### PROSE

*Progressive Redesign Opportunity Schools of Excellence* (PROSE) gives schools flexibility in designing their schedules, programming, teacher evaluation systems and other aspects of their school environments so that they are able to implement innovative school improvement strategies.

### NYC Outward Bound Schools

Outward Bound staff work with leadership and teachers to help them implement specific **project-based learning practices** that prepare students to create meaningful, authentic, standards-aligned projects. In a project-based unit, students are engaged in solving a real-world problem that includes a motivating kickoff experience, relevant and inspiring guiding questions, meaningful fieldwork, and a culminating event where students share their projects with an authentic audience.

### Algebra 4 All

The Algebra for All Initiative, one of the eight Equity and Excellence initiatives being launched in 2015-16, spans grades 5-10 and is designed to improve student readiness for Algebra 1 and high school math instruction. Research has suggested that students who successfully pass Algebra by the end of 9th grade are more likely to graduate from high school and go on to and graduate from college. The Algebra for All Initiative will support teachers to successfully teach coursework that is essential for algebra success. T

## CURRICULA

Teachers will be using various texts, technology and other resources to teach to the Common Core Learning Standards. Some of the curricula we will be using include:

### Technology and Instructional Software

In order to prepare our students for the careers of the 21<sup>st</sup> century, MS 890 is committed to infusing technology in all aspects of instruction. In addition, to utilizing laptops, chromebooks, 3D printers, and robots to teach important concepts, some of the instructional programs we will use include:

- ✓ **Google Apps for Education**  
With G Suite for Education and Classroom, teachers and students can work on their own or collaboratively, wherever they are and on any device.
- ✓ **Achieve 3000**  
An adaptive reading platform that provides students with levelled texts and reading comprehension exercises.
- ✓ **Mathletics**  
An online math learning program that allows “mathletes” to compete with peers in their class or globally in various topics. Teachers can assign assessments and learning modules.
- ✓ **Pupilpath/Skedula**  
PupilPath features real-time integration with IO Classroom, allowing teachers to fluidly communicate attendance, behavior, assignments and grades.
- ✓ **Apex**  
Flexible, engaging curriculum for exam readiness, intervention, remediation, and initial instruction

Subject Area	Curriculum Used
<b>ELA</b>	<p><b>Expeditionary Learning</b> ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts.</p> <p><b>Windows and Mirrors</b> Using a gradual release approach to reading, students will develop close reading skills to achieve deep comprehension and greater appreciation of the literary genres.</p>
<b>Math</b>	<p><b>Envision Math</b> Envision math 2.0 Common Core is a comprehensive mathematics curriculum for Grades 6–8. It builds on the proven effectiveness of the Envision series, supporting coherent, focused, and rigorous mathematics. Envision math 2.0 addresses the Common Core State Standards through problem solving, interactive experiences, and visual learning. Personalized math practice, built-in interventions, and customizable content deepen understanding and improve achievement.</p>
<b>Social Studies</b>	<p><b>Passport to Social Studies</b> This program 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.</p>
<b>Science</b>	<p><b>Amplify Science</b> This curriculum blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.</p>

## Rules and Procedures

### **Address / Contact Changes**

Please notify the school immediately if there is a change in your address, phone number, and/or person to contact in case of an emergency. If your address has changed, **two** proofs of address from a state, federal or city agency must be shown (i.e. utility bill).

### **Attendance**

By New York State Law, every child between the ages of 6 and 16 must attend school. Excused absences can only be granted for the following reasons: illness, death or illness in the family, doctor's quarantine, court appearance and religious services.

Attendance will be monitored carefully, and the school will reach out to you about attendance issues. Students must bring in a note explaining the absence upon returning to school. A 90% attendance record is required to meet promotional standards and to attend special school events and trips.

