



Realizing students' full potential.

# Student and Family Handbook

2023-2024



# Contents

Section	Page
Welcome Letter	3
Staff Directory	4 - 5
Entry and Dismissal Procedures	6
Mission, Vision and Core Values	7
SPARK Enrichment Cohorts	8
Curricula	8
Partnerships	9
Instructional Technology	9
Rules and Procedures	10 - 14
Grading Policy	15
Homework Policy	16
Suggested (non mandated) Supply List	17
Student and Family Pledge	18

## 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



Dear Students and families,

We are so excited to welcome you to Middle School 890 for the 2023-2024 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**

# Directory

	Name	Role Assignment	Room #	Phone Ext.	Email @schools.nyc.gov
<b>Administrative</b>	Frangella, Nicholas	Principal	417	4171	NFrangella
	Votinelli, Gina	Assistant Principal	516	5161	GVotine
<b>Admin</b>	Lopez Urena, Miguelina	Parent Coordinator	413	4131	MLopezurena
<b>Support Staff</b>	Manzueta Duran, Zahira	Secretary	413	4134	ZManzuetaveras
	LoConte, Tricia	Secretary	413	4133	TLoconte
<b>Student Support Staff</b>	Enny, James	School Culture Coordinator	414	4142	Jenny
	Sara Mohamed	Guidance	518B	5181	SMohamed5
	Elie, Justina	Social Worker	518B	5181	JElie2
	Nhu Lam	Social Worker intern	518B	5181	
<b>Teachers (Core Subjects)</b>	Ali, Mohamed	8 <sup>th</sup> Science	402	4021	MAli17
	Aly, Jael	SPED ELA, SS	508	5081	JAlly2
	Alshayhbi, Arwa	SPED, Math	420	4201	AAlshaybi
	Andress, Matt	8 <sup>th</sup> Social Studies	419	4191	MAndress
	Breslauer, Josh	Music/Band	113	1131	JBreslauer
	Cummings, David	SPED Social Studies			DCummings8
	Du, Yu Wei	7 <sup>th</sup> Math	507	5071	YDu
	Fava, Joseph	8 <sup>th</sup> Math	513	5131	JFava
	Freeman, Robert	8 <sup>th</sup> ELA	515	5151	RFreeman8
	Gerard, Sarah	SPED Math	513	5131	SGerard2
	Golembe, Daniel	SPED, Science			DGolembe
	Jean, Yves	6 – 8 Math, ICT			Yjean4
	Masterson, Thomas	6 <sup>th</sup> ELA	401	4011	TMasterson2
	Melendez, Angelica	AIS ELA			AMelendez39
	Mosher, Derrick	7 <sup>th</sup> SS	502	5021	Dmosher2
	Murray, Dwayne	SPED Science	504	5041	DMurray3
	Nuzzi, Laura	6 <sup>th</sup> Science	406	4061	LNuzzi3
	Sassu, Paige	7 <sup>th</sup> ELA	501	5011	psassu
	Strandberg, Jennifer	6 <sup>th</sup> Math/Peer Collab Tchr	403	4031	JLiu17
	Ricca, Cassandra	SPED, ELA			CRicca2
	Thompson Burton, Alexander	7 <sup>th</sup> Science	503	5031	Athompsonburton
	Wasserman, Tyler	6 <sup>th</sup> Social Studies	405	4051	Twasserman3
	<b>Teachers (Cluster)</b>	Balsamo, Alejandra	ENL		
Battaglia, Sabrina		Phys Ed/Health	327	3271	Sbattaglia3
Breslauer, Joshua		Band	113	1131	jbreslauer
Kung, Simone		Art	511	5011	SKung3
Nesi, Olga		Library	414	4141	Onesi
Osswald, Brett		Phys Ed / Health	327	3271	BOsswald

	Russo, Diana	Vocal Music / Perf Arts	504	504	DRusso15
	Saslaw, Jamie	Spanish LOTE	409	4091	JSaslaw
	Macrides, Kalle	Theater / Performing Arts	Library	4141	kmacrides
<b>SBST/ IEP support</b>	Mellon, Gregory	Psychologist			GMellon
	Hadar, Hilary	IEP teacher, SETSS			hhadar
	Simmons, Shirlanva	Family Worker			SSimmons19
	Rufo, Nicole	Social Worker			nrufo
	TBD	Physical Therapy			
	Gringauz, Jackie	Speech Teacher			JGringauz2
	Idy, Jinette	OT			JIdy3
	tbd	Hearing Services			
<b>NIA After School</b>	Weaver, Trevor	Director	C14	6014	nia.ms890k@NIABklyn.org
<b>Nurse</b>	Mary Ihemembi	Nurse	117	1175	MIhemembi@health.nyc.gov

## 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.

### POTENTIAL

#### “Realizing our Full *Potential*”

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

### Expectations for Learning

#### 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 collaborative experiences.

## Schoolwide Enrichment

### Spark Classes

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

### Academies

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 7<sup>th</sup> and 8<sup>th</sup> grades through academies. Students will pick an area of concentration in one of 4 academies and follow a prescribed set of courses that culminates in real-world learning opportunities. The 4 academies are:

- Business and Economics Academy
- Medical and Biological Science Academy
- Performing and Visual Arts Academy
- Political and Social Sciences Academy

Schoolwide Curricula	
Subject Area	Curriculum Used
ELA	<p><b>HMH into Literature</b></p> <p>HMH Into Literature is a 6–12 English language arts program that equips students with the reading, writing, and speaking skills required for success. With diverse, culturally relevant texts that connect with students' lives, our <i>HMH Into Literature</i> curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom.</p>
Math	<p><b>Envision Math</b></p> <p>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>
Social Studies	<p><b>Passport to Social Studies</b></p> <p>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>
Science	<p><b>Amplify Science</b></p> <p>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>

## Partnerships

- **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.
- **Urban Advantage**  
Urban Advantage is designed to support the science goals of the public-school system and supports grades 3-8. Urban advantage has worked with the New York City Department of Education to support cutting edge science instruction in the city's middle schools. This program is called Urban Advantage and includes the American Museum of Natural History, the Brooklyn Botanic Garden, the New York Botanical Garden, the New York Hall of Science, the Queens Botanical Garden, the Staten Island Zoo, the Wildlife Conservation Society's Bronx Zoo and New York Aquarium, and the New York City Department of Education.
- **Ezra Guitar**  
Ezra Guitar is a conservatory in Brooklyn, NY with a clear mission to provide the highest level of CLASSICAL GUITAR training to children as young as 4 years old to teens, adults and professional levels. The goal being to make the guitar a primary instrument, just like piano and violin and to teach music in a way that develops a deep and true love of creating and sharing the art of classical guitar.

## 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, 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.

### **NEARPOD**

Digital interactive platform that allows teachers to present lessons while providing real-time feedback for students.

### **NEWSELA**

All content included with Newsela's core subject products is vetted and aligned to state standards. Teachers can search by standard or topic to find content that both supports their curriculum and is engaging and accessible to every learner.

### **Talking Points**

Two way communication between Parents and teachers that can translate over 100 languages in real-time.

### **Grading, Attendance, and Messaging System**

The DOE application is an electronic gradebook for teachers. Teachers can create assignments while maintaining all data fully secure within the DOE. Teachers can import assignments from Google Classroom, etc. Students and Parents will be able to see assignments.





## Policies 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 child is going to be absent.**

### Devices/Instruments Issued by the School

Students here at MS 890 will be using IPADS, smart books, macbooks and many other pieces of technology. Students should be peeling any stickers, keys, or anything attached to the piece of technology. Students should only use these items for academic research only. They must be properly plugged in and charged daily. Improper use may result in disciplinary action.

MS 890 is proud to provide students with opportunities to learn musical instruments. Students will be assigned a specific instrument. Students are not to bend, break, drop, toss, or mistreat any instrument. Damage either intentional or accidental will result in a fee or charge to replace the instrument. Parents must sign an instrument user agreement at the start of the school year.

### 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. Parents should notify school administration of any need for frequent bathroom use.

### Breakfast Program

All students are entitled to a free breakfast. Students will receive a grab n go breakfast during morning entry.

## **Cell Phone Policy \*\*Updated\*\***

As per Chancellor's Regulation A-413, students are permitted to bring cell phones and other electronic devices to school, however, the school develops a policy with the School Leadership Team regarding how students may use these, if at all, at school. For the 2023-2024 school year, the cell phone policy is as follows: **Cell phones and other electronic devices must be turned off and put away out of view at all times, unless directly authorized or requested by school administration. Students who fail to abide by this policy must be addressed according to the following protocol:**

- Teacher or staff addresses student directly and reminds them of the school policy and directs them to put away the device.
- If student does not comply, teacher, counselor or behavior specialist will have a private conversation with the student to remind them of policy and provide another opportunity to comply.
- Failure to comply after 2<sup>nd</sup> warning will result in confiscation of the device by school administration and parent will be notified.
- A parent or guardian will have to retrieve the device in person from the school once it is confiscated. If they are unable to come up to the school, the student will be reissued the device at the end of the week.
- Students with recurrent confiscations may be required to lock up their device during the school day.

***Parents should not call or text their child during the school day. Parents are asked to call the school should they need to speak to their child at any point during normal school hours.***

***929-397-9200.***

## **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**

MS 890 does not have a uniform. However, students and staff are expected to dress appropriately for learning. MS 890 school spirit attire will be distributed to students and more items will be available for sale. Schools may prohibit all students from wearing revealing clothing that does not provide full coverage of private body parts. Students are not permitted to wear the following items in the school building for safety reasons:

- Baseball caps, hats and other non-religious head coverings
- Hoods
- Flip flops / slides

In order to maintain a positive, safe, and inclusive learning environment, DOE policy prohibits students from wearing clothing in school, on school buses, or during any DOE- or school-sponsored programs or activities that take place on or off school property, that contains language (including slurs), images, or references which discriminate (on the basis of race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender

expression, sexual orientation, disability, or weight) or which contains profanity, obscenity, nudity, sexual acts, threats of violence, or gang affiliation.