**Please notify the school at 929-397-9200**

**When your son or daughter is going to be absent.**

### **Bathroom Procedures**

Students must request permission from the teacher to be excused to use the bathroom. Only **one** student may be allowed out of the classroom at a time. Students are discouraged from using the bathroom during the first and last period of the day, excluding emergencies. We **MUST** socially distance. Students will be monitored while in halls and outside bathroom adhering to safety protocols due to COVID-19.

### **Breakfast Program**

All students are entitled to a free breakfast. Breakfast begins in class at 8:45 AM until 9:15am daily due to Covid-19.

### **Cell Phone Policy**

As per Chancellor's Regulation A-413, students are permitted to bring cell phones and other electronic devices to school, however, the school will develop a policy with the School Leadership Team regarding how students may use these, if at all, at school. The use of cell phones and other electronic devices is not allowed during any test, quiz or assessment. *Devices are not to be used during lockdown or evacuation drills, in bathrooms, the gymnasium, cafeteria or other shared building spaces.*

### **Class Website Pages**

Teachers will set up class pages on the school website. Students and parents should visit these pages to find out information about that teacher's class, including homework assignments, upcoming assessments, etc.

### **Custody / Living Circumstances**

Any change in custody of a child, living circumstances or orders of protection must be brought to the attention of the principal.

### **Dress/Clothing Guidelines**

Students are to dress appropriately for school. Masks must be worn. Hats, sunglasses, and bandanas are not to be worn in school. Pajamas, slippers, or flip flops are also not appropriate attire. Shorts should be an acceptable length and undergarments should not be visible. Clothing that promotes drug or alcohol usage, profanity or gang activity is not acceptable. If in the event a student comes to school in inappropriate attire, the child's parent will be expected to bring an appropriate change of clothing.

On days when students have Physical Education, they will be expected to come prepared with proper attire to engage in physical activity. The PhysEd teacher will provide guidance regarding appropriate dress for physical education.

### **Discipline Code**

Each student will be provided with a copy of the NYC Discipline Code. All members of the school community – parents, staff and students, must familiarize themselves and understand the standards of behavior which all students are expected to abide by.

If a student breaks the discipline code, several factors

### **Discipline Code (continued)**

are considered when determining a consequence for the misbehavior. This includes, but is not limited to, the student's age, maturity, previous disciplinary record and the level and severity of the infraction. Repeated or severe infractions may warrant a suspension.

Be advised that MS 890 will not tolerate fighting, weapons, illegal activity, bullying or intimidation. The safety and well-being of all students and staff is our primary concern.

### **Dismissal Procedures**

Teachers each day will escort students to their appropriate exit on Hinckley or Turner Place in staggered times. Students who take the bus will be escorted to the bus by a school staff member.

Should it become necessary for a student to leave school early, the following procedure must be followed:

- The student should tell his or her advisory teacher that he/she will be dismissed early. **The student must present a signed note from his/her parent including the date and time the student should be dismissed, as well as the reason for the early dismissal.**

- A parent, legal guardian, or adult designee **MUST** come to the main office (room 413) to sign out the student.
- The adult signing out **MUST** be **one** of the persons listed on the student's blue card. Students will not be released to persons other than those listed on the blue card. The adult must show photo identification when signing out the student.
- Adults picking up may **never** go to the classroom directly. All visitors must report to the main office. The student will be called to the office once the adult's ID is verified.
- **Students are not permitted to leave the building for any reason before the end of the school day unless accompanied by a parent, guardian or legal designee who is named on the emergency contact card (blue card).**

### **Emergency Contact Cards ("Blue Cards")**

Each student must have an emergency contact card (blue card) on file. Information on this card should be accurate and up to date. The information remains confidential and cannot be shared with anyone besides school personnel. Please make sure that you list at least two emergency phone numbers on the card and that you notify the school of any changes so that these may be updated.

### **Emergency Notification System**

In order to provide parents with another means to access the most up-to-date information about school related emergencies, the Department of Education has established a system whereby parents, staff and elected officials may voluntarily subscribe to receive emergency notifications through electronic text messages, phone calls, and/or email. Parents will receive notifications about: school evacuation and relocation of students, emergency closing of school, delayed opening of school. Sign up at the following website: [www.nyc.gov/notifynyc](http://www.nyc.gov/notifynyc) or by calling 311.

### **Emergency Preparedness**

In order to ensure students and staff are prepared for emergency situations, we will be conducting drills throughout the year. It is important for students to follow the procedures set forth below and to take drills seriously:

#### **• Lockdown Drill**

During a lockdown, all students must find a place in the classroom that is out of the line of view of the door. Teachers will direct students where they may stay in the room. An announcement will be made over the loudspeaker announcing the lockdown. Students are to remain quiet for the duration of the lockdown. Movement around the room and use of electronics is strictly forbidden. Students who are in the hallway or bathroom should make their way to the nearest supervised classroom.

## **Emergency Preparedness (cont.)**

### **Evacuation Drill**

Students will be directed to line up and make their way as quickly as possible out of the building through their class' designated exit. Students must follow the directions of staff as they may their way away from the building. Students will be allowed to return to the building after the all-clear. Students who cannot be evacuated due to mobility issues will be brought to a designated location.

In the event of a real lockdown or evacuation, special measures for dismissal and student pick-up will be in place. If we must evacuate the building, our evacuation sites are as follows:

Primary Site: PS 130 (113 Caton Ave)

Secondary Site: Brooklyn College Academy (350 Coney Island Ave)

Parents will not be notified once they are able to pick up from the evacuation site.

### **Face to Face Letters**

These are issued in the main office and will be given only to the parent on record with valid photo ID.

### **Field Trips**

There will be no field trips until further notice due to COVID-19.

### **Student Honor Roll**

Based on students' overall average on their report card, they may qualify for the following academic distinctions:

- **Principal's List**  
At least 95 overall average
- **1<sup>st</sup> honors**  
At least 90 overall average
- **2<sup>nd</sup> honors**

## **Library**

Students are responsible for the material they borrow. If an item is lost or damaged, the student must pay for the cost of the book. A \$0.05 fee per item is charged each school day the material is late. No more than \$2 will be charged as a late fee per item.

## **Lunchroom Procedures**

Students are expected to treat the cafeteria space with the same respect and regard as they would their living space at home. Garbage should not be thrown on the floor and students should recycle properly. Students are not allowed to leave the lunchroom without permission from a supervising staff member. Students serving as monitors during lunch must present a note from their teacher to allow them to be excused from the lunchroom once they are finished eating. Students who fast for religious reasons will have the option of sitting in a separate designated area if they so choose. Food may not be brought outside of the lunchroom.

Lunch is free for all students.

**Families are encouraged to complete the school app survey so that the school receives the proper amount of funding.**

## **Medical Forms**

If a student suffers a severe allergy, takes a medication, or has a physical or emotional ailment that prevents them from participating in normal school activities, the school must be notified. In these cases, parents must fill out a Medication Administration

## **Media Consent**

Throughout the year, our students will have the opportunity to be photographed for our school website. Parental consent is necessary. Forms are available in the main office.

## **Personal Property**

Students are responsible for maintaining their belongings. The school is not responsible for lost items. It is advised that students leave expensive jewelry and other items of significant value at home rather than risk these being lost or stolen at school.

## **Portfolios of Student Work**

Students will be provided with a portfolio folder for each subject area. Portfolios should include assessments, reports, long-term projects and other graded material for each student. Students should make sure to return assessments back to school on time and keep this folder organized as it can be used to make promotional decisions.

## **Promotional Policy**

All students are expected to achieve 90% attendance in order to qualify for promotion. Decisions to promote are based on multiple criteria, including classwork, assessments in academic classes, state assessments, and portfolios. Students with IEPs (Individualized Education Plans) and English Language Learners are held to different promotional criteria.