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 by which all students are expected to abide.

If a student breaks the discipline code, several factors 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.

Student behavioral history, and consequences, are private information and cannot be shared with other students or parents.

You may find a copy of the discipline code here:

<https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english>

### **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, and 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**

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**

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.
- **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 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**

Only students who have a signed consent form by a parent will be allowed to go on a field trip. Parents cannot give consent for a child to attend a field trip verbally over the phone to a school staff member.

### **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.

### **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. No cell phones during lunch or recess.

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.**

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

### **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.

### **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 6th 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.

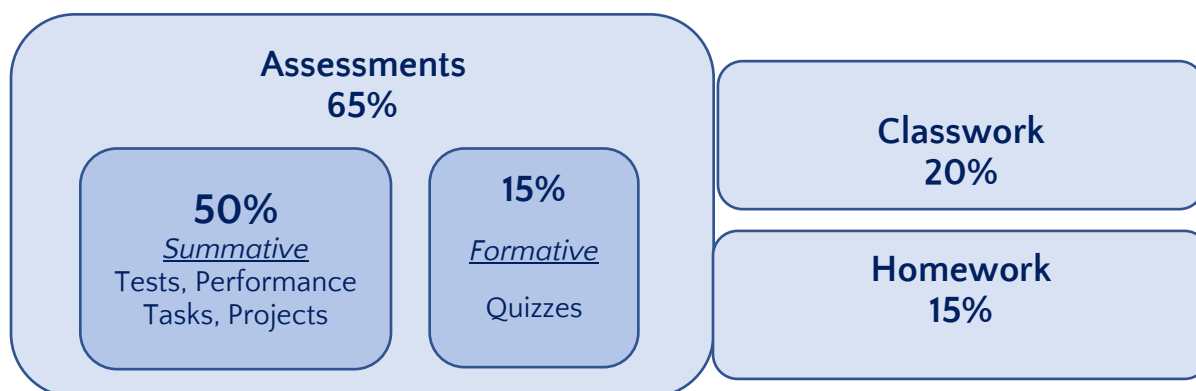
### **Working Papers**

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.

## School-wide Grading Policy

\*Grading policy is based on guidance from the DOE and/or District Superintendent.

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



**\*LOWEST grade for formative assessments, classwork and homework assignments will not be used in calculating the average for each marking period.**

### Performance Average Ranges

Percentage	Description	Pass/Fail Equivalent
90% - 100%	Consistently meet requirements for exceptional work. Demonstrates high level of knowledge and understanding	P
75 - 89%	Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.	P
65% - 75%	Meets some requirements for proficient work. Demonstrates some knowledge and understanding.	P
10% - 64%	Meets few requirements for proficient work. Demonstrates little knowledge and understanding.	F

- ❖ 55% floor – For assignments graded on a 100% scale, the minimum failing mark on assessments is 55%
- ❖ **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 assignments that sometimes demonstrate reasonable understanding of content.	Produces limited assignments with insufficient demonstration of understanding content.
PASSING	PASSING	FAILING	FAILING

## 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 will check homework regularly 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	P/F Equivalent
4	<u>Student work is:</u> <ul style="list-style-type: none"> <li>● Fully Completed</li> <li>● Handed in on-time</li> <li>● Accurate, No Errors, Well organized and neat</li> <li>● Clearly shows student's effort</li> </ul>	P
3	<u>Student work is:</u> <ul style="list-style-type: none"> <li>● Mostly Completed</li> <li>● Handed in on-time</li> <li>● Mostly Accurate, Minimal Errors, Organized and neat</li> <li>● Clearly shows student's effort</li> </ul>	P
2	<u>Student work is:</u> <ul style="list-style-type: none"> <li>● Partially Completed</li> <li>● Handed in late</li> <li>● Partially Accurate, Some Errors, Partially organized and somewhat neat</li> <li>● Shows some effort on behalf of the student</li> </ul>	F
1	<u>Student work is:</u> <ul style="list-style-type: none"> <li>● Barely completed</li> <li>● Handed in late</li> <li>● Inaccurate, many errors, unorganized, not neat.</li> <li>● Shows little to no effort on behalf of the student</li> </ul>	F
0	<u>Student work is:</u> <ul style="list-style-type: none"> <li>● Incomplete or unsubmitted</li> </ul>	F

### Homework Tips for Parents

- |  |   |  |
|--|---|--|
| <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> |
|--|---|--|



## Non-Mandatory (Recommended) Supply List

All students will be provided with necessary supplies and learning materials by the school. Should you wish to purchase your child's supplies separately, the list below includes suggested items.

- 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 colored pencils
  - 1 pack of highlighters
  - Tissues ( 1 box)
  - 1 ream of copy paper
  - 1 pack of index cards
-



## 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. Hold onto this for your records.

Student and Parents: Reach carefully and initial next to each pledge in the appropriate column.

As a founding student of MS 890, I pledge to:	Student Initial	Parent Initial
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.		
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 \_\_\_\_\_ Student Signature \_\_\_\_\_

Parent Name \_\_\_\_\_ Parent Signature \_\_\_\_\_

Date \_\_\_\_\_