## **Report Cards**

Report cards will be issued each marking period. Parents should sign the report card and return it to school with their child.

At least 85 overall average

### **Transfer or Withdrawal of Students**

If it becomes necessary for a student to be transferred to another school, the student's custodial parent must come to the school to request a discharge. The secretary will arrange for a transfer of records and inform the student's teachers of the discharge. ALL textbooks must be returned and all accounts cleared.

### **Transportation**

Student eligibility for yellow bus service is based on the distance from home to school. Yellow buses are provided for 6<sup>th</sup> grade only. After-school activities are not covered in this service. Students who do not qualify for the yellow bus may qualify for a reimbursed Metrocard. Any lost or stolen Metrocards must be reported to the school in written form, by a parent or guardian, as soon as the loss occurs. A replacement card can take up to 30 days to become available. The Metrocard is to be used for transportation to and from school only. Cards are meant to be used by only one student.

Yellow buses are provided by the Office of Pupil Transportation (OPT). The Office of Pupil Transportation will send you notices about the bus your child will be taking, important information and student rules.

\*Parents should also inform the bus driver/matron of any particular problem your child may have while traveling to school. If busing issues arise, notify the school and contact your child's bus company or the OPT Hotline at (718) 392-8855.

### **Working Papers**

In order to receive working papers, the student must be 14 years of age and have a social security card. A parent/guardian approval and doctor's note are also required.

### **\*Individualized Education Plans**

Students with IEPs are entitled to the full set of services included in their IEP. We have a range of instructional support staff that will ensure your child has their needs met.

**Because of our unique, non-traditional schedule, we will be holding parent meetings at the start of the school year to ensure the school schedule and resources adequately meet the needs of all of our students. A member of the school staff will reach out to you to schedule a meeting during September if your child has an IEP.**

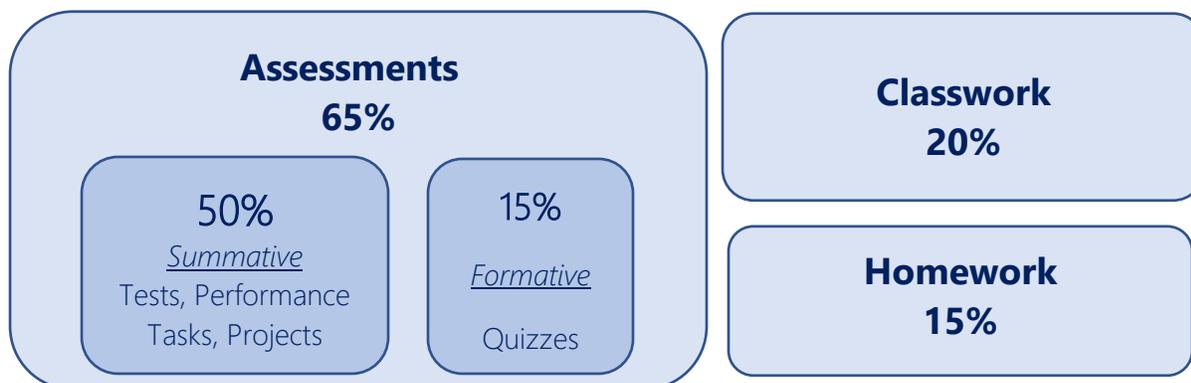
## **Tips for Parents**

Start off on the right foot and establish a good parent-teacher relationship as early in the school year as possible:

- ✓ Get to know your child's teachers. Middle school is different than elementary school in that your child will have a teacher for each subject area. Attend back to school night and parent teacher conferences to become better acquainted with each one.
- ✓ Share important information that can make understanding your child easier for teachers. Sometimes, things happen at home that can affect how children learn.
- ✓ Find out what's expected. Ask about homework, long-term projects and other special assignments. Check the class website and your child's folder regularly.
- ✓ Join the Parent Association. Try to volunteer for at least one event during the school year.
- ✓ Keep track of your child's progress by logging onto Pupilpath or visiting the school website.

## School-wide Grading Policy

Subject area grades will be calculated according to the following percentage breakdown:



Conduct-based letter grades will be indicated on the student's report card.

### Performance Levels correspond to percentage ranges:

Level	Percentages	
4	92 - 100% Exceeding Standard	Consistently meet requirements for exceptional work. Demonstrates high level of knowledge and understanding
3	80 – 91% Meeting Standard	Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.
2	65 – 79% Approaching Standard	Meets some requirements for proficient work. Demonstrates some knowledge and understanding.
1	Below 65% Below Standard	Meets few requirements for proficient work Demonstrates little knowledge and understanding.

- ❖ **Final Grade:** The last marking period grade, which determines promotion to the next grade, is cumulative.
- ❖ **Students with IEPs and English Language Learners** are subject to the criteria outlined in their Individual Educational Plan or Language Allocation Policy.

Classwork Rubric			
4	3	2	1
Consistently contributes and listens during group work and discussions.	Usually contributes and listens during group work and discussions.	Sometimes contributes and listens during group work and discussions	Rarely contributes and listens during group work and discussions.
Consistently provides new and relevant information and ideas.	Usually provides relevant information and ideas.	Sometimes provides relevant information and ideas.	Rarely provides relevant information and ideas.
Produces high quality assignments, demonstrating advanced understanding and mastery of content.	Produces quality assignments demonstrating good understanding of content.	Produces adequate assignments demonstrating reasonable understanding of content.	Produces limited assignments with insufficient demonstration of understanding content.

## Homework Policy

Homework is an important part of students' learning process. It provides students with the opportunity to make sense of what they have learned in school and prepare for future learning. Homework grades will be factored into students' overall averages for each subject area.

- ✓ Students should expect **15 – 20 minutes of homework each day per major subject area.**
- ✓ Daily reading is encouraged. Students will have access to library books, as well as digital books.
- ✓ It is a student's responsibility to make up missing assignments and to be diligent to complete assignments when they are absent.
- ✓ Teachers are expected to post homework on the class website and/or Pupilpath.
- ✓ Homework will be checked regularly by teachers and students will be graded for completion and accuracy on assignments according to the rubric below. Teachers may adapt this rubric to be more detailed for specific assignments.

Score	Description
2	<u>Student work is:</u> <ul style="list-style-type: none"> <li>• Completed</li> <li>• Handed in on-time</li> <li>• Accurate</li> <li>• Clearly shows student's effort</li> </ul>
1	<u>Student work is:</u> <ul style="list-style-type: none"> <li>• Partially completed</li> <li>• Partially accurate</li> <li>• Shows some effort on behalf of the student</li> </ul>
0	<u>Student work is:</u> <ul style="list-style-type: none"> <li>• Incomplete</li> <li>• Mostly inaccurate</li> <li>• Shows little to no effort on behalf of the student</li> </ul>

<b>Homework Tips for Parents</b>		
<ul style="list-style-type: none"> <li>✓ Show interest in your child's work and school subjects.</li> <li>✓ Praise and support your child's homework efforts and academic growth.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make sure that assignments are completed in an orderly and timely fashion.</li> <li>✓ Provide a quiet time and a well-lighted space for your child to do his/her work.</li> <li>✓ Contact your child's teacher or Guidance Counselor if you have a concern.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Eliminate television, video games, and other distractions during homework time.</li> <li>✓ You may want to read yourself-to model for him/her the importance of reading.</li> </ul>

## PBIS and Student Jobs

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

During advisory time, teachers will engage students in conversations around their social and emotional progress. In addition, we will have a school-wide approach that promotes positive behavior, responsibility and professionalism. As part of this approach, students will be able to apply for and hold various "job positions" in the school. Some examples include:

**\*\*\*These jobs will resume once we have clearance and do not have to adhere to social distancing protocols due to COVID-19.**

Student Role	Description
Tech Team	Assist teachers and staff with troubleshooting of hardware and software issues, updating devices and conducting regular maintenance of computers.
Green Team	Green Team members will have various roles including: Create recycling campaigns, conduct weekly inspections/audits of classrooms to grade their recycling efforts, collect recycling and conduct a Waste Audit.
Library Monitor	Responsible for helping to keep the library a safe, welcoming place where people can come to work, read a book, play a game, be with friends.
Student Store Clerk	Sell merchandise and manage inventory of student rewards PBIS store.
Peer Tutor	Assist peers and younger students that may be struggling academically, either before school or during indoor recess days for inclement weather.
Big Brother/Big Sister	Act as a role model and mentor to younger students in the collocated PS 889.
Office Monitor	Assist office and administrative staff with regular office tasks, greeting guests, etc.
Yearbook Squad	Yearbook Club is a group that gives students experience in print media publishing. Being in the Yearbook Club allows students experience in photography, computer design and writing creatively that combine to create a yearbook that captures the memories of our school year.

Students will be able to earn school reward currency based on their positive behavior, or by fulfilling one of the student job roles. We invite parent and student input around the PBIS system and will share more information about this initiative as the school year gets under way.

## **Student Supply List**

This is a list of suggested school supplies. All students will be provided with a school folder for daily notices or other documents to be sent to and from school. All students will also be provided with an organizational planner. Individual teachers may ask for additional supplies depending on their individual classes and needs. If you have any questions, please email [nfrangella@schools.nyc.gov](mailto:nfrangella@schools.nyc.gov)

- 3 Ring Binder (3 - 4 inches spine width)
- 3 packages of loose-leaf / filler paper (reinforced preferred)
- Binder tab dividers
- Folders (8 in total, 1 for each subject area, different colors preferred)
- 6 marble composition notebooks
- 12-inch ruler
- 1 package of pens (black or blue ink)
- 5 packages of pencils
- 1 package of washable markers (fine point)
- 1 package of colored pencils
- 1 pack of highlighters
- 1 pack of index cards
- Hand Sanitizer
- Handheld Pencil Sharpener
- USB Jump Drive / External Thumb Drive
- Face Mask or other face covering (must be worn each day): can be cloth, N95, KN95 or surgical grade. Bandana and neck guards are discouraged.

### **For 7<sup>th</sup> Grade**

- Two subject notebook

### **For 8<sup>th</sup> Grade:**

- Three Subject notebook

## Student and Family Pledge

As a member of MS 890, you will have a huge responsibility to make our school a fun, interesting and exciting place to learn. For that to happen, we need you to promise to uphold the rules and expectations set forth in this handbook. Please read carefully each part of the pledge and remember to always strive to reach your full potential. Students and parents will be given a copy of the pledge once they return it signed to their advisory teacher. Student and Parents: Reach carefully and initial next to each pledge in the appropriate column.

<b>As a founding student of MS 890, I pledge to:</b>	<b>Student Initial</b>	<b>Parent Initial</b>
Choose kindness and treat others how I would like to be treated.		
ObeY the rules and procedures of MS 890.		
Come to school on-time, prepared and ready to learn.		
Complete homework and assignments on time. I will be responsible to find out what homework I have missed if I am absent.		
Stay organized		
Dress appropriately for school. I will not wear hats in the building and will not wear shirts or other items that contain inappropriate language or pictures for school. I will adhere to wearing a mask/face covering for safety reasons during COVID-19 threat.		
Use appropriate and professional language while in school. I pledge to represent MS 890 when I am outside of the building in a positive manner.		
Remember the steps for emergency situations. I pledge to take emergency drills seriously so that I can be prepared if there is a real emergency.		
Use technology appropriately. I will follow the school's policy for using electronic devices in the school and will not use or take out my phone in the locker room, bathroom, gym, schoolyard or lunchroom.		
Stand up to bullying, intimidation and other intolerance. <b>I will not engage in this behavior in school or online.</b> I promise to speak to an adult if I am feeling intimidated or witness other students being intimidated.		
Not tolerate violence of any kind, both in and out of the school building.		
Never bring inappropriate items to school, including weapons, laser pointers, stink bombs, or other items which may put myself or other in danger.		
Talk to my parents often about how I am doing in school and ways they can help me do better if I am struggling.		
<b>Realize my full potential.</b>		

**Student Name** \_\_\_\_\_ **Parent Name** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## **COVID-19 Policies & Procedures**

Families have the option of choosing to have their child attend school solely through remote learning. Schools will assume that students will be attending school in-person as set forth in the school's selected programming model unless families choose to enroll their child into full-time remote learning.

### **Process for Choosing Fully Remote Instruction**

- Families can choose full-time remote learning at any time, for any reason, using the **Learning Preference** online form available on NYC DOE INFOHUB.
- Families who choose full-time remote learning will be able to reevaluate their choice and must give at least 3 weeks' notice to the school office.
  - When families choose to switch their student to in-person instruction, schools will make every effort to accommodate these requests based on programming and space capacity.
  - Families can choose full-time remote learning at any time

### **How to Change a Child's Learning Preference to/from Fully Remote Learning**

Students will learn in-person in a school building part of the school week and continue learning remotely from home for the rest of the week. The remaining families in our DOE community will begin the year in fully remote learning mode.

You can move your child into 100 percent remote learning at any time using the **Learning Preference** online form but must notify the main office and give 3 weeks' notice. Families who choose 100 percent remote learning can opt back into blended learning on a quarterly basis, beginning in November. The link for the form is:

<https://www.nycenet.edu/surveys/learningpreference>

### **What Happens if Students Attend School In-Person on a Day They are Not Scheduled to Attend**

Schools will work closely with families to clearly communicate which days their child will attend school in-person. The DOE encourages you to make alternate childcare arrangements and to build a plan to help ensure that your child does not arrive at school on unscheduled days. If a student arrives at school on days when they are scheduled for remote learning, your child's school will inform you. All children attending on an unscheduled day will need to be picked up or will be sent home. For more information on policies for students who attend school on a mistaken day, visit [www.schools.nyc.gov/returntoschool2020](http://www.schools.nyc.gov/returntoschool2020)

### **Supports for Students with Individualized Education Programs**

The DOE will provide students with disabilities access to in-person instruction during blended learning. If your child's IEP recommends related services, you were sent an

email from the DOE and asked to express your preference for in-person or remote therapy. Upon school opening, your child's school will contact you to discuss your child's specific schedule and make every effort to align your request to available services. The DOE will release additional guidance and information for families of students with disabilities.

### **Take-Out Meals for Remote Learning Students**

Students or their parents/guardians may pick up meals for students on days they are attending school remotely. Take-Out meals for students will be available on school days only, 9:00AM-12 noon.

The New York City Department of Education is committed to making free meals available daily for any New Yorker. Any New Yorker who wants one can get free meals at more than 400 Meal Hubs across the city. For more information visit:

<https://www.schools.nyc.gov/school-life/food/free-meals>

### **Support School Funding**

You do not need to apply for your child to receive meals. However, we do ask families to complete Family Income Inquiry Form which helps schools receive money for their programs: <https://www.myschoolapps.com/Home/PickDistrict>

## **Remote Learning Protocols for Students on Zoom & Google Classroom**

- **Students must be present for the session.**
- **Video should be on so students can be seen.**
- **Students must participate as teacher's require.**
- **Students should be dressed appropriately.**
- **Students should not be lying down in bed for any session.**
- **Cell phones should be off.**
- **Eating is discouraged during video conferencing.**

## **Technical Support for Families**

If you have ongoing issues with technology to support learning at home, visit our support pages, such as Getting Started with Your iPad, TeachHub, Getting Started with Google Classroom, Getting Started with Teams, etc., available through:

<https://www.schools.nyc.gov/learning/learn-at-home/technical-tools-and-support/technical-support-for-families>

If you are still having trouble, then please fill out the Technical Support for Families form available at:

<https://www.nycenet.edu/technicalsupportforfamily>

The form uses Google Translate in the top right corner. You can use the form to let us know what issues you are having with NYCDOE iPads or other devices including:

- Status or delivery of iPad request
- Reporting a lost or stolen device
- Support for sign in and use of iPad or other DOE devices
- Help with applications (including Google Classroom)

If the form doesn't offer the answers you need, you will be asked to provide your contact information and we will get in touch with you and try to solve your problem.

## **Grading**

All students must meet the same academic requirements, whether they are engaged in fully remote or blended learning. The teacher overseeing your child's classwork is responsible for designing or selecting assessments to measure student progress. These may include projects, exams administered within or outside the online platform, portfolios, and other measures of student mastery.

## **What Happens if Someone Gets Sick: New Information on COVID-19 Testing and Tracing in Schools**

It's important to know that a "confirmed case" means that a parent or guardian, student, or staff member submits a positive test result from a healthcare provider or laboratory—like a City-run testing site, a private doctor, or an urgent care center—to the school.

Our protocols to keep school communities healthy include:

- **Prevention:** Starting with the first day of the 2020-21 school year, if a student or staff member is feeling sick, they are required to stay home. Additionally, if their symptoms are consistent with COVID-19, they will be asked to get tested.
- **Feeling Sick in School:** If a student begins experiencing symptoms in school, they will be isolated and monitored by a school staff member until they are picked up by their parent or guardian. Staff members who become symptomatic at school must notify administration and immediately leave the building.

- **Testing:** All school staff members are asked to get tested for COVID-19 in the days leading up to the beginning of school and will be prioritized for expedited results at the 34 City-run testing sites. All school staff are also asked to get tested monthly during the school year. This free testing is also available for families citywide.
- **Tracing:** In the event of a confirmed COVID-19 case in a school, NYC Test + Trace and NYC Health will investigate to determine close contacts within the school. All students and teachers in the classroom with the confirmed case are assumed close contacts and will be instructed to self-quarantine for 14 days since their last exposure to that case. In older grades where students may travel between classes, this applies to all classes that the confirmed case was in.

If there's more than one case in a school, and it's not in the same classroom, learning will continue remotely, and the school building will close for at least 24 hours while NYC Test + Trace and NYC Health investigate. Depending on the outcome of the investigation, affected classrooms or the whole building will remain closed for 14 days for quarantine.

Students will continue their learning remotely during any necessary quarantine periods.

- **Communication:** Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. If a COVID-19 case is confirmed, schools will communicate to all families and students at school.

### **Overall Health and Safety Protocols for Every School**

- At all times, students and staff **must** wear face coverings protecting their nose and mouth while at school or on their way to school. Exceptions will be made for children who can't wear a face covering for medical reasons, and for younger children who aren't developmentally able to wear a face covering.
- Students and staff **must** maintain six feet of physical distancing throughout the school day, anywhere on school grounds and to and from school.
- Schools will be cleaned throughout the day and disinfected each night, with special attention to high-touch areas.
- Face coverings, hand sanitizer, and cleaning supplies will be readily available in throughout every school.
- Every school will have a school-based team ready to respond in the event that there is a health concern in a school.
- Every school will have a designated isolation room for use in the event that a student becomes ill during the school day.

For more details on these and other policies, please visit [schools.nyc.gov/returntoschool2020](https://schools.nyc.gov/returntoschool2020) and click “Health and Safety” for additional information and all the latest updates.